

Instructor Development Program at Compass Maritime Training Center (Compass): Basis of Maritime Instructor Development Plan

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Abstract

This study comprehensively assessed the Instructor Development Program (IDP) at Compass Maritime Training Center (COMPASS) as a foundation for formulating an enhanced maritime instructor development plan. The research aimed to evaluate the current status of the IDP, identify barriers to its implementation, and determine the evolving professional development needs of maritime instructors. Utilizing a descriptive-correlational research design, the study surveyed all 119 instructor members at COMPASS and conducted document analysis to supplement quantitative findings. Results demonstrated that the current IDP at COMPASS is well established, with high levels of instructor satisfaction, significant cognitive learning gains, and notable behavioral improvements in teaching performance. Respondents highlighted improvements in curriculum design, learner engagement, and instructional self-efficacy. However, the program's impact on long-term career advancement, research productivity, and opportunities for higher academic qualifications was assessed as only moderate. The most frequently encountered barriers to IDP implementation were logistical and institutional factors—including limited funding, insufficient personnel, scheduling conflicts, and fragmented professional development activities. Personal barriers, such as motivation and relevance of content, were less significant. Statistical analysis revealed no significant relationships between most demographic characteristics and IDP assessments, with the exception of instructor rank, which was linked to perceptions of institutional barriers. Document analysis underscored the need for a more integrated and competency-based approach to instructor development, emphasizing enhanced competencies in maritime education, research capability, industry immersion, and regulatory compliance. The review revealed that current development activities are largely periodic and fragmented, underscoring the necessity for a systematic and sustainable framework. Based on these findings, the study proposes a comprehensive, competency-based Maritime Instructor Development Plan centered on four pillars: instructional quality, research and scholarly productivity, industry relevance, and continuous compliance with national and international standards (notably STCW and MARINA regulations). The plan advocates for structured training, research support, industry partnerships, and robust institutional mechanisms to address the evolving demands of maritime education.

Keywords: Instructor Development Program, Maritime Education, Professional Development, Barriers, Competency-Based Training, Compass Maritime Training Center, STCW Compliance

