

Maritime Students' Satisfaction on the Services of one Training Center in the Philippines

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Abstract

The researchers pursued this study on the level of satisfaction of maritime students on the training and services offered by Lyceum Maritime Training Center (LMTC) because this study could contribute to the continuous enhancement of service quality of LMTC. The researchers primarily aimed to investigate the level of satisfaction of maritime students in relation to the training, service, administration, instruction, and facility, and evaluate their level of agreement towards the problems encountered during training. Descriptive type of research was utilized in the study. Results showed that maritime students were highly satisfied with the LMTC administration, facilities and equipment while they were satisfied with the training and services, and academic instruction. Results also showed that maritime students encountered some problems regarding the training and services. An action plan was proposed to recognize the areas for further improvement, and address them accordingly towards establishing higher satisfaction rate among students — a baseline standard of performance and a possible standard of excellence.

Keywords: Satisfaction, Training, Administration, Instruction, Facility

1. Introduction

Satisfaction characterizes the quality of products and services that the organization delivers to its customers that serves as the basis for continuous improvement (Buted et al., 2014). Satisfaction of clients is an important element of success for any organization and any sector of the economy (Laguador, De Castro & Portugal, 2014). Providing quality products and services necessary to achieve the outcomes it intends to produce (Javier, 2012) is always the ultimate goal of every educational institution making it as part of the vision and mission that proliferates from top management down to the rank and file employees of the organization (Laguador, Dotong & De Castro, 2014).

Lyceum of the Philippines University (LPU) – Batangas as an institution of higher learning is now making its highest peak to be one of the nation's prime leaders in providing equally productive and globally competitive graduates to the international community by pushing its image judiciously in the frontier of world-class universities (Laguador, Villas & Delgado, 2014). Since 2009, the Lyceum of the Philippines University-Batangas (LPU-B) has been a consistent provider of topnotchers especially in Maritime education

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through the Lyceum International Maritime Academy and LPU Maritime Training Centre (LMTC), an in-house training facility of the academy. LMTC, one among the 107 Maritime Industry Authority accredited training centers in the Philippines as of 2014, aims to exercise efficiency in operation and safety on board ships by maintaining and conducting trainings and courses in accordance with the International Maritime Organization (IMO) and the 1995 International Convention of Standards on the Training, Certification, and Watchkeeping of Seafarers (STCW '95).

The Philippines continues to be the largest supplier of seafarers —both officers and ratings — with a 28.1 percent share, more than a quarter of the world's total population of seafarers, according to results from the Seafarers International Research Centre 2003 global crew survey (as cited by Lindgren & Nilsson, 2012). Such figure is only possible because Filipinos are the seafarer of choice world wide. The quality of maritime education and training plays a critical role in maintaining the country's status as a source of seafarers of the highest caliber. The knowledge and competence maritime students gain from the different Philippine maritime education and training institutions enable them to succeed as future officers.

LMTC offers Basic Training to incoming second and third year students of Marine Transportation and Marine Engineering programs, and to walk-in deck and engine ratings and officers. Basic Training is a variety of mandatory short courses which update competencies of students, officers, and ratings, for career development, promotion, and qualification for STCW'95 for employment on a ship. It is comprised of four IMO Model Courses: Elementary First Aid, Personal Survival Techniques, Fire Prevention and Fire, and Personal Safety and Social Responsibility. These courses are intended to ensure that seafarers are aware of the hazards of working on a vessel and can respond appropriately in any emergency (Garcia, 2010).

On July 2014, LMTC started offering Security Training for Seafarers with Designated Security Duties, a one-day training course intended to provide the knowledge required for seafarers with designated security duties in connection with a Ship Security Plan.

In order to establish as a baseline standard of performance and a possible standard of excellence, LIMA should put the interests of the students at the forefront. Customer satisfaction and service quality are at the core of a successful and lasting organization (Wyse, 2012). Everyone must be very particular and sensitive to the needs of each student. Through making the students feel satisfied to all the services being given to them is something enormous achievement for the university because it is a remark of commitment to quality education (Laguador, 2013).

In relation, the researchers chose this study to measure the level of satisfaction of students who have taken Basic Training in order to assist LIMA in complying with the standards of maritime authorities and level with, if not, exceed other maritime training centers. The researchers believe that through assessment of the existing framework and instruments of regulation of LMTC, areas for further improvement, needs of the students, and the appropriate response, they would be able to contribute to the enhancement of the quality of service in view of meeting the goal of educational competency of LIMA.

