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Ship to Academe, Seafaring to Teaching: A Paradigm Shift for Marine Officers

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ABSTRACT

Years of working on board vessels as marine officers to teaching in maritime schools as full-time instructors entails a big transition and a sharp turn of events in a seafarer's role and way of life. This investigation aimed to measure the level of commitment of seafarers-turned-maritime instructors on their roles as teachers as well as to determine their level of competence as based on their self-assessment in reference to Lloyd's list of key attributes for maritime educators, namely, subject knowledge and technical skills, communication skills, pedagogy, and soft skills. It also attempts to identify the challenges that they experience being fully connected with the academe and to propose a customized set of training courses for professional instructors which can be included in the Faculty Development Plan to address the gaps that have been identified.

1. Introduction.

Sea experience lays the ground on the question of what to deliver to students through instruction. However, while technical knowledge of the field is necessary, it is also equally essential that a maritime instructor must have the ability and capability to deliver this technical knowledge to influence positive learning. The demand for students who desire to be future seafarers continues to increase. In the article "The Philippine Maritime Industry: Prospects and Challenges in 2013 and Beyond," it was reported that there are 95 accredited maritime education institutions averaging an annual enrollment of 71,200 students in 2006 to 2010 and the number continues to grow. However, while the demand for students increases, the supply of qualified maritime instructors dwindles. According to Cross (2012), to sustain the production of highly skilled seafarers, seafarer teachers are recruited among seafarers. New initiatives are required to enhance the professional expertise of seafarers who opt to shift to teaching. Most of these seafarer teachers have either retired from the industry or have considered land-based job options because for some reasons, they have decided to quit seaboard practice or have been forced to quit due to varied circumstances. The rest of them may simply want a preoccupation that will keep them active in between their job contracts.

An article entitled "Institutionalizing Maritime Faculty Development Program" (2016) published in Marino World quotes Salandanan (2016) who explained that maritime educators and trainers must be good teachers, in the true sense. According to her, a seafarer instructor needs more than shipboard experience and subject matter expertise. It is crucial to be proficient in the art and science of teaching, as well. It is essential that a maritime instructor must love to teach. He must have a burning passion for making a difference. He must possess a passion for learning communicated through teaching. Furthermore, according to Salandanan (2016), maritime instructors must engage students, possess leadership and motivational skills, demonstrate solid presentation and classroom management skills and should have feedbacks from students to build confidence and promote credibility.

Currently, there is a shortage of professional seafarers who are pedagogically competent enough to assume teaching jobs as these seafarers were not trained or do not have adequate training as instructors. Considering the dearth of seafarers who may be interested in teaching, initiatives are taken to address the ex-

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isting shortage of qualified faculty for deck and engine courses.

As stipulated in the STCW 2010 latest Manila amendment, those who are responsible for training and assessment must be appropriately qualified (Annex: Regulation 1/6 Training and Assessment). Also, instructors, supervisors, and assessors must be adequately qualified for the particular types and levels of training or assessment of competence of seafarers, either onboard or ashore (Code Part A: Section A-1/6). The Code requires that maritime instructors have to be 'appropriately qualified,' have an 'appropriate level of knowledge and understanding' and have received 'proper training in instructional techniques, and training and assessment methods.' This goes to say that professional seafarers who sign a teaching contract with maritime institutions and training centers are expected to meet the standards befitting of the task that may be assigned to them. Even if they unquestionably possess the knowledge of the profession, they have to be equipped with the skills needed to be able to deliver the knowledge of the technical content of the field to the intended recipients of this knowledge who are their students/trainees. As Lloyd (2012) puts it, maritime education and training depend so much on former Mariners to pass on the skills and knowledge necessary to the next generation of seafarers. Just being an experienced mariner does not make for an excellent educator and trainer. According to him, while the traditional hierarchy on board a ship provides a structure of responsibility and authority, this setup may not be the same with that on land, in which case the working environment leans more on coalition and negotiation, agreement and implementation, rather than just decision and action.

Furthermore, Pekcan (2012) points out that the current thrust in maritime education and training is to enhance the curriculum to include non-technical competencies such as leadership, management, and cultural awareness. This places even greater emphasis on student-centered learning. Teachers should not just teach these skills through lectures; they should provide their student's meaningful experiences that can facilitate better learning.

