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**NEEDS SATISFACTION OF MARITIME STUDENTS OF LYCEUM
INTERNATIONAL MARITIME ACADEMY: BASIS FOR A PROPOSED
ACTION PLAN**

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ABSTRACT

This study determined the personal profile of the respondents in terms of age and religion; and the personal, social and spiritual level of needs satisfaction of the respondents. The descriptive type of research was utilized in the study and 200 freshman maritime students at Lyceum of the Philippines University in Batangas City were the respondents of the study. Results showed that some of the personal needs of the maritime students were already satisfied like being honest and truthful, becoming independent, accepting physical appearance and strength and accepting the maritime course better. The social needs cited in the study of the maritime students were already satisfied like taking care of themselves without their parents and live independently, respecting immediate superior or officer; accepting the fact of living their families after graduation; and adjusting easily to different cultures. Maritime students were satisfied with the personal and social needs cited in the study. However, the spiritual needs of the students were partially satisfied which must be given much attention of the Counselling and Testing Center.

KEYWORDS: Needs Satisfaction, Social Needs, Personal Needs, Spiritual Needs, LPU

INTRODUCTION

Identifying the personal needs satisfaction of students is an important factor to understand their strengths and weaknesses. It is being influenced by the way they communicate and relate with people. Spiritual need of the students is also an important aspect of living with religious activities. Spiritual well-being, which may have everything or nothing to do with religious belief and observance, is an integral and essential aspect of everyday life and it can be defined as a sense of good health about oneself as a human being and as a unique individual (Crompton & Jackson, 2003). As man has physical needs in life which he strives and struggles to fulfill, the soul too has needs that must be satisfied and these spiritual needs and urges have been

placed by the hands of creation in the depths of his soul (Ayatullah, 2010). Immediate availability of resources, appropriate referrals to chaplains or leaders in the religious community, a team dedicated to evaluating and improving the emotional and spiritual care experience and standardized elicitation and meeting of emotional and spiritual needs (Clark, 2003). When a relationship of trust and mutuality develops between staff and a student, it will be natural for them to share parts of their life story with each other and to share what they think is valuable and important in their life. In Friesen's opinion, this is the essence of spiritual care (Friesen, 2000).

Maritime students are usually dominated by males and their activities are generally different from females. These students must be properly guided and supervised by the advisers; dean/superintendent and guidance personnel to keep them stay on focus with their studies and activities which are part of their personal, social and spiritual growth.

Studying, itself, is has been shown to promote life satisfaction among college students (Cheung, 2000). Since both the ability to comprehend effortful material and process information effectively is related to studying, it would be expected that students high in need for cognition would display high life satisfaction since they both enjoy and are more proficient at studying. This study examines the hypothesis that the need for cognition is positively related to life satisfaction among college students.

The finding of the study would guide the school administrators in planning and developing a guidance program in meeting the challenge of the present educational trends. Moreover, they could be enlightened about the relevance of designing a specific guidance program based on the individual needs of students in each college or department. Students who were the main beneficiaries of the study would be provided with individualized and personalized service based from the assessed needs. This would enable them to maximize their potentials, thereby attaining full development as a student and as a person. In addition, students will have a better chance to excel in their chosen field of endeavour because they understand the nature of their duties and responsibilities.

Parents and guardians would also benefit from the findings of the study by assisting them in their efforts to understand their children. Knowing their needs would help them provide opportunities for their children to grow and develop into mature individuals who could decide and solve problems that they may encounter in the development process.

The purpose of the study was to determine the needs satisfaction of the maritime students of Lyceum of the Philippines University. This study intended to determine the personal profile of the respondents in terms of age and religion and their differences to the level of needs satisfaction of the respondents in terms of personal, social and spiritual needs.

MATERIALS AND METHOD

The descriptive type of research was utilized in the study. Descriptive survey method is appropriate for data derived from simple observational situations, whether these are actually physically observed or observed through the use of a questionnaire or poll techniques (Zulueta & Costales, 2003). The respondents of the study were 1st year Maritime students at Lyceum International Maritime Academy. A Standardized Needs Assessment Instrument was used as tool for the investigation. The Needs Assessment Instrument is standardized test developed jointly by the guidance specialists from Pierre, South Dakota State University and a task force headed by Dr. Orville Schemieding and Associates at the South Dakota State University. This was utilized as the main tool to provide the researcher with a better idea on the needs of students but this instrument was modified to make the questionnaire suitable for maritime students. The spiritual variable in the study was integrated in the instrument to farther analyze the one of the important aspects and ingredients of human life aside from personal and social concerns of the students.