Objectives of the Study

This study aimed to measure the level of satisfaction of maritime students on the training and services offered by LMTC and their level of agreement about the problems encountered regarding the said training and services. Specifically, the study sought to answer the following objectives: to determine the level of satisfaction of maritime students on the areas of the training, service, administration, instruction, and facility, to recognize the problems within LMTC, and to propose action to enhance/improve the service quality of LMTC.

2. Materials and Methods

Research Design

This study used the descriptive method of research. Descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about

how/when/why the characteristics occurred. Rather it addresses the “what” question. The characteristics used to describe the situation or population is usually some kind of categorical scheme also known as descriptive categories (Rangarjan & Shields, 2013).The researchers used the descriptive method to measure the Level of Satisfaction of Maritime Students on the Training and Services offered by LMTC.

Participants

The sample of respondents in this study were taken from a total population of LIMA students of two thousand three hundred seventy-four (2374); one thousand eight hundred fifty-eight (1858) from BSMT, five hundred sixteen (516) from BSMarE. The sample included one hundred ninety-nine (199) students randomly selected from BSMT and BSMarE programs. One hundred seventy-five students (175) were from BSMT program while twenty-four (24) students were from BSMarE program.

Table 1: Percentage Distribution of Demographic Profile of Students (N=199)

Socio - Demographic Profile	F	P(%)
Academic Program		
Marine Transportation	175	88
Marine Engineering	24	12
Age:		
16 - 18 years old	148	74
19 - 21 years old	37	19
22 -years old and above	14	7
Gender:		
Male	189	95
Female	10	5
Year Level:		
Senior I	103	52
Senior II	6	3
Senior III	73	37
Senior IV	6	3
Walk – in	11	5

Table 1 reveals that in terms of age distribution, 148 or 74 percent of the respondents belong to 16-18 yr. old bracket of age. Accordingly, 189 or 95 percent of the respondents are male. 175 or 88 percent of the respondents are from BSMT program while 24 or 12 percent are from BSMarE program, and 103 or 52 percent of the respondents are Senior I.

Instruments

The data needed in this study were gathered through a questionnaire made by the researchers. The first part of the questionnaire was the respondent’s demographic profile such as academic program, age, gender, and year level. The second part of the questionnaire determined the level of satisfaction of maritime students on the training and services offered by LMTC. The third part of the questionnaire determined the problems encountered by the maritime students regarding the training and services offered by LMTC.

The researchers adapted various questions and modified them applicable according to the purpose of the study.

Option	Weighted Mean	Verbal Interpretation	
4	3.50 - 4.00	Highly Satisfied	Strongly Agree
3	2.50 - 3.49	Satisfied	Agree
2	1.50 - 2.49	Moderately Satisfied	Disagree
1	1.00 - 1.49	Dissatisfied	Uncertain

Procedures

The questionnaires were personally distributed to one hundred ninety-nine (199) maritime students in LIMA. The content of the questionnaires were explained first to the respondents before answering. Accomplished questionnaires were collected; answers in the questionnaires were tallied and interpreted.

Data Analysis

The following statistics were used in treating the responses of the one hundred ninety-nine (199) maritime students in LIMA regarding the training and services offered by LMTC. Weighted Mean was used to determine the level of satisfaction of maritime students on the training and services offered by LMTC regarding and the level of agreement of maritime students regarding the problems encountered with such training and services. Percentage was used in determining the proportional percentage of the respondents based from the population of the study. Ranking was used to determine the order of the items

3. Results and Discussion

Table 2: Level of Satisfaction of Maritime Students on the Training and Services Offered by LMTC

Training and Services	WM	VI	Rank
1. Elementary First Aid (EFA)	3.81	Highly Satisfied	1
2. Personal Survival Technique (PST)	3.78	Highly Satisfied	3
3. Fire Prevention and Fire Fighting (FPF)	3.80	Highly Satisfied	2
4. Personal Safety and Social Responsibility (PSSR)	3.75	Highly Satisfied	4
5. A.1 Issuance of Basic Training Certificate	2.14	Moderately Satisfied	5
6. A.2 Issuance of Certificate of Proficiency	2.12	Moderately Satisfied	6
Composite Mean	3.23	Satisfied	

Accordingly, Table 2 presents that the overall satisfactory rating of training and services offered by LMTC is satisfied in so far as the results of the respondents are concerned, as shown by the composite mean of 3.23, and a range of weighted mean from 2.12 to 3.81. Most of the respondents were highly satisfied with the “Elementary First Aid (EFA) training” as first rank with weighted mean of 3.81. This means that most of the respondents appreciated the lectures based on detailed teaching syllabus and practical sessions on familiarizing the respondents with accidents, injuries, and illnesses commonly found aboard ship and administering corresponding first aid action.

