

Transitioning to full face to face classes: Academic challenges and hygiene motivational factors among maritime instructors in one maritime higher education institution in Batangas province

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Abstract

The shift from face-to-face learning to online learning was so challenging that it required careful preparation, just as it does now as the situation returns to a face-to-face set up. This study describes respondent's profile (sex, age, teaching experience, department, officer ranks), identified academic challenges (instruction, learning environment, academic requirements), determined hygiene motivational factors (salary, working conditions, interpersonal relations), tested the differences in responses by profile, assess the significant relationship between academic challenges and hygiene factors, and proposed an action plan based on the results. 83 maritime instructors were studied, they taught face to face at a private maritime higher education institution in the academic year 2022-2023. Adapted questionnaires on a 4-point Likert scale were used. Data were collected through total population sampling. Descriptive and correlation analyses were done using SPSS. The findings of this study showed that most of the respondents were male, aged 40-49 years old, with 1-3 years of teaching experience from the BS Marine Transportation department and with a rank of operational level. Additionally, maritime instructors rarely faced academic challenges such as delivery of instruction, learning environment, and academic requirements. They were always motivated by hygiene factors such as salary, working conditions, and interpersonal relations. When grouped according to profile variables, in terms of academic challenges, years of teaching experience got the highest assessment with a lead in academic requirements and delivery of instruction. On the other hand, in terms of hygiene motivational factors, teaching experience also received the highest mark while age came next with high assessment on salary and working conditions. Additionally, the data showed that officers with operational level rank had higher assessment of salary and interpersonal relations. There was a high significant relationship, statistically, between academic challenges and hygiene motivational factors. In the end, an action plan was proposed based on the results of the study.

Keywords: academic challenges, hygiene motivational factors, maritime instructors

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1. Introduction

Maritime education in the Philippines has changed drastically due to the COVID-19 pandemic. The different maritime schools are in a battle to make sure that everyone has the opportunity to receive a high-quality education, and no one should be left behind. The shift from face-to-face learning to online learning became so challenging for them that it required careful planning and preparation, just as it does now as the situation returns to face-to-face setting up. The pandemic affected not only students but also the teachers, who had been under a lot of challenges since the crisis started (Ozamiz-Etxebarria et al., 2021). Teaching and learning had changed a lot in the past two years pandemic, as teachers now face academic challenges in a learning environment that has never been seen before (Ferreira et al., 2022). In the study of Clair et al. (2012), academic challenge was identified in several ways as demanding to attain high achievement, challenging students to strive for excellence, and engaging students in active learning. An example of this academic challenge, in light of the pandemic's general crisis, according to Rapanta et al. (2021), is educators at all levels and in different situations should rethink their roles, how they assist students with learning tasks, and their perception of students as self-directed learners, involved citizens, and autonomous social agent.

In education, a teacher's motivation is vital to overall performance since a lack of motivation leads to poor student performance and a failing education system. (Balasundran et al., 2021). A well-known theory about what motivates people is Frederick Herzberg's Two-Factor Motivation Theory (Alshmemri et al., 2017). This theory is based on an internal factor and a hygiene factor. Factors that have to do with the work itself are called "motivator factors," and factors that have to do with the environment are called "hygiene factors." Ganta (2014). Most hygiene issues, like salaries and supervision, make employees less unhappy with their work environment, such as not having a clean bathroom. In the education system, the things that fall under the hygiene dimension won't make an employee feel more motivated. Instead, it will stop or lessen how satisfied they are with their job. So, it is more important that the universities put more emphasis on things that have to do with motivation in order to get teachers more motivated (Balasundran et al., 2021). Little attention was given to the teachers who experienced transition from the change of modality as more research studies focused on the learners' academic performance (Virdee, 2021). According to Graham (2019) noticed that the teacher struggled with the lecture after moving from distant to face-to-face teaching. They felt they could just hop back into the classroom, but it was a struggle since they were using the same material and now, they had to alter their materials again to be more exciting for face-to-face classes.

