

## Level of Nigerian Cadets' Satisfaction on the Services of Lyceum International Maritime Academy

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**Abstract** -Satisfaction characterizes the quality of products and services that the organization delivers to its customers that serves as the basis for continuous improvement. The study primarily aimed to investigate the level of satisfaction of Nigerian students in relation to administration, instruction, facilities, and securities. Descriptive type of research was utilized in the study. Results showed that Nigerian students were moderately satisfied in the LIMA Administration, academic instruction and facilities while they were fairly satisfied in the LIMA Security. The demand of foreign students to have competitive edge by studying abroad includes that the services of an educational institution wherein these students are enrolled should meet the satisfaction of these students in all key areas of administration, instruction, facilities and security; otherwise such institution has to take appropriate action and measure to improve its services.

**Keywords:** Administration, Satisfaction, Academic Instruction, Facilities, Security,

### I. INTRODUCTION

Customer Satisfaction can be defined as an expectation of a customer regarding a product (Mckinney et al, 2002). Beyond satisfying needs, customer value is the key to establish and maintain long run relationships. Hence, providing excellent customer value as a driving force of customer relationships management performance plays a key role in gaining sustainable competitive advantage (Onaran, et. al, 2013). The flux of foreign students studying in different universities in the Philippines particularly in Manila is clear indication that educational system in the Philippines is competitively comparable with other universities in Europe and America. It is not surprising since the Philippines historically is an strategic location where the culture of east and west can harmoniously meet; and the nature of Filipino culture is a catalyst to sustain and to transform various culture and knowledge virtually from different countries.

In the province of Batangas, Lyceum of the Philippines University – Batangas has continuously

been accepting foreign students from different countries such as Africa, Asia, and South America since 2005. These students were enrolled in various programs including marine transportation, marine engineering, medical technology, nursing, and dentistry. Consequently, there were about 206 Nigerian students who are enrolled marine transportation and marine engineering in Lyceum International Maritime Academy (LIMA) in 2012. This is so far the biggest volume of foreign students enrolled in a single program in the province of Batangas, and probably in the Philippines. There are some institutional and educational implications in relation to this phenomenon: first, the competency of academic instructions being offered by LIMA line of professionals; and second, the advancement of facilities invested by LPU-B as premier and leading institution in the field of the maritime profession.

Meet the customers' needs and wants in terms of product or service entails a customer satisfaction which resulted of customer loyalty (Sunto, et al, 2013). Accordingly, in order to maintain the continuous enrollment of foreign students in LIMA, a constant improvement in educational instructions and institutional facilities is always a top priority of the LIMA administration. This purpose can be achieved by understanding the educational and institutional status and needs of the students which are manifested in the rate of their satisfaction in relation to these two group variables.

Considering the satisfaction rate of these students will assist the LIMA administration to improve their services in view of maintaining the global educational competency of the Institution.

### II. OBJECTIVES OF THE STUDY

The study primarily aimed to investigate the level of satisfaction of Nigerian students in relation to administration, instruction, facilities, and securities.

Specifically, the study aimed to identify the socio-demographic profile of the respondents; determine the level of satisfaction of the respondents in relation to institutional administration, academic instructions,

LIMA facilities and campus security; and propose contingent plans or programs for continuous improvement the above variables.

### III. METHOD

In testing result and the consistency among the variables, this research study has made use of descriptive method of research in order to substantiate the assessment of the level of satisfaction of Nigerian cadets in relation to LPU-LIMA administration, instruction, facilities, and security during the SY 2013-2014. The sample of respondents in this study includes 30 Nigerian cadets randomly selected from BSMT and BSMarE programs.

The main instrument of this study was a self-made questionnaire. This instrument is divided into two parts, part I focus on the profile of Nigerian students while part II tackles the level of satisfaction in relation to institutional administration, academic instructions, LIMA maritime facilities and campus security. The study used a five-point likert scale in order to clearly analyze the results.

In order to gather data for this study, the researchers formulated a self-structured questionnaire with the aid of information taken from sample questions provided by LPU-B Quality Assurance Office. Then, they secured pertinent documents, including request letters and letter of permission, to conduct study and to distribute survey questionnaire to selected respondents (Nigerian cadets). After the request and permission were granted, they distributed 30 questionnaires to respondents with the assistance of some professors handling Nigerian classes, and have retrieved all of these distributed questionnaires.