Moreover, maritime educators and trainers must have adequate sea experience to provide their students a real foundation of the field. They must be abreast with the latest update on modern day ship operations and with new technologies. They need to be able to communicate that knowledge in a manner that can be understood by all their students. However, the responsibility of maritime instructors is not just to impart knowledge; they must be effective and efficient teachers. They must be effective motivators and should possess good leadership and motivation skills, and presentation and classroom management skills. They must also seek feedback from their students so as to build confidence and promote credibility (*The International Maritime Human Element Bulletin*, May 2012).

The transition from seafaring to teaching may be challenging to deck and engine instructors, particularly to those who are new in the field of teaching in that their training was customized to being that of a seafarer, not of a teacher. According to Cerit, Zorba, Deveci and Tuna (2004), educational paradigms are rapidly changing, and it is, therefore, critical to the success and development of maritime education and training that these changes are fully understood so that the decisions on how best to meet these changes are made in an informed way. Hence, with the rapid shifts in the demand for maritime education and training, teaching seafarers must come prepared and equipped in delivering the goods.

The shipping industry calls for education and training that develops critical thinking for future seafarers who are honed to develop such skills in maritime institutions. According to Cerit, Zorba, Deveci and Tuna (2004), the ability to analyze, synthesize and evaluate information, as well as to apply that information appropriate to a given context is an important part of the MET (Maritime Education and Training) system. Maritime students are expected to move beyond Bloom's lower cognitive levels of knowledge and comprehension to the higher Bloom levels, where they apply, analyze, synthesize and evaluate. These are the skills that are so important for our students to develop to succeed in their professional maritime career and it is the responsibility of maritime instructors to develop such higher order thinking skills among their students. What if they fall short of this responsibility? What if they do not possess the intellectual machinery to educate their students? What if they only have a half-baked commitment to their responsibility as teachers? True enough; seafarers have gained much practical knowledge of the field. However, practical knowledge is not enough as more are expected of them if they were to teach. They need to be fully committed to their role as teachers. They need to develop competence in explaining challenging and complex tasks to motivate students to learn. The issue of commitment and the basic elements of teaching pedagogy are crucial and a key to the learning success.

The Philippine Government has embarked on massive efforts to train faculty members to be effective communicators of maritime education. Maritime instructors nowadays are a combination of experienced seafarers and other professionals. Some teach without teaching background; others have no maritime education at all. They qualify to teach by attending the 10-day Training Course for Instructors (IMO Model Course 6.09) and another 10-day training on Assessment, Examination, and Certification of Seafarers (IMO Model Course 3.12), and additional training on simulator course for instructors and assessors (IMO Model Course 6.10).

While much emphasis has been placed so much on qualification and training as significant factors for maritime instructors, little importance was attributed to the attainment of other dimensions such as teaching commitment and soft skills. It is for this objective that this study was conceptualized.

1.1. Conceptual Framework.

This study is supported by the following concepts as they relate to teacher's commitment and key attributes of professional maritime instructors:

1.1.1. Commitment to Teaching.

Maritime instructors, just like others who are into teaching, should be passionate about their roles as teachers. This passion drives and motivates teachers to give their best to educate students and to maximize their potentials. According to

Mart (2013), passionate teachers are committed and dedicated to their schools and a good education achievement is an outcome of this commitment and dedication. Garrison and Liston (2004) further explain that those who feel the call to teach and who find teaching profoundly meaningful have a passion for teaching. Passionate teachers are fiercely devoted to their work and greatly inspire their students. In relation to this, Rowe (2003) found evidence that teachers can and do make a difference and that consistent, high-quality teaching, supported by strategic professional development, can and does deliver dramatic improvements in student learning.

According to Fried (2001), passionate teachers like working with young people, and take an interest in knowledge and ideas, care about students, are aware of world issues, and current events in the classroom and effectively reflects them in his works at school, are serious and have sense of humor, and tolerates absurd and meaningless things that students exhibit in their behaviors but at the same time critical and very attentive to manners that students must have. Furthermore, passionate teachers avoid condemning ideas of unpopular and young people and attempt to create a culture of mutual respect, take risks but derives lessons from mistakes rather than ignore them, endeavor to establish and maintain a learning environment where students can learn from their mistakes, and take their missions seriously and reflect their ideas and beliefs clearly. The same extent of teaching commitment is expected of professional maritime instructors.

