

## Effectiveness of Basic Safety Training among Cruise Line Students

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**Abstract** – *This study aimed to assess the basic safety training among cruise line students in Lyceum of the Philippines University. Specifically, it sought to identify the effectiveness of basic safety training in terms of reaction, behaviour, learning and results; the problems encountered by the respondents' during their basic safety training; and lastly, propose a program to enhance the BST program among cruise line operation students. The study made use of descriptive method and using the Kirkpatrick Evaluation Training Model. The respondents agreed that the basic safety training programs for cruise line operations students are effective since it enhances their learning and behaviour. The results and reaction coming from the students who underwent basic safety training implies that they are trained and helped by the program. They sometimes experienced problems during their training. However students believed that the institution were proficient in providing programs and have already foreseen the problems that might occur and provided contingency plan for each. A program is proposed to enhance the basic safety training of LPU-Batangas. Continuous training may be done for reinforcement of each students and level of organization so that the cruise line students will be more competitive and be more productive. Strict compliance of the cruise line students to the training program may be implemented.*

**Keywords** – Basic Safety Training, Cruise line Operation

### I. INTRODUCTION

The Basic Safety Training course is a course that includes theory and practical hands-on training and assessment for the following four modules of STCW A-VI/1-1 to 1-4. The modules can be taken together over five days or broken into individual modules such as basic fire fighting techniques, first aid and CPR, personal safety and social responsibility and the personal survival techniques.

As cruise ships continue to become larger and accidents continue to be reported here in the Philippines, people are left to wonder what exactly is being done to better train crewmembers in the event of an emergency at sea or in port. All crewmembers should have at least some basic knowledge of how to properly handle an emergency accident situation, including how best to evacuate passengers in the event the vessel becomes extremely disabled, but it seems that all we have been hearing about are horror stories of cruise ship workers panicking in the face of disaster and failing to communicate properly with one another to ensure a smooth and hasty evacuation process.

Training is not a 'recreational' luxury to be implemented when times are good, but a continuous

effort that is even more valuable when times are rough. During good and bad times, an effective and productive workplace will always require employees to have the knowledge and skills needed for organizational success. Though necessarily based on incomplete and unverified (or unreliable) information, perception is equated with reality for most practical purposes and guides human behavior in general (Susan, 2011).

The Cruise Line Operation students must undergo Basic Safety Training at the LIMA Training Center in LPU-Batangas to have background knowledge on personal survival techniques at sea. Since their course covers the hospitality services and cruise line operations, then they must have these training so that they are ready and competent in dealing with different types of emergency situations which may occur.

If the program provides training for their team or their organization, then they probably know how important it is to measure its effectiveness. After all, they don't want to spend time or money on training that doesn't provide a good return. This is where assessment of Basic Safety Training and its effectiveness can help them objectively analyze the effectiveness and impact

of their training, so that they can improve it in the future.

The researchers chose this study to assess how the training helps them in their chosen profession, of being in a cruise line operation. They would want to know the importance of basic safety training in institutions, its benefits given to the students, its principle, the reasons to undergo training and its benefits given to customers and even problems encountered during training. The researchers believe that through the assessment of the basic training, there would be a baseline data on how cruise line operation students would become more competitive in their chosen profession.

## II. OBJECTIVES OF THE STUDY

This study aimed to assess the basic safety training among cruise line students in Lyceum of the Philippines University. Specifically, it sought to identify the effectiveness of basic safety training in terms of reaction, behavior, learning and results; the problems encountered by the respondents during their basic safety training; and lastly, propose a program to enhance the BST program among cruise line operation students.

## III. REVIEW OF LITERATURE

To better equip students to face the challenges in the cruise industry, competent trainers and resource persons put together an intensive training on firefighting and basic safety with Personal Safety and Social Responsibility (PSSR). Aside from the two-day practical training at Tanza, lecture on Basic Safety, International Safety Management System (ISM) Code Awareness, International Ship and Port Facility Security (ISPS) Code Familiarization, Crowd and Crisis Management with vessel familiarization were also provided. The different training activities equipped students with basic competencies that a cruise worker should possess especially in terms of security and safety of passengers and crew (Susan, 2011).