**Table 2. Level of Satisfaction of the Respondents in relation to LIMA Administration (N= 30)**

Administration	WM	VI	Rank
1. Efficiency and effectiveness of services rendered by Registrar's Office	3.1	Moderately Satisfied	8
2. Attitude of Registrars personnel towards the students' concerns and transactions	2.87	Moderately Satisfied	9
3. Responsiveness of Registrar office to students feedbacks/complaints/concerns	2.67	Moderately Satisfied	11
4. Efficiency and effectiveness of health services such as medical and dental concerns	2.8	Moderately Satisfied	10
5. Attitude of Clinic staff/doctors towards students concerns and appeals	3.37	Moderately Satisfied	6
6. Responsiveness of Clinic office to students' feedbacks/complaints/concerns	3.27	Moderately Satisfied	7
7. Efficiency and effectiveness of library services in relation to availability of resources and materials	3.67	Highly Satisfied	2
8. Attitude of Library staff towards students' concern/ requests/complaints	3.8	Highly Satisfied	1

The needed data were encoded, tallied and interpreted using descriptive statistics. This includes frequency distribution, percentage, ranking and weighted mean. In addition, this statistical tool was used according to the objectives of the study.

### IV. RESULTS AND DISCUSSION

**Table 1. Percentage Distribution of Demographic Profile of the Respondents (N = 30)**

Socio-Demographic Profile	F	%
<b>Age:</b>		
16-18 yrs. Old	1	3.33
19-21 yrs. Old	5	16.67
22-24 yrs. Old	20	66.67
25-27 yrs. Old	4	13.33
<b>Gender:</b>		
Male	24	80.00
Female	6	20.00
<b>Academic Program:</b>		
BSMT	15	50.00
BSMarE	15	50.00

Table 1 reveals that in terms of age distribution, 20 or 66.67percent of the respondents belong to 22-24 yr. old bracket of age. Accordingly, 24 or 80percent of the respondents are male. There is equal distribution of respondents from both BSMT and BSMarE programs with 50percent each program or 15 respondents every maritime program.

**Table 2. (cont.) Level of Satisfaction of the Respondents in relation to LIMA Administration (N= 30)**

<b>Administration</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
9. Responsiveness of library staff to students feedbacks/complaints/concerns	3.4	Moderately Satisfied	3
10. Efficiency and effectiveness of student affairs services in terms of implementation of rules/dissemination of information	2.17	Fairly Satisfied	12
11. Attitude of student affairs staff towards students' concern/requests/complaints	1.87	Fairly Satisfied	15
12. Responsiveness of student affairs staff to students feedbacks/complaints/concerns	1.87	Fairly Satisfied	15
13. Efficiency and effectiveness of Dean's office services in terms of implementation of rules/handling complaints or concerns/dissemination of information	2.03	Fairly Satisfied	13
14. Attitude of Dean's office staff toward students concerns/requests/complaints	1.87	Fairly Satisfied	15
15. Responsiveness of Dean's office staff to students feedbacks/complaints/concerns	1.88	Fairly Satisfied	17.5
16. Efficiency and effectiveness of university canteen in terms of variety of food and food services	1.77	Fairly Satisfied	19
17. Attitude of canteen staff toward student concerns/requests/complaints	1.88	Fairly Satisfied	17.5
18. Responsiveness of canteen staff to students concerns/complaints	1.7	Fairly Satisfied	20
19. Efficiency and effectiveness of bookstore staff in relation to students concern/requests and in handling feedbacks/complaints	3.33	Moderately Satisfied	4.5
20. Attitude of bookstore staff toward students	3.33	Moderately Satisfied	4.5
<b>Composite Mean</b>	<b>2.63</b>	<b>Moderately Satisfied</b>	

*Legend: 4.50-5.00 = Very Highly Satisfied; 3.50-4.49 = Highly Satisfied; 2.50-3.49 = Moderately Satisfied; 1.50-2.49 = Fairly Satisfied; 1.00-1.49 = Not at All Satisfied*

Accordingly, Table 2 presents that most of the respondents were highly satisfied with the "attitude of library staff towards students' concern/requests/complaints" as first rank with weighted mean of 3.80. This is because most of the respondents have direct contact or transactions with library personnel which implies that these respondents have able to appreciate the attitudinal qualities of these personnel thereby made them feel highly satisfied and comfortable among these personnel.

On the other hand, the respondents were fairly satisfied with the responsiveness of canteen staff to students' concerns/complaints with weighted mean of 1.70. This result suggests that although most of the respondents had direct transactions with these personnel, the personnel's interpersonal quality especially in terms of canteen's staff food serving and the food itself did not establish high satisfaction and acceptance among the respondents. Further explanation of analysis and interpretation of this result will be dealt in the next subsection of this chapter.