This research identified some factors which led to academic challenges and hygiene motivational factors for maritime instructors in maritime higher education institutions in Batangas province. This study filled void by addressing academic challenges and investigating hygiene motivational factors that may influence university goals, innovation, and service consistency at a maritime higher education institution as the setup is returning to normal. This study was inspired by the researcher's role as a maritime assessor to ensure that all deliverable are in line with the most recent revisions and inclined with the courses, particularly in the context of the new standard structure. Since seafarers are not educators by profession and they just underwent training and certification to teach, this may help provide input for adapting new teaching modalities to improve more our teaching strategies. That is why it is important for the author of this study to know how hard their faculty members are working and how strongly they want to do great work and teach well in this transition to face-to-face classes. These contributions are also important for other higher education institutions because they help figure out what changes are needed, such as psychological, technological, methodological, and professional

development programs for teachers, which could help the educational process adapt to possible changes and lead to a new model of learning in higher education.

Objectives of the Study - The goal of this study was to determine the academic challenges and hygiene motivational factor of maritime instructors during the transition from online or hybrid learning to face to face mode of instruction at Maritime Higher Education Institutions in Batangas covering the academic years 2020–2021 and 2022–2023. Specifically, this study was intended to (1) determine the maritime instructors academic challenges in terms of delivery of instruction, learning environment, and academic requirements; (2) determine the hygiene motivational factors of maritime instructors in terms of salary, working conditions, and interpersonal relations; (3) test the significant relationship between academic challenges and hygiene motivational factors; and (4) propose an action plan based on the results of the study.

2. Methods

Research Design - The study's outcomes were determined via a quantitative methodology and a descriptive method. Rantung et al. (2020) stated that quantitative research methods involved objective measurements and statistical analysis of data obtained from polls, questionnaires, surveys, or pre-existing statistical data using computing tools. On the other hand, Curbano et al. (2020) described descriptive study design as a scientific technique that aims to describe the behavior of a subject matter without any attempt to influence it. The researcher sought to gather information from the respondents through providing survey questionnaires and distributing these to them. This descriptive kind of research are helpful in collecting the respondents' data efficiently.

Participants of the Study - The respondents of the study were the maritime instructors from the Maritime Higher Education Institution in Batangas province. According to the Maritime Industry Authority, Batangas province has only one (1) accredited Maritime Higher Education Institution. The respondents of the study were 83 maritime instructors who taught face to face during the pandemic covering the academic years 2020-2021 and 2022-2023. Total population sampling was used as the most useful for the purpose of this research.

Instruments of the Study

Table A

Reliability Results

Variables	No. of Items	α value	Interpretation
Academic Challenges			
Delivery of Instructions	5	0.876	Good
Learning Environment	5	0.921	Excellent
Academic Requirement	5	0.921	Excellent
Overall	15	0.959	Excellent
Hygiene Motivational Factors			
Salary	5	0.976	Excellent
Working Conditions	5	0.793	Acceptable
Interpersonal Relationship	5	0.833	Good
Overall	15	0.909	Excellent

Legend > 0.9 = Excellent; >0.8 = Good; >0.7 = Acceptable; >0.6 = Questionable; >0.5 = Poor; <0.5 = Unacceptable

The data for this study were collected using adapted questionnaire from Del Mundo's et al.,(2022) *Challenges and Coping Strategies of Maritime Instructors and Students in An Online Distance Learning (ODL) Environment* and Shak et al.,(2022) Herzberg's 'Hygiene' Factor and Secondary Islamic Studies Teachers' Motivation Level to suit the needs of this study. There was slight modification made on the instrument to fit in the study. The questionnaire was in three (3) parts. Part 1 described the demographic profile of the respondents in terms of sex, age, length of teaching experience, departments, and officer ranks. Part 2 consisted of (3) indicators namely delivery of instruction, learning environment, and academic requirements which were under academic challenges, while Part 3 was composed of the hygiene motivational factors of maritime instructors in terms of salary, working conditions, and interpersonal relations. Each indicator had four (4) questions and the maritime higher

education institutions which they belong must rate the mentioned indicators. Both parts were quantitatively measured using four (4) choices: option four (4) always, three (3) as often two (2) rarely and one (1) as never. The researcher gathered data using Google Form, and respondents were assured that all the information provided were for research purposes only. The researcher carried out a pilot test to enhance the credibility and dependability of the questionnaire. The testing was conducted with twenty (20) maritime instructors. The pilot testing yielded a Cronbach Alpha of 0.911, which is interpreted as excellent and indicated that all items are acceptable for data gathering. Table A shows the results of the reliability test.