The respondents were highly satisfied with the Fire Prevention and Fire Fighting (FPFF) training as second rank with a weighted mean of 3.80. This means that the respondents also appreciated the lessons and demonstrations on how to use the fire hose and how to act as a fire party, the familiarization with the fire house, and the practical sessions on fighting external and internal fires.

On the other hand, although the responses to the “Issuance of Basic Training Certificate” were moderately satisfied, this result, with a weighted mean of 2.14, ranked fifth; while “Issuance of Certificate of Proficiency”, with a weighted mean of 2.12, ranked sixth among the six indicators. This is because the issuance of the certificates of LMTC takes longer time in comparison with the issuance of certificates of other training centers, and as a result, did not establish a high level of satisfaction.

Training ensures a ship maintains a high standard of operation and it enhances the safety culture aboard a vessel. At sea, errors are attributed to poor training and bad management systems. Competitiveness of seafarers in the ever hazardous maritime transport is made by good quality training. (Barsan, Dragomir & Surugiu, 2012). As human element at sea is critical in ensuring safe, secure, clean and efficient operations, it is only feasible to secure, and to preserve, properly qualified human resources for the maritime industries through effective education and training, one being the Basic Training – based on scientific and academic

rigor; the development of a clear linkage between practical skills and management techniques; and an unerring focus on quality (Baylon & Santos, 2011).

To improve service quality, LMTC should focus on the two areas that received the lowest level of satisfaction from the respondents; issuance of Basic Training certificates, and Certificates of Proficiency. The certificates are two of the basic requirements that a seafarer must be in possession of before being able to board a ship and carry out sea service. Having an effective classroom management is a skill that needs to be mastered by the Maritime Professional teachers (Laguador & Alcantara, 2013) in order to facilitate the student learning activities properly.

LMTC, in view of becoming a prime training center, possesses the inherent role to ensure that trainees obtain the knowledge and skills necessary in the maritime profession, and invest in empowering seafarers or future seafarers to be proficient in the observance of safety in modern ships. By taking into consideration the above recommendations, LMTC will put the interests of the students at the forefront and therefore will have more satisfied trainees who will contribute to the success of the training center at large.

Table 3: Level of Satisfaction of Maritime Students on the Administration of LMTC

Administration	WM	VI	Rank
1. Efficiency and effectiveness of services rendered by LMTC Office	3.52	Highly Satisfied	3
2. Attitude of LMTC personnel towards the students' concerns and transactions	3.56	Highly Satisfied	1
3. Availability and approachability of LMTC personnel	3.51	Highly Satisfied	4
4. Responsiveness of LMTC office to students feedbacks / complaints / concerns	3.53	Highly Satisfied	2
Composite Mean	3.53	Highly Satisfied	

Table 3 illustrates that in terms of the services provided by the administration of LMTC, all the indicators obtained highly satisfied as shown by a composite mean of 3.53, and a range of weighted mean from 3.51 to 3.56. Though all the items may have the same verbal interpretation, the attitude of LMTC personnel towards students' concerns and transactions ranked first with a weighted mean of 3.56. Most of the respondents appreciated the positive attitudinal behaviour of LMTC personnel especially how these personnel managed and addressed the concerns and transactions of students. The respondents were highly satisfied in the "responsiveness of LMTC office to students' feedbacks / complaints / concerns" which ranked second with a weighted mean of 3.53.

This means that the respondents appreciated how LMTC personnel responded clearly and directly, and paid attention to every feedback, complaint, and concern. This result suggests that responsiveness is absolutely critical for creating better working relationship, and establishing a high satisfaction rate. "Efficiency and effectiveness of services rendered by LMTC Office" ranked third with a weighted mean of 3.52 while "availability and approachability of LMTC personnel" ranked fourth with a weighted mean of 3.51, though both are still verbally interpreted as highly satisfactory.

One purpose of measuring customer satisfaction is to assess the quality of the existing administration practices and to identify directions for improvement. The result shows that the respondents were satisfied most with one administration practice, which is the "attitude of LMTC personnel towards the students' concerns and transactions". The employees of this university have great compassion and concern about the integrity and reputation of the institution (Deligero & Laguador, 2014).