As such, the results have manifested that interpersonal sensitivity particularly in terms of

addressing the needs and concerns of the respondents is a strong basis for accomplishing high rate of satisfaction. Nevertheless, the overall satisfactory rating of LIMA administration is moderate insofar as the results of the respondents are concerned. These results provide opportunity from further improvement.

Unsatisfied customers not only stop acquiring services from a particular organization but also can quickly damage the organizations image. Dealing effectively with customers can actually boost satisfaction, loyalty, retention and the organizations image as well (Sreenivasan & Bains, 2011).

#### *Level of Satisfaction on the Area of Administration*

Given the results of this study, the general level of satisfaction of the respondents in services provided by the administration is moderate with composite mean of 2.63, and the range of weighted mean from 1.70 to 3.80. These data reveal two significant aspects: personal and institutional. On one hand, in terms of personal aspect of the data, the results point to the adaptability level and adjustment mechanism of the respondents with regard to educational system where they are desired to perform

their task as students. Adaptability and adjustment vary among different individual even they become to a relatively similar educational setting and cultural background. On the other hand, in terms of institutional aspect of the data, the institution implements certain standard educational system which caters the general population of students for a certain span of time. Standard system does not necessarily universal system of education, since every educational institution is motivated with specific educational goal and objective which may be caused the students to take effort to learn and adjust. Every educational institution desires to establish a kind of ‘competitive educational brand’

among their students progressively inculcating to these students until they successful graduated in their chosen programs.

The general result of ‘moderate satisfaction’ remains positively viable outcome in relation to administrative services offered by LIMA among the respondents, which also provides constructive picture for further improvement on certain specific services. In particular in the area of canteen services, that is, cultural diversity has to be taken in consideration is food serving, and food preparation. Hence, moderate satisfaction remains consistent with the aim of working for improvement.

**Table 3. Level of Satisfaction of the Respondents in relation to LIMA Academic Instruction (N= 30)**

Instruction	WM	VI	Rank
1. Instructional materials and method of teaching used by the professors	3.1	Moderately Satisfied	4
2. Evaluation and grading system implemented by the professors	3.03	Moderately Satisfied	5
3. Communication skills of the professors	3.4	Moderately Satisfied	2
4. Personality and human relations demonstrated by the professors inside the classroom and campus	3.57	Moderately Satisfied	1
5. Expertise of the subject matter taught by the professors	3.23	Moderately Satisfied	3
<b>Composite Mean</b>	<b>3.27</b>	<b>Moderately Satisfied</b>	

*Legend: 4.50-5.00 = Very Highly Satisfied; 3.50-4.49 = Highly Satisfied; 2.50-3.49 = Moderately Satisfied; 1.50-2.49 = Fairly Satisfied; 1.00-1.49 = Not at All Satisfied*

Moreover, Table 3 presents that in terms of academic instruction – and other related instructional factors – received by the respondents from their professors (general education and major subjects), most of them were moderately satisfied with the “personality and human relations demonstrated by the professors inside the classroom and campus” as first rank with weighted mean of 3.57. This means that most of the respondents appreciated interpersonal qualities of the professors especially how these professors managed and addressed the concerns, inquiries, and questions raised by the respondents. These interpersonal qualities may include amicability, approachability, and sensitivity to respondents academic needs, individual differences, and cultural temperaments.

On the other hand, although the respondents’ responses to “evaluation and grading system implemented by the professors” were moderately satisfied, this result was ranked fifth among five options for choices. This means that though the respondents were satisfied on how professors evaluate and grade their academic performance, it is rather the least among the respondents level of satisfaction. This result also suggests that the method of evaluation and the grading

system implemented by the University does not directly correspond to respondents’ expectation as to their own individual personal preferences. Further elaboration of analysis and interpretation of this result will be discussed in the next subsection of this chapter.

Nevertheless, the same results from this table 3 does not implies that evaluation and grading system being implemented by the professors did not appropriately reflect the academic efforts of the respondents, since the overall satisfactory rating of academic instructions was Moderately Satisfactory. The results only show that there are still options for improvement on the area of instruction.