Kirkpatrick Training Evaluation Model was then updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs."

Reaction measures how their trainees (the people being trained), reacted to the training. Obviously, the want them to feel that the training was a valuable experience, and them want them to feel good about the instructor, the topic, the material, its presentation, and the venue. It is important to measure reaction, because it helps them understand how well the training was received by their audience. It also helps them improve the training for future trainees, including identifying

important areas or topics that are missing from the training (American Express, 2011).

Learning measure what their trainees have learned and how much has their knowledge increased in the training. When they planned the training session, they hopefully started with a list of specific learning objectives: these should be the starting point for their measurement. Keep in mind that they can measure learning in different ways depending on their objectives, and depending on whether they are interested in changes to knowledge, skills, or attitude. It is important to measure this, because knowing what their trainees are learning and what they are not will help them improve future training (Alpranis & Oliver, 2013).

To measure learning, start by identifying what they want to evaluate. (These things could be changes in knowledge, skills, or attitudes.) It is often helpful to measure these areas both before and after training. So, before training commences, test the trainees to determine their knowledge, skill levels, and attitudes. Once training is finished, test the trainees a second time to measure what they have learned, or measure learning with interviews or verbal assessments (Rick, 2012).

Behavior evaluates how far the trainees have changed their behavior, based on the training they received. Specifically, this looks at how trainees apply the information. It is important to realize that behavior can only change if conditions are favorable. For instance, imagine they have skipped measurement at the first two Kirkpatrick levels and, when looking at their group's behavior, they determine that no behavior change has taken place. Therefore, they assume that their trainees haven't learned anything and that the training was ineffective. However, just because behavior has not changed, it does not mean that trainees haven't learned anything. Perhaps their boss would not let them apply new knowledge. Or, maybe they have learned everything they taught, but they have no desire to apply the knowledge themselves (Chris, 2012). It can be challenging to measure behavior effectively. This is a longer-term activity that should take place weeks or months after the initial training.

Also, keep in mind that behavior will only change if conditions are favorable. For instance, effective learning could have taken place in the training session. But, if the overall organizational culture is not set up for any behavior changes, the trainees might not be able to apply what they have learned. (Alpranis & Oliver, 2013). Alternatively, trainees might not receive support, recognition, or reward for their behavior change from their boss. So, after time, they disregard the skills or

knowledge that they have learned, and go back to their old behaviors.

Of all the levels, measuring the final results of the training is likely to be the most costly and time consuming. The biggest challenges are identifying which outcomes, benefits, or final results are most closely linked to the training, and coming up with an effective way to measure these outcomes over the long term. Here are some outcomes to consider, depending on the objectives of their training, increased employee retention, increased production, higher morale, reduced waste, increased sales, higher quality ratings, increased customer satisfaction and fewer staff complaints (Susan, 2011).

The model also assumes that each level's importance is greater than the last level, and that all levels are linked. For instance, it implies that reaction is less important, ultimately, than results, and that reactions must be positive for learning to take place. In practice, this may not be the case (Chris, 2012).

Whatever the profession is, the beginning is based on being a trainee. Moreover it is a paramount essential to attend training in educational institution. As for the maritime and cruise industry sea training is not related with any preferences by institutions. Sea training is to be accomplished on board quality vessel or training ground with maritime environment for an allocated period of time. However, there are problems which were encountered by the students and trainees during their training course (Tucker, 2013).

Crewmembers will also be given a tour of the ship to make sure they know where all emergency equipment and exits are located, as well as to provide them with instructions on how to carry out an evacuation. They are also being instructed on various signals, alarms and whistles, which differentiate between the emergency that is present. There are different emergency signals for all types of cruise ship accidents and incidents, including signals and alarms for security emergencies, man overboard signals, abandoned ship signals, and several others. These are to be taken very seriously because failure to recognize a signal can cause a victim in their life (Tucker, 2013).