Data Gathering Procedure - After presenting the proposal for feedback, the researcher received final approval from the thesis committee and proceeded to modify the questionnaire. The research adviser and a statistician assisted with a validation process. The questionnaire was validated by the dean, the department chairman, and selected maritime instructors. Furthermore, to establish the validity and reliability of the questionnaire, the researcher conducted a pilot test, and the results of reliability test was accepted for data gathering. After that, the researcher asked the permission from the Human Resource Management and Development Office, the Vice President for Academics and Research, the University Research Evaluation Committee, and especially from the University President of the Maritime Higher Education Institutions in Batangas province, to distribute questionnaires to the maritime instructors who are still working in the universities. After the approval, the researcher wrote a letter to the Dean and Director for Instruction for their assistance in collecting and distributing questionnaires and informing them of the purpose of the questionnaires. While the other respondents who are not connected to the university personally sent direct messages in their social media accounts to answer the questionnaires. The responses to the survey items were tallied and sent to the university statistician for statistical analysis.

Ethical Considerations - Ethical considerations were applied during the study process to ensure that any information obtained was used solely for research purposes, preserving the research's quality and integrity. The researcher additionally sought the consent through letter and contacted them to ensure that the target respondents were prepared to answer the research's essential questions. It also protected the respondents' privacy and identity by not asking for their names while they were filling out the surveys. The researcher also guaranteed that the respondents fill out the surveys themselves willingly and in accordance with their wishes. Finally, was also guaranteed that none of the research participants were injured or damaged, and that their safety and security was a major concern.

Data Analysis - Weighted mean and rank were used to determine the maritime instructor's academic challenges in terms of delivery of instruction, learning environment, and academic requirements; and to determine the hygiene motivational factors of maritime instructors in terms of salary, working conditions, and interpersonal relations. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Spearman rho was used to test the significant relationship. All analyses were performed using SPSS version 28.

3. Results and discussion

Table 1 indicates the maritime instructors academic challenges in terms of delivery of instruction. As observed, the respondents rarely encountered the academic challenges in terms of delivery of instruction with a composite mean of 1.72. Ranked first was students' difficulty in communication which affects understanding clear directions among students with a weighted mean of 1.94. This means Maritime instructors rarely sense their students' difficulty in communication because they have the necessary training or tools to identify and address communication barriers since years of working in a collaborative and demanding setting have given maritime educators exceptional communication abilities.

Haryani et al. (2022) stated that seafarers worldwide must possess communication skills to facilitate understanding of multiple languages. Orence et al. (2013) found that effective communication skills are crucial

among maritime professionals for safe and efficient onboard operations. As a watchkeeper, it is important to communicate all relevant information regarding operations, issues, and suspicions to senior members and crew for decision-making purposes. While they rarely have necessary skills to teach the courses face to face (1.58) ranked least. Teaching in a classroom setting requires different skills compared working on a vessel. They may not have the necessary skills to teach face-to-face courses could be a lack of training or experience in instructional design and delivery. However, other indicators, such as a 1.75 weighted mean from the statement 'I find it tedious to follow up on students' work' and 'I find planning my daily teaching strategies tedious and time-consuming,' as well as a 1.60 weighted mean in the statement 'I have difficulty adjusting my teaching style to cater to all students,' indicated that maritime instructors rarely experience.

Table 1

Maritime Instructors Academic Challenges in terms of Delivery of Instruction

Indicators	WM	VI	Rank
1. I sense students' difficulty in communication which affects understanding clear directions among my students.	1.94	Rarely	1
2. I have difficulty adjusting my teaching style to cater all students.	1.60	Rarely	4
3. I find it tedious following up on students' work.	1.75	Rarely	2.5
4. I still lack resources and the necessary skills to teach the courses face to face.	1.58	Rarely	5
5. I find planning my daily teaching strategies tedious and time - consuming.	1.75	Rarely	2.5
Composite Mean	1.72	Rarely	