1.1.2. Teaching Competence.

In addition to strong teaching commitment, Captain John Lloyd (2012), Director, National Centre for Ports and Shipping, Australian Maritime College, provides a useful list of key attributes for maritime educators which served as a foundation for the major premise of this study. According to him, maritime education and training are heavily dependent upon former Mariners to deliver the skills and knowledge necessary to the next generation of seafarers. It takes a special person to join the worldwide band of maritime educators. Furthermore, he opined that being an experienced mariner does not make for an excellent educator and trainer. A good maritime educator needs to acquire a whole new set of skills to complement all the nautical skills he has established at sea. Working ashore is different. The traditional hierarchy on board a ship provides a structure of responsibility and authority not usually replicated on shore. Consequently, the first adjustment to make is working in an environment leaning more to coalition and negotiation, agreement and implementation, rather than just decision and action. The desire to help others to learn is very much a pre-requisite for the aspiring educator.

The key attributes that maritime educators need to have include, subject knowledge and technical skills, communication skills, pedagogy and soft skills, among others. In particular, this study only directs its focus on these four attributes.

First, all maritime educators should have a thorough understanding of the subject. It is essential that the instructor knows his or her subject better than the learner. For instance, learning to operate a Radar set successfully is a skill required by all navigators. The instructor, though, must be prepared for all the questions that students might think of. How does this work? What order do we adjust the controls? Why should they learn to operate it?

Secondly, he must be wired with adequate communication skills. The seafaring community is an international one, and while English may be the language of the sea, students come from many different places to learn and have widely differing educational standards on entry. The educator needs to be clear with the information transmitted, must be able to give clear written and oral instructions and be able to present information in a manner that can be understood by the learners. This may be in written handbooks or learner guides or may involve the use of multi-media presentations and materials. When giving assessments, he should see to it that evaluations must be valid, reliable, fair, clear and unambiguous, so students have a clear grasp of what is required for success. He must be able to present information in a manner that can be understood by students and to communicate complex ideas in a clear and complex manner, translating information in a vocabulary that the learners can understand. He must have the ability to read, write, synthesize, evaluate and make decisions and communicate his ideas.

1.1.3. Pedagogy.

This term refers to strategies of instruction and the correct use of those strategies. Understanding the fundamentals of pedagogy is an overarching skill necessary for educators to bring together their skills and attributes to enhance the students' learning experience and maximize their chances of success. A clear understanding of instructional strategies also greatly assists today's maritime educators to find their way through the maze of technology which can be used for educational delivery, and make choices which help students to learn. Inherent in pedagogy or the theory and practice of education are the following: knowledge of lesson planning procedures, identifying and writing lesson objectives, selecting instructional methods and materials, planning assessments, ability to transfer knowledge and skills to students, facilitating learning and answering questions, classroom management skills, presentation skills, knowledge of teaching methodologies, ability to gauge learner's understanding through facial expressions, body language and comments, and using feedback to improve teaching and materials.

On teaching pedagogy, the article *Institutionalizing Maritime Faculty Development Program* published in Marino World (2016) specified that maritime instructors must possess the following competencies: (1) Conducting training needs analysis, (2) Constructing alignment of course objectives, content, methodologies, assessment, and evaluation that support the required competencies prescribed in relevant regulations, (3) Managing a student-centered learning environment, (4) Employing appropriate teaching strategies that actively engage learners to achieve desired performance outcomes, (5) Adapting teaching styles to accommodate different student learning styles, (6) Interacting effectively with a student population having diverse interests, learning styles, and levels of competence, (7) Incorporating instructional technology to support the teaching-learning process, (8) Providing student feedbacks in a manner that pro-

motes learning; (9) Selecting and using appropriate assessment methods to evaluate student learning, and (10) Applying assessment and evaluation results to improve teaching-learning effectiveness.