Once the crewmember is familiar with all the safety training information and have passed all the preliminary tests given by the cruise line to ensure they know what their roles and duties are, the crewmember will be assigned to a ship, where they will spend the next few weeks or months. Upon each new boarding, crewmembers must participate in a safety meeting, which is usually carried out before the ship leaves port (Chris, 2012).

Safety training also requires that crewmembers learn how to operate certain types of doors, including watertight and fire screen doors, must learn how to help someone if they witness a person going overboard, and what to do when a fire is discovered onboard (Alipranis & Oliver, 2013).

These are just a few of the many safety rules, regulations and protocols cruise ship crewmembers must learn about. Unfortunately, despite the rigorous training they must undergo, cruise ship safety is often overlooked and accidents frequently occur. It is important for crewmembers to understand their responsibility in ensuring the safety of all those who are on board as well as their duty to protect passengers as per maritime law (Susan, 2011).

The perception of the employees for the assessment system and the salary system was synonymous to the corporate intention. The questionnaire used in this study was such a simple form that respondents were free from prior judgements in answering the questions (Prasetya, 2010).

The study suggests that affective states impact on judgments and behavior and, in particular affect, or mood plays a large role when tasks require a degree of cognitive processing. In performance appraisal, rates in good mood tend to recall more positive information from memory and appraise performance positively. Affective regard is related to frequently higher appraisal ratings, less inclination to punish subordinates, better supervisor-subordinate relationships, greater halo, and less accuracy (Williams, et al., 2004).

The mentoring knowledge of current-mentors was measured, using the same questionnaire as the training-mentors. Students rated their mentor's skills and the whole mentoring experience. At the completion of the training program the training-mentors knew approximately 78 percent of the information covered in the training. The mentors performed best on; knowledge around what a mentor is, policies and procedures of Project K, confidentiality and family involvement, while men also scored higher on reflection and feedback than on other topics. Training-mentors were most confident in their skills to 'help a young person access resources' at the completion of the training. Differences were found between how the training-mentors performed on the post-training questionnaire and how they were rated by their trainers, as well as between current mentor scores and how they were rated by their students (Neill, 2005).

Training and development are viewed as expensive investments for a business organization and is often neglected during recession. The findings of the study

supported the contention that training intervention in a specific conceptual skill will lead to training effectiveness, even after a period of time. The findings are of importance theoretically as it provided insights into methods for evaluating the training effectiveness of a specific conceptual skill, which had thus far been shunned by researchers. For organizations, the findings of the study will help to provide an invaluable tool to assist organizations in evaluating management development programs of high monetary value. This is because the quasi-experimental design is better able to attribute changes in knowledge, skills, and behavior to specific training interventions, thereby providing evidence to organizations with regards to the value of training and development (Ling, 2007).

Formative evaluation in the form of feedback to course controllers was provided throughout, while the summative evaluation consisted of a final reporting of the effectiveness of the training program over a twelve month period and the consistency of results from a subsequent sample of trainees. A model was suggested to enable the formative and summative aspects of evaluation to proceed simultaneously within a single study. Finally, by monitoring the effects of environmental factors, the researchers were able to begin to distinguish the moderator variables operating at various levels of evaluation and move towards construct validation of a theoretical model of training and evaluation (Brook, 2008).

Many organizations use a competency framework to structure HR(D) processes within the organization. However, the validity of these frameworks is not always ensured. The results show that five out of 22 identified competencies significantly mediate the relationship between training and behaviour, and can therefore be indicated as competencies that have a high validity. Furthermore, a way of indicating the return on investment of a given competency is given. This resulted in two out of 22 competencies indicated to realize a high return on investment. Discussions and implications for practice and future research are also included (Blok, 2009).