Legend: 3.50-4.00=Always; 2.50-3.49=Often; 1.50-2.49=Rarely; 1.00-1.49=Never

Table 2

Maritime Instructors Academic Challenges in terms of Learning Environment

Indicators	WM	VI	Rank
1. My learning environment is not conducive and suitable for classes.	1.47	Never	3
2. There is not enough physical space for learning and teaching.	1.35	Never	5
3. My learning environment does not foster a safe and healthy working environment.	1.39	Never	4
4. My learning environment does not consider balance of my school/lesson commitments and free time.	1.48	Never	2
5. My learning environment has complex structure that makes it difficult for me to perform and utilize my skills when performing my job.	1.49	Never	1
Composite Mean	1.44	Never	

Legend: 3.50-4.00=Always; 2.50-3.49=Often; 1.50-2.49=Rarely; 1.00-1.49=Never

Table 2 shows the maritime instructors' academic challenges in terms of learning environment. As observed, the respondents never encountered academic challenges in terms of delivery of instruction with a composite mean of 1.44. Among all the indicators, the statement 'My learning environment has a complex structure that makes it difficult for me to utilize my skills when performing my job' received the highest rank, which maritime instructor had never experienced. This is because maritime higher education in Batangas is equipped with state-of-the-art facilities in classrooms and their faculty rooms as one of the requirements of different certifying and accrediting agencies. According to the study conducted by Okojie et al. (2015), the maritime higher education institution in Batangas province, where the respondents came from, is a certified institution that provides training and certification for Bachelor's in Marine Transportation and Marine Engineering courses. It is noteworthy that this school is the first in the Philippines to be ISO 9001:2008 certified and rated compliant with the Standard of Training and Certification for Watchkeeping (STCW '95), which explains their exceptional facilities.

On the other hand, the least among the indicators are from that statement, "There is not enough physical space for learning and teaching". This was never experienced by the maritime instructors with the weighted mean of 1.35. This also means that having workplace such as faculty rooms with top-notch facilities contributes to the satisfaction of maritime instructors with their teaching and attachment to the school. According to Alshmemri et al. (2017), when employees start working, factors such as workload, workspace, ventilation, tools, temperature, and safety are typically considered as part of their learning environment. However, other indicators, such as a 1.48 weighted mean from the statement 'My learning environment does not consider the balance of my

school/lesson commitments and free time,' and a 1.47 weighted mean from the statement 'My learning environment is not conducive and suitable for classes,' as well as a 1.39 weighted mean in the statement 'My learning environment does not foster a safe and healthy working environment,' indicated that maritime instructors never experience as an academic challenges in terms of learning environment.

Table 3

Maritime Instructors Academic Challenges in terms of Academic Requirements

Indicators	WM	VI	Rank
1. I experience delays in submitting certain different requirements that are needed.	1.65	Rarely	1
2. I cannot easily manage my time, including assignments for other subjects.	1.63	Rarely	2
3. I am not so familiar with doing school forms.	1.51	Rarely	3
4. I do not possess sufficient technical skills to fulfill academic requirements.	1.41	Never	5
5. I have not been given orientation in completing school forms.	1.47	Never	4
Composite Mean	1.53	Rarely	

Legend: 3.50-4.00=Always; 2.50-3.49=Often; 1.50-2.49=Rarely; 1.00-1.49=Never

Table 5 presents the maritime instructors academic challenges in terms of academic requirement. As observed, the respondents rarely encountered academic challenges in terms of academic requirement with a composite mean of 1.53. The results revealed that most respondents said that they rarely experience delays in submitting certain requirements that are needed. They got the highest weighted mean of 1.65. Maritime officers are highly organized and efficient in managing their time and responsibilities. Their work may be subjected to strict regulations and deadlines, to which they are trained to adhere closely. This trait can also be observed in them when they enter teaching. Sharabidze et al. (2021) suggested that effective maritime instructors should have practical sea experience, exhibit strong leadership, time management, and motivation skills, possess solid presentation and classroom management abilities, and actively seek feedback from their students to enhance their teaching credibility and build student confidence.

On the other hand, the statement "I do not possess sufficient technical skills to fulfill academic requirements" had the lowest score among all indicators which had never been experienced also in terms of academic requirements with a weighted mean of 1.41. Originally, maritime instructors did not have degrees in education, but they were given a number of trainings on course planning, I.G. review, assessment, etc. before entering the academe. This was a requirement of different governing agencies like MARINA and CHED before they could qualify to teach. Estimo (2020) stated that Maritime instructors qualify for teaching by completing a 10-day Training Course for Instructors (IMO Model Course 6.09) and a 10-day course on evaluating, testing, and certifying seafarers (IMO Model Course 3.12). They also receive training in simulator courses for instructors and assessors (IMO Model Course 6.10) which covers course planning, I.G. review, and assessment. Nevertheless, other indicators such as 'I cannot easily manage my time, including assignments for other subjects' which got a weighted mean of 1.63, and 'I am not so familiar with doing school forms' which got 1.51, as well as a weighted mean of 1.47 in the statement, "I have not been given orientation in completing school forms" indicated that maritime instructors rarely experience academic challenges in terms of academic requirements.