Procedures

The researchers administered personally the questionnaire to the selected respondents. They oriented and informed the respondents regarding the sole purpose of the survey questionnaire. Two hundred (200) marine students were asked to answer the survey and the researchers ensured the 100 percent retrieval of the questionnaires. Once all the data were gathered from the major group of respondents, the researchers proceeded to the filing, tallying and tabulation of data. They summarized the data into tabular form and subjected them to arithmetical and statistical computation.

Data Analysis

The data collected were classified, tabulated and coded for analysis. Frequency count, Percentage, Weighted Mean, Rank and T-test were the statistical tools applied in interpreting the data obtained from the instrument used in the survey.

The following arbitrary point scale was utilized to determine the needs satisfaction of the students:

| | | |
|---|-------------|-----------------------------------|
| 4 | 3.50 – 4.00 | CS – Need is completely satisfied |
| 3 | 2.50 – 3.49 | S – Need is satisfied |
| 2 | 1.50 – 2.49 | PS – Need is partially satisfied |
| 1 | 1.00 – 1.49 | NS – Need is not satisfied |

RESULTS

Table 1 presents the frequency distribution of the respondents according to their profile.

Table 1

Frequency Distribution of the Respondents According to Their Profile

| Profile | | F | % |
|----------|-------------------|-----|------|
| Age | 16 | 57 | 30.5 |
| | 17 | 103 | 53 |
| | 18 | 20 | 16.5 |
| Religion | Roman Catholic | 164 | 82 |
| | Iglesia ni Kristo | 18 | 9 |
| | Born Christian | 13 | 6.5 |
| | Others | 5 | 2.5 |

Almost half of the maritime students were 17 years old with 103 or 53 percent of the student-respondents followed 16 years old with 57 or 30.5 percent and 18 years old with 20 or 16.5 percent.

Majority of the maritime students were Roman Catholic with 164 or 82 percent followed by Iglesia ni Kristo and Born Again Christian with 18 or 9 percent and 13 or 6.5 percent, respectively.

Table 2 reveals the obtained weighted mean of the level of personal needs satisfaction of maritime students. The Marine students need to learn how to be honest and truthful in whatever they say is already satisfied as manifested by the weighted mean score of 3.20. They also agree that their needs are satisfied to learn how to become independent and away from my family (WM = 3.04); to learn to be more accepting of their physical appearance and strength as marine student (WM = 2.90) and to understand, accept and like the maritime course better (WM = 2.52).

Table 2
Level of Personal Needs Satisfaction of the Respondents

| I need to... | WM | VI | Rank |
|--|------|----|------|
| 1. To understand, accept and like the maritime course better. | 2.52 | S | 4 |
| 2. To develop my self confidence as future Marine Professional | 2.22 | PS | 8.5 |
| 3. To understand how my feelings affect my behavior towards my future work onboard. | 2.44 | PS | 5 |
| 4. To learn to be more accepting of my physical appearance and strength as marine student | 2.90 | S | 3 |
| 5. To learn how to tell others how I feel without wearing off my masculinity as marine | 2.06 | PS | 10 |
| 6. To learn how to be honest and truthful in whatever I say | 3.20 | S | 1 |
| 7. To be a better listener and respond better to the call of my duty as future marine professional | 2.36 | PS | 6 |
| 8. To learn how to conquer loneliness when sea-life becomes tough, boring, and monotonous. | 2.28 | PS | 7 |
| 9. To learn how to become independent and away from my family | 3.04 | S | 2 |
| 10. To understand and accept the nature of duties and responsibilities of marine professionals | 2.22 | PS | 8.5 |
| Composite Mean | 2.52 | S | |

The personal needs of the Maritime students were partially satisfied in the following aspects: to learn how to conquer loneliness when sea-life becomes tough, boring, and monotonous (WM = 2.28); to develop my self confidence as future Marine Professional (WM = 2.22) and to understand and accept the nature of duties; responsibilities of marine professionals (WM = 2.22) and to learn how to tell others how they feel without wearing off their masculinity as marine (WM = 2.06). The composite mean score of 2.52 denotes that the personal needs of the maritime students were satisfied.

Table 3 presents the obtained weighted mean of the level of social needs satisfaction of maritime students.