1.1.4. Soft Skills.

Finally, there are certain soft skills or personal characteristics, innate or acquired; that maritime educators must also possess. These built-in skills include leadership, patience, motivation, adaptability, empathy, willingness to learn, self-control, professionalism, integrity, impartiality, and dedication among others. The concept of the study is illustrated in the following paradigm:

1.2. Objectives.

This investigation aimed to measure the level of commitment of seafarers-turned-maritime instructors on their roles as teachers as well as to determine their level of competence as based on their self-assessment in terms of Lloyd's list of key attributes for maritime educators, namely, subject knowledge and technical skills, communication skills, pedagogy, and soft skills. Specifically, the following were its objectives:

- To determine the level of commitment towards teaching of professional maritime instructors when taken as a whole and when grouped according to age, sea experience, and department
- To measure their level of competence in terms of Subject Knowledge and Technical Skills, Communication Skills, Pedagogical Skills, and Soft Skills
- To identify the challenges they had experienced or continue to experience in their transition from being full-time ship officers to full-time instructors
- To propose a customized training plan for professional instructors which can be included in the Faculty Development Plan to address the gaps

2. Methods.

The descriptive design was used in this study, a design which, according to Polit and Hungler (1999), involves the collection of data that will provide an account or description of individuals, groups or situations. Primarily, the data were gathered using a survey questionnaire. A follow-up interview was also used with selected respondents to support the numerical data and to clarify certain issues which emerged from the qualitative data gathered.

The respondents of this study comprised a total of 58 Deck and Engine professional instructors who have opted to consider full-time teaching as an alternative profession after years of working onboard as seafarers.

The presentation and discussion of the results of this study were done on the basis of age, sea experience and department. As regards age, the following age groupings were used: 26 to 39 years old, 40 to 53, and 54 to 65 years old. In terms of sea experience, the instructors were grouped into two: those with one to 9 years and those with 10 to 18 years of sea experience. Finally, the respondents were also grouped into Deck and Engine instructors.

A researcher-made survey instrument was used in this study. This instrument was composed of four parts: Part I, which included questions for the profile of the respondents based on age, sea experience and department; Part II, which contained ten items that were used to measure the level of commitment of the respondents to teaching; Part III, which contained 20 items to measure the level of competence of respondents in terms of the four components listed in the study, namely, Subject Knowledge and Technical Skills, Communication Skills, Pedagogical Skills, and Soft Skills; and Part IV which was designed to elicit their responses given the directions, "List down and discuss the difficulties and challenges that you have experienced or continue to experience in your transition from being a full-time ship officer to being a full-time instructor in a maritime institution."

To determine the seafarer teachers' level of commitment towards teaching (Problem 1) and their level of competence (Problem 2), the *mean* and *standard deviation* were used. The results were then interpreted using the following scales:

Level of Commitment		**Level of Competence**	
Range	Description	Range	Description
4.24-5.00	Very Strong	4.24-5.00	Very Good
3.43-4.23	Strong	3.43-4.23	Good
2.62-3.42	Fair	2.62-3.42	Fair
1.81-2.61	Weak	1.81-2.61	Poor
1.00-1.80	Very Weak	1.00-1.80	Very Poor

Data for Problem 3 were reported and analyzed using frequency count. A customized training plan was then designed to strengthen the teaching skills of seafarer teachers of the academe and to address the gaps that have emerged in the study.