Table 4

Hygiene Motivational Factors of Maritime Instructors in terms of Salary

Indicators	WM	VI	Rank
1. I receive a competitive salary and benefits package.	3.75	Always	1
2. I have been provided a salary and benefits that are appropriate with my3.72 qualifications.	3.72	Always	2
3. I automatically receive other perks of the job such as health benefits, loan, and3.40 annual leave	3.40	Often	5
4. My salary and benefits are comparable to those of other professions.	3.61	Always	3
5. There is appropriate pay for extra works that I do.	3.52	Always	4
Composite Mean	3.60	Always	

Legend: 3.50-4.00=Always; 2.50-3.49=Often; 1.50-2.49=Rarely; 1.00-1.49=Never

Table 4 illustrates the maritime instructors hygiene motivational factors in terms of salary. As observed, the respondents always experience the hygiene motivational factors in terms of salary with a composite mean of 3.60. The results revealed that most respondents said that they received a competitive salary and benefits package. They got the highest weighted mean of 1.65. Most maritime higher education institution nowadays offer competitive compensation rates for their officer-ranked instructors. They prefer to hire their instructors on an hourly basis rather than paying premium wages to full-time employees regardless of the courses they teach. According to Dyers (2020), it was evident that even in South Africa's workforce, skilled former seafarers are attracted to the country's international market-based compensation. In many cases, private institutions are successful in luring these individuals by offering higher-priced courses and generous remuneration packages that may rival on-board salaries.

But among indicators, the least among them came from the statement that “I automatically receive other perks of the job such as health benefits, loan, and annual leave” which was often experienced by the maritime instructors with the weighted mean of 3.40. This means that for maritime instructors, the socio-economic factor like the compensation benefits is the one they examined to ensure that it was at least similar to a higher position a shipping company. In the study of Dyers (2020) and Nyo (2019) they highlighted the challenges that the Philippines faces concerning its human resources in the seafaring industry due to socioeconomic factors. They emphasized that the teaching profession is not highly valued, leading to lower salaries and benefits for employees compared to their counterparts, which can affect their motivation. However, other indicators such as I have been provided with a salary and benefits that are appropriate with my qualifications.' which got a weighted mean of 3.72, and My salary and benefits are comparable to those of other professions.' which got 3.61, as well as a weighted mean of 3.52 in the statement “There is appropriate pay for extra works that I do” indicated that maritime instructors always experience hygiene motivation factors in terms of salary.

Table 5

Hygiene Motivational Factors of Maritime Instructors in terms of Working Conditions

Indicators	WM	VI	Rank
1. I have a motivating department head in my workplace.	3.82	Always	1
2. My workplace is makes me at ease and included.	3.81	Always	2
3. There appears no favoritism and discrimination in my workplace.	3.61	Always	5
My workplace provides ample materials and equipment for me to fulfill my job well.	3.75	Always	4
My work performance is boosted by a better physical workplace and supportive environment	3.76	Always	3
Composite Mean	3.75	Always	

Legend: 3.50-4.00=Always; 2.50-3.49=Often; 1.50-2.49=Rarely; 1.00-1.49=Never

Table 5 indicates the maritime instructors hygiene motivational factors in terms of working conditions. As observed, the respondents always experienced the hygiene motivational factors in terms of working condition with a composite mean of 3.60. The results revealed that most respondents were always motivated because of having a motivating department head in their workplace with the weighted mean of 3.82. This means superior attitude impacts their motivation. Their leadership style contributes to the success or failure of why they will be motivated. According to Lee et al. (2019), the effectiveness of education is affected by both teacher quality and their motivation, as well as the leadership style of supervisors who provide them with training.