Table 3
Level of Social Needs Satisfaction of the Respondents

| I need to... | WM | VI | Rank |
|---|------|----|------|
| 1. To know more about the needs and feeling of co-seafarers during operation | 2.04 | PS | 9 |
| 2. To learn how to trust everyone when on board. | 2.38 | PS | 6 |
| 3. To learn how to respect a superior officer | 3.26 | S | 2 |
| 4. To learn how to resist against bad elements on-board through socialization with opposite sex | 2.24 | PS | 8 |
| 5. To have someone listen to me when I have a problem/difficulty. | 2.54 | S | 4.5 |
| 6. To be able to stay faithfully with love ones through long distance relationship | 2.28 | PS | 7 |
| 7. To learn how to take care of myself without my parents | 3.36 | S | 1 |
| 8. To learn how to adjust easily in different cultures | 2.54 | S | 4.5 |
| 9. To know how to get along with other nationalities in strange lands. | 2.00 | PS | 10 |
| 10. To learn how to accept that after graduation I may be separated from my family and friends. | 3.04 | S | 3 |
| Composite Mean | 2.57 | S | |

The maritime students need to learn how to take care of themselves without their parents is already satisfied. Their needs to learn how to respect a superior officer (WM = 3.26); to learn how to accept that after graduation I may be separated from my family and friends (WM = 3.04); to have someone listen to me when I have a problem/difficulty (WM = 2.54) and to learn how to adjust easily in different cultures were also satisfied.

The needs of the maritime students were partially satisfied in the following aspects: to learn how to trust everyone when on board (WM = 2.38); to be able to stay faithfully with love ones through long distance relationship (WM = 2.28); to learn how to resist against bad elements on-board through socialization with opposite sex

(WM = 2.24); to know more about the needs and feeling of co-seafarers during operation (2.04); and to know how to get along with other nationalities in strange lands (WM = 2.00). Relationships with peers are based on relative equality and similarity, providing convenient contexts for self-evaluation via social comparison and information about norms of peer culture. Relationships with siblings and friends are similar with respect to relative equality, but they differ with respect to the dimension of volition and the possibility of competition for parental resources (Hortaçsu, 1997). The composite mean score of 2.57 denotes that the overall social needs of the maritime students were already satisfied.

Table 4 shows the obtained weighted mean of the level of spiritual needs satisfaction of maritime students.

Table 4 Level of Spiritual Needs Satisfaction of the Respondents

| I need to... | WM | VI | Rank |
|---|------|----|------|
| 1. To know more about the kindness of God that He will save us from all bad elements during on board | 2.30 | PS | 3 |
| 2. To habitually learn how to read religious articles and the Bible to ease the depressing life on board | 1.86 | PS | 8 |
| 3. To learn how to conquer home sickness with God's presence | 1.94 | PS | 5 |
| 4. To realize the essence of sharing one's time and effort to the co-seafarers in despair | 2.44 | PS | 1 |
| 5. To experience quality time with God especially in times of loneliness on board. | 1.88 | PS | 7 |
| 6. To grow spiritually matured seafarer with friends on board | 2.38 | PS | 2 |
| 7. To promote a God-loving environment with classmates treated as my co-seafarers | 1.68 | PS | 10 |
| 8. To nurture my spiritual living through religious activities in school to fight against drug addiction and alcoholism | 1.92 | PS | 6 |
| 9. To support and facilitate religious activities of the school to develop teamwork and brotherhood | 2.08 | PS | 4 |
| 10. To uplift my faith in God through prayers and Bible sharing with co-seafarers. | 1.84 | PS | 9 |
| Composite Mean | 2.03 | PS | |

All aspects of spiritual needs of the maritime students cited in the study were partially satisfied with weighted mean scores ranging from 2.44 to 1.68 and with the computed composite mean score of 2.03.

The maritime students need to realize the essence of sharing one's time and effort to the co-seafarers in despair with weighted mean score of 2.44 is ranked number 1 followed by the needs to grow spiritually matured seafarer with friends on board (WM = 2.38) and the need to know more about the kindness of God that He will save us from all bad elements during on board in rank numbers 2 and 3, respectively.