#### **IV. METHOD**

##### **Research Design**

The study made use of descriptive method to assess the basic safety training among cruise line operation students at Lyceum of the Philippines University which is designed for the researchers to gather information about present existing conditions needed in the chosen field of study.

##### **Participants**

The participants of the study were 59 fourth year students of Cruise Line Operation in Hotel Services and Cruise Line Operation in Culinary Arts enrolled for the SY 2013-2104 second semester. The researchers used Slovin formula in determining the number of samples and who underwent SOLAS or basic safety training.

##### **Instrument**

The researchers utilized a questionnaire to obtain the necessary data needed for the assessment proper. The study made use of Kirkpatrick Training Evaluation Model as basis of the assessment of the basic safety training underwent by the cruise line operation students.

The questionnaire has two major parts. Part I – the assessment of the effectiveness of basic safety training in terms of reaction, behavior, learning and results. Part II – includes the problems encountered by the respondents during their basic safety training.

##### **Procedures**

The researchers used set of questionnaire in data gathering. The questionnaire was submitted to the thesis adviser for correction and approval. After the validation of questionnaire by the panel members, the letter of request was prepared for approval of the college dean of CITHM. Thereafter, the researchers distributed the questionnaire to the selected respondents and provide information about the purpose of the study as they asked the respondents to answer the questionnaire with all honesty. They assured the respondents about the confidentiality of their responses. Lastly, and the data obtained were tallied, analyzed and presented with the corresponding interpretation.

##### **Data Analysis**

Statistical treatment was used in analyzing and interpreting research data obtained from the questionnaire. Weighted Mean was used to assess the effectiveness of basic safety training in terms of reaction, behavior, learning and results; and the problems encountered by the respondents during their basic safety training.

The scale used to analyze and interpret the result of the study is as follows: 4.50 - 5.00–Strongly Agree (SA); 3.50 –4.49 – Agree(A); 2.50 – 3.49 –Moderately Agree(MA); 1.50 – 2.49 –Disagree(D); 1.00 – 1.49 – Strongly Disagree (SD).

## V. RESULTS AND DISCUSSION

**Table 1. Effectiveness of Basic Safety Training in terms of Reaction (N=59)**

Reaction	WM	VI	Rank
1. I had the knowledge and skill needed to learn in this course	4.34	A	1
2. The facilities and equipment made it easy to learn	4.22	A	3
3. The course met all of the stated objectives	4.17	A	6.5
4. I clearly understood the course objectives	4.22	A	3
5. The way the course was delivered was an effective way to learn	4.19	A	5
6. The materials I received during the course were useful	4.22	A	3
7. The course content was logically organized	4.05	A	10
8. There was enough time to learn the course content	4.10	A	8
9. I felt the instructor/mentor wanted us to learn	4.17	A	6.5
10. I was comfortable asking the instructor or my mentor questions	4.07	A	9
<b>Composite Mean</b>	4.17	A	

Table 1 shows the effectiveness of basic safety training in terms of reaction. As seen from the table, the respondents agreed that Basic Safety Training has an effect on the reaction of the students, having a composite mean of 4.17 and verbal interpretation of agree.

It can be noticed from the table that the respondents agreed that they have knowledge and skills needed to learn in this course which got the highest rank and a weighted mean of 4.34. It is followed by the facilities and equipment made it easy to learn, clearly understood the course objectives and the materials received during the course were useful which are of equal rank, agreed by the respondents, and has a weighted mean of 4.22. However, the lowest three in rank were there was enough time to learn the course content, comfortable asking the instructor or my mentor questions and the course content was logically organized which has a weighted mean of 4.10, 4.07 and 4.05 respectively.

Based on the reaction of the students, they have knowledge and skill needed to learn in this course because the basic safety training can enhance their basic skills in swimming and can teach them on the concept about the fire fighting and survival techniques.

Training is measured by how participants in a training program react to it. It attempts to answer questions regarding the participants' perceptions - Did

they like it? Was the material relevant to their work? This type of evaluation is often called a "smile sheet."