3. Results.

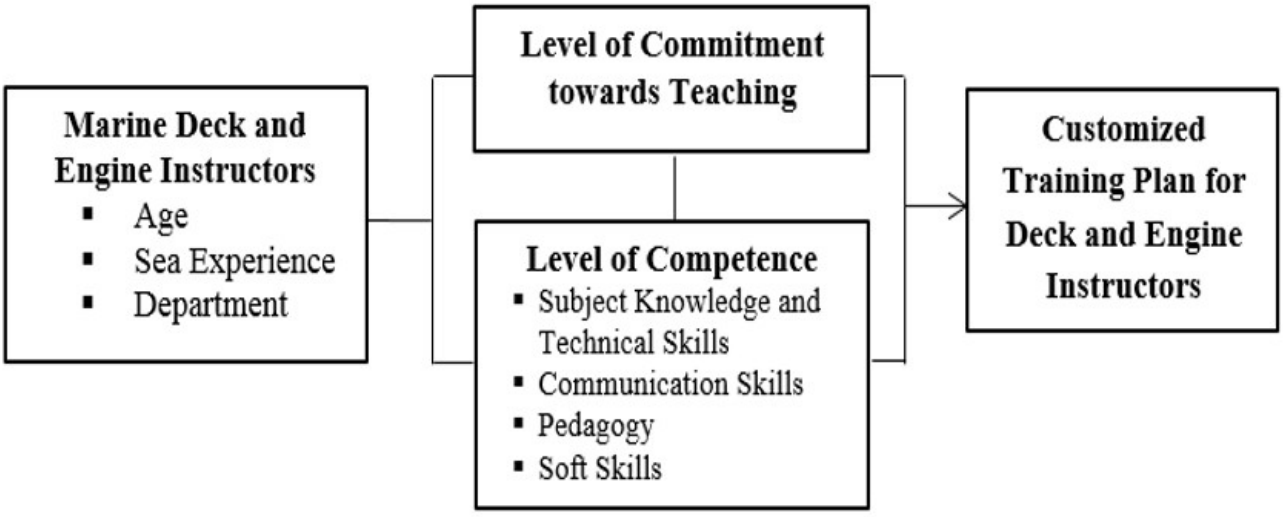
This portion of the paper reports and discusses the results of the study based on the questions that were raised. These results are presented in the same sequence as they were presented in the objectives.

3.1. Level of Commitment towards Teaching of Professional Maritime Instructors.

On April 14, 1912, at 11:40 p.m. the largest and most luxurious ocean liner built to date collided with an iceberg during its journey through the North Atlantic, just 300 miles off the coast of Newfoundland, with 2,223 passengers and 885 crew. on board, with a balance of 1,512 deceased and 706 survivors, after their sinking at 2:20 in the morning.

Undoubtedly, the sinking of the Titanic is one of the tragedies that marked the marine sector and from this, a series of regulations began to be made to improve maritime safety. With this accident they were clear that the ships had to have a better construction, equipment, and operability of the ships. And from this tragic accident is when they began to issue rules to solve it.

Figure 1: Schematic Diagram of the Concept of the Study.



Source: Author.

Table 1: Degree of commitment towards teaching of professional maritime instructors.

Degree of Commitment	Mean	SD	Interpretation
I am naturally passionately about teaching.	4.50	0.58	Very Strong
I am happy about teaching difficult students.	3.14	1.33	Fair
I am always eager and excited to perform my role as a teacher.	4.46	0.51	Very Strong
I am happy if my students perform well in class.	4.75	0.44	Very Strong
I take time to prepare my instructional materials to be more effective in the delivery of the lessons.	4.46	0.74	Very Strong
I consider teaching as seriously as seafaring.	2.68	1.19	Fair
My students' success or failure in their studies matters to me.	3.42	1.31	Fair
I am happy when given additional tasks related to my teaching.	3.14	1.18	Fair
I am willing to work overtime for the sake of the students.	4.14	0.89	Strong
I believe I need to further upgrade myself when it comes to my teaching competencies.	3.42	1.40	Fair
Total	**3.81**	**0.55**	**Strong**

Source: Author.

It is interesting to note that while they express a strong to very strong commitment to the rest of the indicators, this commitment diminishes in terms of the following items in the survey: *teaching difficult students, teaching in comparison to seafaring, students' success or failure in their studies, being given additional tasks related to teaching*, and *undergoing further training to upgrade their teaching competencies*. This information implies that the instructors are strongly committed to their job of delivering instruction, but this commitment can decline when they are given a more challenging role to play or perform other than their routine tasks as teachers.

Comparing the means as an indicator of the instructors' level of commitment, the results further revealed that younger instructors rate themselves higher than how older instructors rate themselves. In terms of sea experience, the pattern is also the same. Furthermore, the deck instructors express a higher level of commitment towards teaching than their engine counterparts.

3.2. Instructors' Self-Assessment of Their Level of Competence.

Table 2 reveals the level of competence of the professional instructors as based on their self-assessment. The data show that they have a very good level of competence in all the areas that include knowledge of the subject and technical skills, communication skills, pedagogical skills, and soft skills. Among these areas, they rate themselves highest on soft skills and least on pedagogical skills. The overall result implies that the professional instructors consider themselves competent in delivering instruction to their students.