#### *Level of Satisfaction on the Area of Instruction*

Moreover, in the area of academic instruction, the general result of the level of satisfaction reflects on the composite mean of 3.27 or verbally interpreted as moderately satisfied, and with a range of weighted mean from 3.10 to 3.57, which is relatively higher than the composite mean shown in administration services, though they may have the same verbal interpretation. This difference in result on composite mean manifests two significant factors: direct encounter and

communication exchange. First, direct encounter between the respondents and their professors has established confidence among these two parties. The chance of overlooking or under estimating the individual qualities is reduced, and replaced by acceptance. Second, communication exchange provides outlet of ideas, emotions and preferences between the respondents and professors. They are able to build interpersonal learning experiences especially in the part of the respondents, not only about the subject matter of

the course, but also about diversified topics and issues in life as a whole.

Although the verbal interpretation reveals only moderate satisfaction, the result itself remains consistent between the satisfaction of the respondents, and the improvement needed by the professors. Primarily, attention in area of evaluation and grading system has to be emphasized, which is in fact indirectly encountered by the respondents as well as does not clearly put in communication exchange.

**Table 4. Level of Satisfaction of the Respondents in Relation to LIMA Facilities (N = 30)**

Facilities	WM	VI	Rank
1. Facilities in marine transportation and marine engineering laboratory including machines, instruments, etc.	2.57	Moderately Satisfied	5
2. Facilities in swimming pool including swimming instruments and materials	3.3	Moderately Satisfied	2.5
3. Facilities in library including availability of books, computers, internets, etc.	3.3	Moderately Satisfied	2.5
4. Campus facilities including path walk, dorm, classrooms, buildings, etc.	3	Moderately Satisfied	4
5. Facilities in general education laboratory including chemistry and physics laboratories, instruments, etc.	3.47	Moderately Satisfied	1
<b>Composite Mean</b>	<b>3.13</b>	<b>Moderately Satisfied</b>	

*Legend: 4.51-5.00 = Very Highly Satisfied; 3.51-4.50 = Highly Satisfied; 2.51-3.50 = Moderately Satisfied; 1.51-2.50 = Fairly Satisfied; 1.00-1.50 = Not at All Satisfied*

Moreover, Table 4 illustrates that the respondents were moderately satisfied with the “facilities in general education laboratory including chemistry and physics laboratories, instruments, etc.” as first rank with weighted mean of 3.47. This implies that the laboratory facilities and the services rendered by the laboratory personnel were appreciated by the respondents. Also, the result suggests that the facilities are appropriate and sufficient to the demand of the course subjects required in maritime programs.

Accordingly, the general result of the level of satisfaction among the respondents reveals a composite mean of 3.13, and having the range weighted mean of 2.57 to 3.47. This result contains two main components: exposure and accessibility. On one hand, the exposure of the respondents to facilities is vital to increase the bar of their satisfaction. Satisfaction does not rest on merely acquiring information about the facilities, rather through actual experience of these facilities. This means that the level of satisfaction of the respondents coincides with the concrete enjoyment of the object of such satisfaction - that is, their actual experience of facilities increases as they are appreciate the value of these facilities. On the other hand, accessibility goes along with exposure.

Facilities have to be readily accessible to the respondents in appropriated and designated time from them to be exposed with. An accessible facility means that such facility is able and is working properly to provide necessary learning experiences for the respondents.

The respondents are generally moderately satisfied. Less exposure and accessibility to maritime laboratory facilities by the respondents are still acceptable since, they are not yet in the proper and appropriate academic stage to be exposed and have the access to these facilities; compared to general education laboratory facilities which are all appropriate and proper in their current academic stage. Nevertheless, the result reveals that improvement includes exposure and accessibility in providing competitive learning experiences at proper stage of learning process.

On the other hand, the same results revealed that “facilities in marine transportation and marine engineering laboratory including machines, instruments, etc.” rank last on respondents’ responses with weighted mean of 2.57. Although the satisfaction rate of the respondents in this variable is moderate, the result has significant implication in relation to respondents’

preference, observation and academic experience. Further exposition on the analysis and interpretation of this result will be discussed in the next subsection of this chapter.

Nevertheless, the result shows that the overall satisfaction rating of the respondents regarding facilities is moderate satisfaction, which suggests that the administration has to take further improvement, insofar as the respondents' satisfaction rating is concerned.