The contention was supported by the results of the study about the evaluation of a management training program for research scientists and senior technicians and it formed as the basis of this applied research project. Effectiveness was assessed in relation to the goals determined during the preliminary analysis of training needs, the focus shifting gradually during the course of evaluation, and having emphasis on learning effects to changes in work behavior and performance.

**Table 2. Effectiveness of Basic Safety Training in terms of Behavior (N=59)**

Behavior	WM	VI	R
1. I can elicited perceptions, feelings and concern of others	4.24	A	1
2. I can express verbal and nonverbal recognition of the feelings, needs and concerns of others	4.17	A	4
3. I can take actions that anticipated the emotional effects of specific behaviors	4.08	A	7.5
4. I can accurately reflect the point of view of others that they needed to perform their job	4.02	A	10
5. I can communicate all information to others that they needed to perform their job	4.05	A	9
6. I can divert unnecessary conflict with others in problem situation	4.08	A	7.5
7. I can recognize when a decision was required by determining the results if the decision was made or not made	4.14	A	5.5
8. I can determine whether a short-or-long solution was most appropriate on various situations encountered	4.20	A	3
9. I can consider decision alternatives	4.14	A	6.5
10. I can make a timely decision based on available data	4.22	A	2
<b>Composite Mean</b>	4.13	A	

Table 2 shows the effectiveness of basic safety training in terms of behaviour. As seen from the table, the respondents agreed that Basic Safety Training has an effect on the behaviour of the students, having a composite mean of 4.13 and verbal interpretation of agree.

It can be noticed from the table that the respondents agreed that they elicited perceptions, feelings and concern of others which got the weighted mean of 4.24 followed by they can make a timely decision based on available data having the weighted mean of 4.22 and they can determine whether a short-or-long solution was

most appropriate on various situations encountered with weighted mean of 4.20. Among the low value item, it shows that they agreed that they can take actions that anticipated the emotional effects of specific behaviors and can divert unnecessary conflict with others in problem situation with weighted mean of 4.08, they can communicate all information to others that they needed to perform their job with weighted mean of 4.05 and the least is that they can accurately reflect the point of view of others that they needed to perform their job with weighted mean of 4.02

Behavior is also assessed since students will learn logically and can learn to act professionally if their knowledge is also enhanced. Assessing at this level moves the evaluation beyond learner satisfaction and attempts to assess the extent students have advanced in skills, knowledge, or attitude. Measurement at this level is more difficult and laborious than level one. Methods range from formal to informal, testing to team assessment and self-assessment. If possible, participants take the test or assessment before the training (pre-test) and after training (post-test) to determine the amount of learning that has occurred.

**Table 3. Effectiveness of Basic Safety Training in terms of Learning (N=59)**

Learning	WM	VI	Rank
1. I can prove that the training of basic safety didn't need to be changed	4.29	A	2
2. I can do what my trainers said and demonstrate immediately	4.31	A	1
3. I can talk to my trainers and mentors about the basic safety program	4.25	A	4
4. I can easily do the different trainings such as fire fighting, and other personal survival techniques	4.22	A	8.5
5. I can immediately learn the trainings taught and can demonstrate it on my own without asking for help	4.24	A	6.5
6. I can ask my trainers for suggestions	4.25	A	4
7. I can also ask others for suggestion on how to learn all basic safety trainings needed in my course.	4.22	A	8.5
8. I can discuss problems with my trainers and make alternative solutions to address my shortcomings towards basic safety trainings	4.15	A	10
9. I can use my knowledge acquired in training in my future job	4.24	A	6.5
10. I can be sure that the information I got for personal survival techniques was accurate	4.25	A	4
<b>Composite Mean</b>	4.24	A	

Table 3 shows the effectiveness of basic safety training in terms of learning. As seen from the table, the respondents agreed that Basic Safety Training has an effect on the learning of the students, having a composite mean of 4.24 and verbal interpretation of agree.