Table 3 shows that the professional instructors rate themselves highest (very good) on *competence to operate equipment and machinery in your department (deck or engine)*, *standard procedures for performing various ship operations relative to your department (deck or engine)*, and *ship nomenclature, duties and responsibilities of the crew, and safety and security-related issues*. However, they rate themselves least (good) on *latest updates and information in the maritime industry*. The data imply that while they are confident in their knowledge and technical skills relevant to the subject that they teach, they feel the need to be continually updated with the latest news and information in the maritime industry.

On communication skills (Table 4), a very good level of competence was claimed by the professional instructors. Among the five indicators, they rate themselves highest on their *ability to use multimedia presentations and materials in presenting the lessons* while they rate themselves lowest on their skills in *transmitting information instructions (oral and written) in a manner that is understood by the learners*.

This affirms the common challenge claimed by most of the professional instructors when they often say "We can communicate, but we are not really sure if all the students can understand what we are saying."

Inherent in pedagogy or the theory and practice of education is the ability to transfer knowledge and skills to students, facilitating learning and answering questions, presentation skills, knowledge of teaching methodologies, ability to gauge learner's understanding through facial expressions, body language and comments, and using feedback to improve teaching. Moreover, in Table 4, the professional instructors also rated themselves the least on their capability to use research as a tool for solving problems related to teaching.

In terms of pedagogical skills (Table 5), the data reveal that the professional instructors rate themselves **very good.** However, it should be recalled that among the areas, this is the area where they scored themselves the least. The professional instructors rate themselves highest on their *ability to adapt their teaching styles to accommodate different student learning styles*. However, they scored themselves lowest on their *ability to transfer knowledge and skills to students, facilitate learning and answer questions*.

This finding supports the data provided in Table 4 where they rate themselves lowest on their skills in transmitting information instructions (oral and written) in a manner that is understood by the learners. This implies that while they can be flexible in adapting their teaching style to their students? needs, the biggest challenge for them is how to communicate or transfer their knowledge and skills so that the students could be able to understand and learn from them. They also appear to be challenged when it comes to responding to their students' questions.

Finally, Table 6 shows that in terms of soft skills, the professional instructors rate themselves highest on their *willingness to share themselves as well to learn from others*. However, they scored themselves lowest on their *patience and empathy in dealing with problematic and difficult students*.

4. Challenges Experienced by Deck and Engine Instructors in Their Transition from Being Full-Time Seafarers to Full-Time Instructors.

Those who have been trained to become ship officers and later end up teaching in a maritime institution often experience some challenges during the transition. A portion of the survey questionnaire had asked the professional instructors to list down and discuss the difficulties and challenges that they had experienced or continue to experience. Table 7 reveals that on top of these challenges are coming up with a research output as a requirement on top of their teaching loads, financial adjustment, and inadequate background knowledge and skills in teaching.

Conclusions and Implications

Marine officers who have taken the challenge to serve as full-time instructors in maritime colleges and universities bear a promising potential as mentors as they help mold future seafarers. The commitment to teach is there, and the competence to transfer to knowledge and skills is also in place. However, to be able to maximize their teaching skills, they need to constantly be abreast of the continuing developments in the maritime industry to be able to provide up-to-date inputs and to make the teaching and learning process become more realistic and relevant. As maritime instructors, they should possess the passion

Table 2: Level of competence of professional instructors.

Skills	Mean	SD	Interpretation
Subject Knowledge and Technical Skills	4.37	0.44	Very Good
Communication Skills	4.41	0.47	Very Good
Pedagogical Skills	4.31	0.54	Very Good
Soft Skills	4.44	0. 54	Very Good
Total	**4.38**	**0.46**	Very Good

Source: Author.

Table 3: Level of competence in subject knowledge and technical skills.

Knowledge/Skills	Mean	SD	Interpretation
Knowledge of the subjects that you teach	4.32	0.61	Very Good
Competence to operate equipment and machinery in your department (deck or engine)	4.46	0.51	Very Good
Standard procedures for performing various ship operations relative to your department (deck or engine)	4.46	0.51	Very Good
Latest updates and information in the maritime industry as a whole	4.14	0.59	Good
Ship nomenclature, duties and responsibilities of the crew, and safety and security-related issues	4.46	0.51	Very Good
Total	**4.37**	**0.44**	**Very Good**

Source: Author.