This further suggests that attitude is a key determinant of customer satisfaction. Attitude and customer satisfaction are operationally alike as they both represent a summary derived from evaluating product attributes. Satisfied customers are likely to favour a product, just as customers who favour a product tend to be satisfied with it (Churchill & Suprenant, as cited by Frank, 2012). This result also reveals that LMTC succeeded in satisfying the respondents by being able to respond, recognize, and respond to their needs.

The same result necessitates that LMTC personnel pay attention on improving their availability and approachability to meet or even exceed customer expectations. Customer expectations have a major impact on the success of LMTC. Failing to meet them is more likely to produce negative effects that will decrease the efficiency and effectiveness of LMTC.

Table 4: Level of Satisfaction of Maritime Students on Instruction

Instruction	WM	VI	Rank
1. Instructional materials and method of teaching used by the instructors	3.56	Highly Satisfied	1
2. Forms of approach used by the instructors	3.46	Satisfied	6.5
3. Communication skills and interactive skills of the instructors	3.52	Highly Satisfied	2.5
4. Clarity of oral/written discussion given by the instructors	3.42	Satisfied	9
5. Execution of skills and operation of appropriate equipment by the instructors	3.46	Satisfied	6.5
6. Expertise of the subject matter taught by the instructors	3.47	Satisfied	4.5
7. Characteristics and social relations showed by the instructors	3.43	Satisfied	8
8. Evaluation and grading system implemented by the instructor	3.47	Satisfied	4.5
9. Implementation of Outcomes-Based Education by the instructor	3.52	Highly Satisfied	2.5
Composite Mean	3.48	Satisfied	

Moreover, Table 4 presents that in the area of instruction, the general result of the level of satisfaction reflects on the composite mean of 3.48 or verbally interpreted as satisfied, and with a range of weighted mean from 3.42 to 3.56. Most of the respondents were highly satisfied with the instructional materials and method of teaching used by the instructors as first rank with a weighted mean of 3.56. This means that most of the respondents appreciated two aspects of instruction the most; the instructional aids used by the instructors such as the compendium of modules for the four IMO Model Courses, slide and video presentations, and the methods and principles of teaching which may include class participation, lectures, direct instructions, and demonstration.

Most of the respondents were also highly satisfied with communication skills and interactive skills of the instructors, and implementation of outcomes-based education (OBE), both second rank with weighted mean of 3.52. This means that the respondents also appreciated the interpersonal skills of instructors in terms of communicating and interacting effectively to meet the needs and desires of the students, and the enactment of OBE to provide a means of articulating the knowledge, skills and experience acquired during the training of the students. On the other hand, the same results revealed that “characteristics and social relations shown by the instructors” ranked eighth, with a weighted mean of 3.43, while “clarity of oral/written discussion given by the instructors” ranked ninth with a weighted mean of 3.42. This means that although the satisfaction level of the respondents is moderate, the clarity on oral/written discussion given by the instructors and characteristics and social relations shown by the instructors are viable areas for improvement to correspond to expectations and preferences of the respondents.

In order to satisfy educational objectives and students’ needs, LMTC instructors need to create new ways of structuring their education and training activities with confidence and assertiveness. Confident and assertive instructors with instructional materials are more effective, efficient, and appealing to students. Attention in the characteristics and social relations shown by the instructors also has to be emphasized. In addition to having expert knowledge and demonstrable skills in each IMO model course, LMTC instructors need to enhance their interpersonal skills in order to build better instructor-student relationships. Initiating best practices in a work setting while establishing better communication through social learning approaches results into better relationships. Instructors need to develop and practice simple interpersonal skills such as turn-taking during conversations, demanding appropriate attention, maintaining eye contact, entertaining questions from students, and answering in a polite manner.

Seafaring is a global, multi-ethnic, and collaborative profession. Seafarers work with other seafarers of different cultures from all parts of the globe. Instructors, by showing good communication, interactive, and social skills, set good examples to students on how to conduct themselves in ways that will allow them to develop relationships with people of different nationalities. This clearly demonstrates that these skills create a considerable development and improvement in the teaching process of maritime personnel, and the learning process of maritime students.