It can be noticed from the table that the respondents agreed that they can do what their trainers said and demonstrate immediately with highest weighted mean of 4.31 followed by they can prove that the training of basic safety didn't need to be changed with weighted mean of 4.29 and they can talk to their trainers and mentors about the basic safety program; can ask their trainers for suggestions and the information they received about the course on personal survival techniques was accurate with weighted mean of 4.25. Among the low mean score items, it shows that the respondents can easily do the different trainings such as fire fighting, and other personal survival techniques, and can also ask others for suggestion on how to learn all basic safety trainings needed in their course with weighted man of 4.22 and the least is they can discuss problems with their trainers and make alternative solutions to address their shortcomings towards basic safety trainings with least score of 4.15

The respondents can do what their trainers said and demonstrate immediately because the people who are teaching them are those who are expert in the said area. Their expertises are used on the way they teach their students on personal survival and safety techniques.

Frequently thought of as the bottom line, this level measures the success of the program in terms that trainers and mentors in basic safety training programs can understand had increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales, and even higher profits or return on investment. From an organizational and institutional perspective, this is the overall reason for a training program, yet level four results are not typically addressed.

Table 4 shows the effectiveness of basic safety training in terms of results. As seen from the table, the respondents agreed that Basic Safety Training has an effect on the result of the students, having a composite mean of 4.25 and verbal interpretation of agree.

It can be noticed from the table that the respondents agreed that they were very much productive in learning basic safety program and personal survival techniques which got the highest weighted mean of 4.98, they have a definition career goal in mind with weighted mean of 4.29 in rank 2 and strategy for achieving my career goals with weighted mean of 4.25.

**Table 4. Effectiveness of Basic Safety Training in terms of Results (N=59)**

Results	WM	VI	R
1. At this time I have a definition career goal in mind	4.29	A	2
2. I have a strategy for achieving my career goals	4.25	A	3
3. My trainer is aware of my career goals	4.05	A	10
4. I have sought information regarding my specific areas of career interest from friends, colleagues and company career sources	4.15	A	6
5. I have initiated conversations concerning my career plans with my manager	4.10	A	9
6. I am very much productive in learning basic safety program and personal survival techniques	4.98	SA	1
7. I acquire necessary and important details in personal survival techniques and basic safety procedures	4.12	A	8
8. I got feedbacks from previous students who underwent basic safety and personal survival techniques	4.14	A	7
9. I am eager to continue other trainings and course related to my professional development	4.22	A	5
10. I can be evaluated in my training feedbacks and evaluations	4.24	A	4
<b>Composite Mean</b>	4.25	A	

Among the low value items, it shows that the respondents agreed that necessary and important details in personal survival techniques and basic safety

procedures with weighted mean of 4.12, initiated conversations concerning my career plans with my manager with weighted mean of 4.10 and the least is trainer is aware of my career goals with weighted mean of 4.05.

The students believed that the training can make them productive in learning basic safety program and personal survival techniques since it catches their attention because of the new learning they can acquire from the training. The students want to learn something new which can also be essential to their career as future professionals of the food industry.

Basic safety training is an essential tool. It has many benefits, such as, shortens the study time, increases work effectiveness, helps students and the university itself to compete in the fast changing environment, reduces damages and wastage. Students' training is a way of motivating the cruise line students, upgrading their skills, expanding their knowledge, preparing them for career and self-development.

Table 5 shows that the respondents sometimes experienced problems during their Basic Safety Training having a composite mean of 3.04 and verbally interpreted of sometimes.

It can be noticed from the table that the respondents sometimes experience lack of congruency between competencies learned in basic safety training, and work assignments of basic safety training programs with weighted mean of 3.10.