A supervisor's leadership style can impact the overall atmosphere of the school, but it is unclear if it directly affects teacher motivation or vice versa. It is important for a supervisor's leadership to generate enthusiasm for teaching and increase teacher motivation. However, there appears no favoritism and discrimination in my workplace obtained the lowest weighted mean of 3.61. Despite the initial challenge of adjusting to a new method of interaction when transitioning from seafaring to instructing, there is potential for maritime instructors to establish fair treatment and promote respect among each other. However, due to differences in backgrounds, beliefs, and lifestyles, it can be difficult to achieve consistency in promoting fairness and respect. This inconsistency can lead to feelings of being unwelcome and unfairly treated, potentially resulting in decreased

motivation. According to Estimo (2020), working onshore has a unique structure of responsibility and authority that differs from working onboard a ship. The adjustment to this new environment can be challenging, especially when decision-making and action-taking are prioritized over collaboration, negotiation, and agreement. Aspiring educators must have a strong desire to assist others in learning to feel respected and well-treated.

Nevertheless, other indicators such as my workplace make me at ease and included.' which got a weighted mean of 3.81, and My work performance is boosted by a better physical workplace and supportive environment.' which got 3.76, as well as a weighted mean of 3.75 in the statement "My workplace provides ample materials and equipment for me to fulfill my job well" indicate that maritime instructors always experience hygiene motivation factors in terms of working conditions.

Table 6

Hygiene Motivational Factors of Maritime Instructors in terms of Interpersonal Relations

Indicators	WM	VI	Rank
1. I maintain a harmonious and cooperative relationship with my colleagues.	3.86	Always	3
2. I work well with my colleagues through coaching and mentoring.	3.87	Always	1.5
3. Other non-teaching staff cooperate with me to be able to carry out my duties.	3.82	Always	5
4. I find it easy to communicate with the school administrators.	3.83	Always	4
5. It builds up my confidence whenever there are opportunities to deal with superiors and peers	3.87	Always	1.5
Composite Mean	3.85	Always	

Legend: 3.50-4.00=Always; 2.50-3.49=Often; 1.50-2.49=Rarely; 1.00-1.49=Never

Table 6 shows the maritime instructors hygiene motivational factors in terms of working condition. As observed, the respondents always experience the hygiene motivational factors in terms of interpersonal relationship with a composite mean of 3.85. The highest rank among indicators that motivated them in terms of interpersonal relation were both from the statements "I work well with my colleagues through coaching and mentoring" and "It builds up my confidence whenever there are opportunities to deal with superiors and peers" with the weighted mean of 3.87. This means that as experienced seafarers, they valued teamwork and understood its significance for successful on-board collaboration. They maintained this collaborative spirit in their teaching, motivated by the guidance of mentors and teachers to rely on each other's strengths to accomplish tasks that cannot be achieved alone. According to Sha (2020), team spirit is crucial and always seen in the shipping industry due to the existing form of cooperation among seafarers during daily work on board. This is why the desire to assist others in learning and working is a must for any aspiring educator to be respected and treated well for smooth collaboration when they enter in academe (Estimo, 2020).

The least among the indicators came from the statement "Other non- teaching staff cooperate with me to be able to carry out my duties" which gained 8.82 weighted mean. This means that some maritime instructors who have clear directions as teachers, and are enthusiastic about their roles as educators, sometimes relied on their own capabilities and not on their non- teaching staff. Therefore, it is critical for a marine instructor to have a passion for teaching. They must be driven by a passionate desire to make a difference, and not just for shallow motivation. Mart (2013) found that individuals who feel a calling to teach and view it as a significant aspect of their life possess a fondness for teaching. Enthusiastic and passionate teachers display a higher level of commitment and dedication, and they believe in the importance of their work and the direction of their profession as part of their motivation. Still, other indicators such as I maintain a harmonious and cooperative relationship with my colleagues.' which got a weighted mean of 3.86, and I find it easy to communicate with the school administrators.' which got 3.83," indicated that maritime instructors always experience hygiene motivation factors in terms of interpersonal relationships.