Good quality training is a prerequisite to ensuring a vessel maintains a high standard of operation. Training in all its forms adds to the value and safety culture on a vessel. A well-trained seafarer, the most valuable asset an owner has on board, is always the accomplishment of a skillful, highly qualified, experienced, and well-rounded instructor. Instructors of training centers must meet the requirements for which they are directly responsible. Having well-trained seafarers is essential to any maritime institution that wishes to demonstrate that responsibility, while at the same time be seen by the maritime community as having quality and competitive operation (Barsan et al., 2012).

Table 5: Level of Satisfaction of Maritime Students on Facilities and Equipment of LMTC

Facilities Equipment	WM	VI	Rank
1. Rooms for lecture	3.75	Highly Satisfied	1
2. Appropriate equipment and apparatuses for any classroom demonstration and/or experiment	3.56	Highly Satisfied	7
3. Audio-visual equipment (overhead projector, video player, models, representations, etc.)	3.71	Highly Satisfied	4.5
4. Facilities and equipment for Elementary First Aid (assessment room, first aid kit/bag, and model)	3.71	Highly Satisfied	4.5
5. Facilities and equipment for Personal Survival Techniques (swimming pool, life jackets, life raft, Thermal Protective Aids, and Immersion Suits)	3.74	Highly Satisfied	2.5
6. Facilities and Equipment for Basic Fire Fighting and Fire Prevention (Personal Protective Equipment, fire pit, fire house, fire hoses, and fire extinguishers)	3.69	Highly Satisfied	6
7. Facilities and equipment for Personal Safety and Social Responsibility (Personal Protective Equipment, and life jacket)	3.74	Highly Satisfied	2.5
Composite Mean	3.70	Highly Satisfied	

Accordingly, Table 5 presents that the general level of satisfaction of the respondents in facilities and equipment provided by the LMTC is high with a composite mean of 3.70, and a range of weighted mean from 3.56 to 3.75. The responses on all the variables are verbally interpreted as highly satisfied, with the item “rooms for lecture” as first rank with a weighted mean of 3.75. This implies that the rooms for lecture are in good condition and are very conducive to learning as supported by a high weighted mean. “Facilities and equipment for Personal Survival Techniques (swimming pool, life jackets, life raft, thermal protective aids, and immersion suits)” and “Facilities and equipment for Personal Safety and Social Responsibility (Personal Protective Equipment, and life jacket)” are tied at second rank. The result suggests that the facilities and equipment for Personal Survival Techniques and Personal Safety and Social Responsibility are appropriate and sufficient to the demand of each model course required by IMO.

On the other hand, “Facilities and Equipment for Basic Fire Fighting and Fire Prevention (Personal Protective Equipment, fire pit, fire house, fire hoses, and fire extinguishers) ranked sixth among the variables. Skills of the students can be best acquired from the effective implementation of curriculum through various teaching pedagogies with state-of-the-art facilities (Dotong, 2014). This means that LMTC needs to provide more firefighting and fire-preventing equipment to meet the respondents’ expectations. The item “appropriate equipment and apparatuses for any classroom demonstration and/or experiment” as

seventh rank with a weighted mean of 3.56. This suggests that LMTC provide more equipment and apparatuses for demonstration to support the lectures and presentations given by the instructor.

Maritime training centers as the service providing organizations, educate and promote scientific level of seafarers, play a significant role accordingly and as such, are prime candidates for survey. Around 80 to 90 percent of maritime accidents are ascribed to human error. Hence, it is critical that seafarers be well-educated and trained, able to follow orders, manage risks, solve problems, and must be psychologically and emotionally happy to ensure safe, secure, clean and efficient operations for safety of life at sea (Baylon & Santos, 2011).

Accidents are ever present especially in the maritime profession. Therefore, maritime training centers should aim at producing competent seafarers who would be able to act accordingly in the occurrence of an accident. Recognizing the significance of highly competent human resources at sea, LMTC should be enhanced in terms of facilities and equipment. Facilities and equipment used in each IMO model course are important resources to LMTC in rendering teaching and learning services. Therefore, LMTC should provide and manage facilities in the best interest of the core of the business, the trainees. Accordingly, LMTC will be able to realize the mission of providing a high quality environment that fulfils the satisfaction and meets the expectations and preferences of trainees in an efficient and effective manner.