Table 4: Level of competence in communication skills.

Skills	Mean	SD	Interpretation
Skills in communicating your ideas to your students in the acceptable language (English)	4.39	0.57	Very Good
Skills in transmitting information instructions (oral and written) in a manner that is understood by the learners	4.36	0.56	Very Good
Ability to write, synthesize, evaluate and make decisions	4.46	0.58	Very Good
Ability to use of multi-media presentations and materials in presenting the lessons	4.50	0.58	Very Good
Capability to use research as a tool for solving problems related to teaching	4.36	0.62	Very Good
Total	**4.41**	**0.47**	**Very Good**

Source: Author.

Table 5: Level of competence in pedagogical skills.

Skills	Mean	SD	Interpretation
Ability to use appropriate teaching strategies and instructional aides that actively engage learners to achieve desired performance outcomes	4.29	0.60	Very Good
Knowledge of lesson planning procedures, identifying and writing lesson objectives	4.32	0.61	Very Good
Ability to transfer knowledge and skills to students, facilitate learning and answer questions	4.25	0.59	Very Good
Ability to adapt teaching styles to accommodate different student learning styles	4.36	0.62	Very Good
Ability to engage in institutional processes to promote competent delivery of instruction, e.g. planning, course and I. G review, assessment, etc.	4.32	0.61	Very Good
Total	**4.31**	**0.54**	**Very Good**

Source: Author.

Table 6: Level of competence in soft skills.

Skills	Mean	SD	Interpretation
Patience and empathy in dealing with problematic and difficult students	4.39	0.63	Very Good
Motivation and inner drive in handling the pressured, difficulties and challenges related to work	4.36	0.68	Very Good
Flexibility in adapting to different situations and events	4.43	0.63	Very Good
Willingness to share yourself as well to learn from others	4.54	0.58	Very Good
Ability to maintain professionalism and integrity when pushed or challenged	4.50	0.58	Very Good
Total	**4.44**	**0.55**	Very Good

Source: Author.

Table 7: Challenges experienced by professional instructors.

Challenges	f
Inadequate background knowledge and skills in teaching	42
Difficulty in preparing the lesson plan (Instructor's Guide) and notes to be provided to students	38
Complying with papers (forms) required for clearance	35
Coming up with a research output as a requirement over and above their teaching loads	48
Handling more than three teaching preparations	12
Time adjustment	8
Financial adjustment	25
Teaching BSMT students with Marine Engineering terms	7

Source: Author.

to perform their multifaceted roles not just to deliver the goods but to deliver them well to inspire and to create a positive attitude among their students (Rowe, 2003; Garisson & Liston, 2004; Mart, 2013).

It is important to continuously imbibe the commitment to deliver the knowledge and skills necessary to develop the next generation of seafarers, and those who are in the best position to do this are those who have established their expertise and experience in the field. However, as pointed out by Lloyd (2012), being an experienced mariner does not make for an excellent educator and trainer. A good maritime educator needs to acquire a whole new set of skills to complement all the nautical skills he has established at sea. Working ashore is different. Being an expert in the field is one thing; being able to transfer that expertise so others may learn is another. The traditional hierarchy and the way things are done on board a ship is a different scenario from dealing with and educating young minds in the classroom.

This investigation has identified some gaps between the seafarer instructors' knowledge and expertise of the content of the field and the students' actual learning. These gaps can be properly addressed by providing pedagogical skills for an effective and efficient delivery of instruction and specific coping skills to help the seafarer instructors in dealing with the bulk of paperwork and requirements that come as second nature to teaching. 1

5. Recommendations.

As recommendations, customized training courses can be initiated by maritime institutions to address the gaps. Some of these courses may include the following:

- Seminar on Teachers? Motivation and How to Deal with Difficult/Problematic Students
- Updates on the latest news and information in the maritime industry and their implications to teaching pedagogy
- Innovative Strategies in Teaching Diverse Students
- Questioning Techniques as Applied in the Classroom
- Techniques on Managing Paperwork and Other Assignments

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