As seen in table 7, the computed rho-value ranging from -0.444 to -0.701 indicated moderate to strong indirect relationship among the sub variables of academic challenges and hygiene motivational factors. It showed statistically significant relationship between academic challenges and hygiene motivational factors since the obtained p-values were less than 0.01. This implies that the lesser academic challenges encountered by maritime

instruction the better hygiene motivational factors they have. According to Ahmmed (2018) maritime instruction delivery are taken by the learners to make learning easier, faster, and more enjoyable, more self- directed, more effective, and more transferable. If hygiene factors are not met in a workplace setting, workers may become dissatisfied with their jobs. The purpose of hygiene considerations is to keep employees happy. In other words, the absence of these characteristics results in dissatisfaction even though they do not promote higher levels of drive. (Osemeke et al.,2017).

Table 7

Relationship Between Academic Challenges and Hygiene Motivational Factors

Variables	rho-value	p-value	Interpretation
Delivery of Instruction			
Salary	-0.692**	0.000	Highly Significant
Working Conditions	-0.575**	0.000	Highly Significant
Interpersonal Relations	-0.615**	0.000	Highly Significant
Learning Environment			
Salary	-0.512**	0.000	Highly Significant
Working Conditions	-0.444**	0.000	Highly Significant
Interpersonal Relations	-0.505**	0.000	Highly Significant
Academic Requirements			
Salary	-0.701**	0.000	Highly Significant
Working Conditions	-0.610**	0.000	Highly Significant
Interpersonal Relations	-0.614**	0.000	Highly Significant

***. Correlation is significant at the 0.01 level*

Table 8

Proposed Action Plan

Key Results Areas	Findings	Strategies	Objectives Based on Strategies	Persons Involved	Expected Outcomes
Academic Challenges					
Delivery of Instruction					
I sense students' difficulty in communication which affects understanding clear directions among my students	Some possible factors include language barriers, learning disabilities, lack of attention or focus, or simply not being familiar with the topic being discussed.	Maritime instructors can use various techniques to make learning easier, such as simplifying language, active listening, asking questions, breaking down complex topics, and providing extra resources like written materials and online/offline game	The objective is to improve understanding of unfamiliar topics and enhance attention and focus.	Dean, Assessors, Maritime Instructors and Department Chairmans, Syllabi Revision Committee	The possible outcomes are better communication skills, understanding, and learning for the student. This can lead to improved relationships, increased knowledge, and better decision- making.
Academic Requirements					
I experience delays in submitting certain different requirements that are needed.	This is because of insufficient information or documentation, technical issues with the submission platform, a high volume of submissions causing delays in processing, or difficulty in obtaining the necessary information from other parties.	Identify which requirements are most critical and focus on completing those first. Be realistic about what you can achieve within the given timeframe.	Identify the cause of the delay, communicate with relevant parties about the delay and potential solutions, and find ways to mitigate the impact of the delay on the overall process of submission.	Dean, Assessors, Maritime Instructors and Department Chairmans	The submission process can continue on track smoothly with minimal disruptions. This can help ensure that deadlines are met and that the overall quality of the submission is not compromised.
Hygiene Motivational Factor					
Salary					
I automatically receive other perks of the job such as health benefits, loan, and annual leave.	There might be a need to check for possible misalignment of salary and benefits to determine appropriate pay for the position.	Annually review the compensation package and salary assistance for maritime instructors	To generate a salary realignment	HRMD Department	Aims to accomplish a 50% increase in pay satisfaction for marine instructors.

4. Conclusions and recommendations

Based on the findings of this study, here are the following conclusions: In terms of academic challenge, the factor of delivery of instruction, learning environment, and academic requirements were rarely experienced by the maritime instructors. All the hygiene motivational factors including their salary, working conditions, and interpersonal relations are all factors that keep them motivated. Statistically significant relationship between academic challenges and hygiene motivational factors was also seen. An action plan was proposed based on the result of the study.

Based on the results of the study, the author would like to make the following recommendations: Majority of the respondents, most likely, may or may not go back at sea, this study suggests for the learning institutions to develop programs with different career ladders to see the future direction of maritime instructors in the university. Maritime higher education institutions should venture into benchmarking activities with other top maritime schools to keep up with the latest trends, facilities and technologies in the industry. Review the salary structure and incentive scheme of maritime instructors in consideration of their tenure in teaching and ranks. A retirement plan, recognition, and other benefits for instructors ages 40 to 49 who preferred a lifelong career as maritime educators and to stay motivated and fulfilled. The proposed action plan may be subjected to further discussion, revision, prior to its implementation.

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