Table 6: Level of Agreement of Maritime Students on the Problems Encountered

Problems Encountered	WM	VI	Rank
1. The scheduled training conflicts with the class schedule of students	2.54	Agree	4
2. Lack of competency of the assessors	2.64	Agree	1
3. Inadequate equipment to be used in various courses	2.50	Agree	5
4. Lack of instructional materials	2.39	Disagree	7
5. Lack of facilities to be used in practical examinations (swimming pool, fire hose, fire house, lifejackets, etc.,)	2.40	Disagree	6
6. Improper leaning approach used by the assessors	2.37	Disagree	8.5
7. Quality of the equipment used during trainings	2.59	Agree	3
8. Lack of training assessors	2.62	Agree	2
9. Assessments were not in line with the training objectives	2.37	Disagree	8.5
Composite Mean	2.49	Disagree	

Table 6 presents that the respondents agreed that there are problems encountered with the training and services provided by LMTC as indicated by the composite mean of 2.49, and a range of weighted mean from 2.37 to 2.64. Most of the respondents agreed with the problem “competency of the assessors” as first rank with a weighted mean of 2.64. This implies that theoretical and practical knowledge and methods of assessment of the assessors in the subject matter plays the most important role in acquiring a high level of satisfaction. Most of the respondents also agreed with the problem “lack of assessors” as second rank with a weighted mean of 2.62. This suggests that there must also be enough assessors to accommodate the number of students enrolled in the training program.

On the other hand, the problem “lack of instructional materials” ranked seventh. This means that the respondents did not experience problems in terms of the adequacy of instructional materials provided by LMTC. The items “improper learning approach used by the assessors” and “assessments were not in line with the training objectives” both ranked last with weighted mean of 2.37. This means that the assessors used proper learning approach and the assessments were in line with the training objectives specified under each IMO model course.

The recent rapid advances in technology have increasingly changed almost all aspects of human-life and thus accelerated the required changes in teaching and learning approaches, therefore, the instructor's and/ or the education institution's role in this training should be confined to act as an efficient facilitator rather than a knowledge-conveyor. (Cerit et al., as cited by Ng, Koo, & Ho, 2009)

To facilitate learning, the number of quality instructional aids and/or equipment must be enough to comply with local and international standards. There must also be a sufficient number of assessors who are highly qualified especially in related knowledge and skills in operation of each IMO model course. The training level of present and future officers is directly connected with the level of training and knowledge of trainers and teachers. For this reason, it is considered compulsory to reach higher performance for the personnel involved in maritime education, especially in the academic field (Arsenie et al., 2010).

The result of the study revealed the areas for further improvement and the needs and wants of the students LMTC should prioritize in enhance the quality of service towards meeting the goal of educational competency of LIMA.

4. Conclusions and Recommendation

The maritime students were generally satisfied with the training and services offered by LMTC. The level of satisfaction of maritime students in terms of administration, and facilities and equipment was found highly satisfied while in terms of the training and services offered by LMTC, and instruction, it was addressed as moderately satisfied. The respondents agreed that LMTC must implement programs to enhance the competence of the assessors and improve the facilities and equipment for training for optimum learning. An action plan was proposed to contribute to the enhancement of the quality of service of LMTC through awareness of the key results area of the study.

It is recommended that LMTC may implement programs and regulations that will promote a more efficient means of offering services that will exercise the efficiency in operation and maintenance of safety on board ships for future seafarers. LMTC has to put equal focal attention on conduction of Basic Training in accordance with IMO and STCW '95 requirements, issuance of proper documents, and observance for improvement on all the areas that comprise a successful maritime training center. The LMTC administration has to take further actions to improve the availability and approachability of the personnel in order to establish direct contact and comfort with the students. The administration also has to be more accommodating of any sentiment coming from the students to be aware of areas for improvement and respond accordingly. Magbojos (2013) emphasized that management experts continue to trumpet the idea that human resources are the most important asset of the organization. They make a difference in the success and failure of the organization. Therefore, LMTC staff may need to enhance their interpersonal skills in order to provide better services to its clients.

In the area of instruction, LMTC instructors have to be more effective in different interpersonal contexts. This study has shown that aside from the technical knowledge and skills instructors have on the subject matter, interpersonal relationships with students also play an important role in achieving a high level of satisfaction rate. Instructors have to be more communicative and willing to adjust their teaching behaviours to meet the needs of individual students.

In the area of facility, LMTC personnel has to devise plans to make the facilities for instruction and practical sessions even more conducive to learning. In addition, the personnel also has to ensure that all necessary equipment for demonstration and skills execution are properly working and adequate for the number of trainees for the optimum learning experience.

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