**Table 5. Level of Satisfaction of the Respondents in relation to LIMA Security (N = 30)**

Security	WM	VI	Rank
1. Fairness in the enforcement of disciplinary rules and regulations	2.3	Fairly Satisfied	1
2. Assistance rendering to students in times of need for safety and security	2.2	Fairly Satisfied	2
3. Alertness of the performance of their duties and responsibilities	2.1	Fairly Satisfied	3.5
4. Dissemination of information on relevant procedures and policies	2.1	Fairly Satisfied	3.5
5. Attitudes of security staff such as courtesy, approachability, accommodation, and sincerity as well as responsiveness to feedback/concerns/complaints	2.07	Fairly Satisfied	5
<b>Composite Mean</b>	<b>2.15</b>	<b>Fairly Satisfied (FS)</b>	

*Legend: 4.51-5.00 = Very Highly Satisfied; 3.51-4.50 = Highly Satisfied; 2.51-3.50 = Moderately Satisfied; 1.51-2.50 = Fairly Satisfied; 1.00-1.50 = Not at All Satisfied*

Table 5 presents that among the variables presented in this table, the “fairness in the enforcement of disciplinary rules and regulations” ranks first among the respondents' responses with weighted mean of 2.30. This result suggests that among the variables, this particular variable takes satisfactory assessment among the respondents. It means that most of the respondents have appreciated the effort exerted by security personnel.

On the other hand, among variables presented in the table above, the “attitudes of security staff such as courtesy, approachability, accommodation, and sincerity as well as responsiveness to feedback/concerns/complaints” rank least among the responses of the respondents with weighted mean of 2.07. Such ranking result has significant implication in the overall value of respondents' responses. Further discussion on the analysis and interpretation of this result will be elaborated in the next subsection of this chapter.

Finally, “fairly satisfied” as the overall rating from the respondents in the area of security is relatively low, and hence, necessitates focal attention for the administration, since security is crucial in any educational institution. This issue entails further elaboration.

#### *Level of Satisfaction on the Area of Security*

Finally, in the area of security, the general level of satisfaction of the respondents has the composite mean of 2.15, and having the range of weighted mean from 2.07 to 2.30. This result suggests two implied

elements: confidence and assurance. Primarily, confidence is established when a person has able to entrust certain valuable properties to another person, as if this ‘another’ person owns these valuable properties. In the case of security, what is being entrusted by the respondents to the security personnel is, first and foremost, their safety at least within the campus premises. Secondly, if the confidence has been founded based on a strong sense of entrustment, these two persons mutually promote assurance to each other in taking care of these valuable properties. They will develop a mutual defense agreement in accordance with securing these valuable properties.

The respondents are only fairly satisfied on the services rendered by the security personnel in the account of having less confidence and assurance on the part of the respondents toward these personnel. As mentioned above, security personnel and the respondents may have direct encounter, however, they do not have actually a appropriate communication exchange. Nevertheless, such result reveals a relatively more attention in improving security services.

Accordingly, this study is guided by the specific aims of the study such as identifying the socio-demographic profile of the respondents, determining the level of satisfaction of the respondents by conducting survey among selected Nigerian cadets, and proposing contingent plans or programs for continuous improvement of institutional facilities, and academic and non-academic services of the Institution.

Relating these studies with this current research project, it implies that the demand of foreign students to

have competitive edge by studying abroad includes that the services of an educational institution wherein these students are enrolled should meet the satisfaction of these students in all key areas of administration, instruction, facilities and security; otherwise such institution has to take appropriate action and measure to improve its services.

## V. CONCLUSIONS AND RECOMMENDATIONS

Most of the respondents are 22 to 24 old, male and from BS Marine Transportation and BS Marine Engineering. The level of satisfaction of the Nigerian students in terms of administration, instruction and facilities was found moderately satisfied while in terms of security it was assessed fairly satisfied.

Generally, implementing activities and programs which promote direct interactions among the respondents and University personnel (administrative personnel, professors, and security personnel) will reduce uncomfortability among themselves with regards to satisfaction rate of the respondents. Hence, recommendations are based on promoting these interpersonal activities and programs.

The canteen administration has to create interpersonal workshop and skills development trainings in order to accommodate properly the diverse cultural background of their clientele. The administration in general has also to take further innovation through trainings in their diversified socio-cultural adaptability with regard accommodating foreign students. In the area of academic instruction, professors have to devise procedures in disseminating information regarding their evaluation and grading system with the aim of increasing students' participation in the process of evaluation and in the system of grading, and not a monotonous activity for the professors. In the area of facility, administration personnel who are responsible for facilities has to devise procedures that will cater students for exposure and access to facilities without overlooking the proper stage for such exposure and accessibility. In the area of security, the administration of security personnel has to devise program or activity which fosters camaraderie and interpersonal reliance among foreign students and security personnel such as security and safety joint exercises or drill.

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