The least partially satisfied needs of the maritime students were to habitually learn how to read religious articles and the Bible to ease the depressing life on board (WM = 1.86); to uplift their faith in God through prayers and Bible sharing with co-seafarers (WM = 1.84) and to promote a God-loving environment with classmates treated as my co-seafarers (WM = 1.68). Spiritual well-being, which may have everything or nothing to do with religious belief and observance, is an integral and essential aspect of everyday life. It can be defined as a sense of good health about oneself as a human being and as a unique individual. It occurs when people are fulfilling their potential as individuals and as human beings; are aware of their own dignity and value; enjoy themselves and have a sense of direction; can sense this quality in others and consequently respect and relate positively to them; and are at ease with the world around them (Crompton & Jackson, 2003).

Table 5 reveals the significant difference between the profile of the respondents and their personal, social and spiritual needs satisfaction.

Table 5

Significant Difference between Profile of the Respondents and their Personal, Social and Spiritual Needs Satisfaction

| | Age | Decision Ho | Religion | Decision Ho |
|-----------|-------|-------------|----------|-------------|
| Personal | 0.223 | Accept | 0.966 | Accept |
| Social | 0.182 | Accept | 0.081 | Accept |
| Spiritual | 0.355 | Accept | 0.681 | Accept |

All computed values were greater than the 0.05 p-value, therefore there is no significant difference between the profile and the needs satisfaction of the respondents. Thus, the null hypothesis is accepted.

DISCUSSION

Some of the personal needs of the maritime students were already satisfied like being honest and truthful, to become independent, accepting physical appearance and strength and accepting the maritime course better. However, the Guidance and Testing Center must look into the following aspects where the needs of the maritime students were partially satisfied: how to conquer loneliness; to develop self confidence; to understand and accept the nature of duties; responsibilities of marine professionals and to learn how to tell others how they feel without wearing off their masculinity as marines.

The social needs cited in the study of the maritime students were already satisfied like taking care of themselves without their parents and live independently, respecting immediate superior or officer; accepting the fact of living their families after graduation; and adjusting easily in different cultures. These are some of the social activities which needed gratification in order to live confidently in a society. But, to improve more the quality of life of the students, the university must also look into the following aspects where the maritime students were partially satisfied like learning how to trust everyone when on board; be able to stay faithfully with love ones through long distance relationship; resistance against bad elements on-board; knowing more about the needs and feeling of co-seafarers during operation; and getting along with other nationalities in strange lands.

The needs of the maritime students spiritually must be looked into deeply by the university because these are their needs partially satisfied like realizing the essence of sharing one's time and effort to the co-seafarers; growing spiritually matured seafarer with friends on board and knowing more about the kindness of God; reading religious articles and the Bible to ease the depressing life on board; uplifting their faith in God through prayers and Bible sharing; and promoting a God-loving environment with classmates treated as co-seafarers.

The result of the test revealed that there is no significant difference between the profile and the needs satisfaction of the respondents which means that their responses on personal, social and spiritual needs do not differ when they are grouped

according to their age and religion. No matter what their religious affiliation is, they can have either low or high personal, social and spiritual needs.

The proposed action plan offered to facilitate seminar on developing the self-confidence and conquering the solitude of the maritime students. Conducting trainings on spiritual leadership would also help them develop their spiritual maturity. Facilitating a Film showing depicting the nature of their duties as marines would help them understand their future responsibilities and obligations as professional marines.

CONCLUSIONS AND RECOMMENDATIONS

Majority of the maritime students who served as respondents of the study were 16 and 17 years old. Most of them were Roman Catholic. Maritime students were already satisfied with some of their personal needs like being honest and truthful, to become independent, accepting physical appearance and strength and accepting the maritime course better.

The social needs cited in the study of the maritime students were already satisfied like taking care of themselves without their parents and live independently, respecting immediate superior or officer; accepting the fact of living their families after graduation; and adjusting easily in different cultures.

However, the spiritual needs of the students were partially satisfied like on the view of realizing the essence of sharing one's time and effort to the co-seafarers; growing spiritually matured seafarer with friends on board and knowing more about the kindness of God; reading religious articles and the Bible to ease the depressing life on board; uplifting their faith in God through prayers and Bible sharing; and promoting a God-loving environment with classmates treated as co-seafarers.

It is hereby recommended to implement the action plan for 1st year Maritime students to answer the needs of the students personally, socially and spiritually. The study also suggested helping the students develop their self-confidence and understand the nature of their duties as future marine professionals through providing them seminars and trainings. Giving them enough preparation on how to deal with other nationalities in strange places would also help them achieve good relationship with foreigners. Guiding them how to promote a God-loving environment would also enhance their spiritual life through conducting series of Bible sharing and group dynamics.

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