**Table 5. Problems Encountered by the Respondents during their Basic Safety Training (N=59)**

Problems	WM	VI	Rank
1. Lack of congruency between competencies learned in basic safety training.	3.10	Sometimes	1.5
2. Lack of coordination between training schedules and classes	3.07	Sometimes	5.5
3. No work plan clearly presented along training requirements, expected behavior and placement.	3.08	Sometimes	3.5
4. Work assignments of basic safety training programs	3.10	Sometimes	1.5
5. Location of the basic safety trainings and time frame of transportation	3.07	Sometimes	5.5
6. Work assignments of Basic Safety Training include menial and unrelated jobs	3.00	Sometimes	8
7. Lack of options of schedule	2.93	Sometimes	9.5
8. Insufficient support from the professors and other personnel from their colleges	2.93	Sometimes	9.5
9. Insufficient time frame to really understand the concept of basic safety training.	3.05	Sometimes	7
10. Financial difficulties among students that must be used for their trainings.	3.08	Sometimes	3.5
<b>Composite Mean</b>	3.04	Sometimes	

Legend: 4.50 - 5.00 - Always; 3.50 - 4.49 - Often; 2.50 - 3.49 - Sometimes; 1.50 - 2.49 - Seldom; 1.00 - 1.49 - Never

This is followed by no work plan clearly presented along training requirements, expected behavior and placement with weighted mean of 3.08 and financial difficulties among students that must be used for their trainings with weighted mean of 3.08.

This implies that the respondents sometimes experience problems relating to their basic safety training and their trainers help them to know and understand the importance of the training. They must thoroughly increase the communication between trainers and students by getting feedback from students

in order to know what they like and what can be improved in the trainings to get better outcomes. And trainers can observe while conducting trainings, some students would not express themselves even though they do not feel satisfied with the trainings. If crewmembers are found to have contributed to an accident, were involved in a crime or are found to have committed some form of negligent act, they may be found liable for any resulting incidents and may be terminated from employment with the cruise line and may even be sued for their wrongdoing.

These are just a few of the many safety rules, regulations and protocols cruise ship crewmembers must learn about. Unfortunately, despite the rigorous training they must undergo, cruise ship safety is often overlooked and accidents frequently occur. It is

important for crewmembers to understand their responsibility in ensuring the safety of all who are onboard as well as their duty to protect passengers as per maritime law (Susan, 2011).

As the people join in the organization, they learn the culture from both formal company practices such as training and reward systems and informal social interaction with fellow employees, supervisors, and subordinates. Both of them learn the right way and the wrong way to do things in that particular organization through trainings. Training with culture awareness is an important influence on how people inside organizations behave while performing their jobs, how they make decisions, how they relate to others, and how they handle new situations.

**Table 6. Action Plan**

<b>Objectives</b>	<b>Activities</b>	<b>Person Responsible</b>
To allow the students to react in a positive way during their training process and to make them understand the course content	Course Content information dissemination among cruise line operations students	Dean LIMA Admin CITHM Faculty
	Multimedia about the basic safety training of the previous cruise line operations students	
To enhance the behavior through reinforcing communication skills	Using social networking sites, blog sites as part of the communication techniques of the students and trainers	Dean LIMA Admin CITHM Faculty
	Open forum before, during and after the training program	
Learn to differentiate ethical decision making and moral decision making	Seminar about decision making procedures relating to basic safety trainings	Dean LIMA Admin CITHM Faculty
To make a specific career goal and plan outcome based on basic safety training	Pre test/essay and post essay as basis for career goal before and after training	Dean LIMA Admin CITHM Faculty
	SWOT analysis for the basic safety training program based on the experience of the students	Cruise line Students

## **VI. CONCLUSIONS AND RECOMMENDATIONS**

The respondents agreed that the basic safety training programs for cruiseline operations students are effective in terms of reaction, behavior, learning and result. Students sometimes experienced problems during their training as they perceived that insufficient congruency between competencies learned in basic safety training and work assignments of basic safety programs. A program is proposed to enhance the basic safety training of LPU-Batangas.

Continuous training may be done for reinforcement of each students and level of organization so that the cruiseline students will be more competitive and be more productive. Strict compliance of the cruiseline students to the training program should be implemented. A future study may be undertaken to have a more in depth analysis on the effectiveness of training using other variable.

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