

Satisfaction of Cruise Line Management Students on the Training and Services of Lyceum Maritime Training Center

Karen F. Sandoval, Fuchsia D. Samonteza, Christine Joy M. Cuering, Roxanne M. Casinillo, Pearly Dawn B. Belen, Billy T Festijo

Bachelor of Science in International Hospitality Management in Cruise Line Operation in Hotel Services, College of International Tourism and Hospitality Management, Lyceum of the Philippines University, Batangas City, Philippines

Abstract - *This study focuses on Level of Satisfaction of Cruise Line Management Students on the Training and Services of Lyceum Maritime Training Center. This study made use of descriptive method and utilized modified questionnaire which was adapted from the study of Dacuray, et al (2014). The respondents were from the CLOHS and CLOCA students of Lyceum of the Philippines University – Batangas. Respondents are highly satisfied in terms of Field and Exposure in terms of knowledge. In terms of Knowledge on Local and International Competence, Exposure in terms of Skills, Administration, Mode of Instructions and Facilities and Equipment, respondents are moderately satisfied. However, facilities and equipment is in the lowest rank. The researchers recommended to provide international standard tools and equipment that would help in the execution of skills.*

Keywords: *Level of Satisfaction, Cruise line Management Students, Training and Services, Lyceum Maritime Training Center*

INTRODUCTION

The Lyceum of the Philippines University Maritime Training Center (LMTC) was inherent in 2009 as per International standards and outfitted with present day equipment and facilities for the conduct of Basic Training and other IMO courses. LPU Maritime Training Center is the first Maritime Training Center in Batangas City with the most well construct facility and equipment. LPU Maritime Training Center was constructed base on the world class standards in 2009. The swimming pool is design with a diving facility and inflatable life rafts which is very ideal for use in the conduct of IMO model course1.19 or personal survival technique. LPU Maritime Training Center offers the following courses: Basic Training (BT), Consolidated MARPOL Annex 1-6, Advance Training in Fire Fighting (ATFF), Electronic Chart Display & Information System(ECDIS), Maritime English, Ship Security Awareness Training for Seafarers with

Designated Security Duties (SSAT-SDSD), Anti- Piracy, International Safety Management (ISM), International Ship and Port Facility Security (ISPS) Code, Ship Security Officer (SSO), and the new courses offered are Basic Training for Oil and Chemical Tanker Cargo Operations(BTOC), Ratings Forming Part of a Navigational Watch(RFPNW) and Ratings Forming Part of an Engineering Watch(RFPEW).

The College of International Tourism and Hospitality Management has five programs which are CLOHS, CLOCA, HRA, CAKO and IITTM. The program of CLOHS and CLOCA are courses required to have the Basic Training which is provided by LMTC. It is an eight days training with four modules based on the International Maritime Organization (IMO) model course.

Satisfaction is one of the measures of quality services offered to the customers based on their requirements and fulfillment (Laguador et al., 2014; Agulo et al., 2015; Veron & Caiga, 2015; Maristela et al., 2015; Sunto et al., 2013). It characterizes the quality of products and services that the organization delivers to its customers that serves as the basis for continuous improvement (Barlan-Espino, 2017; Buted et al., 2014; Jeremiah et al., 2015; Magtibay et al., 2015; Bencito, 2014; Mojares, 2014).

Towards the determination of these levels of competence and awareness, the study also wants to eliminate the problems that affect the status of the training program as visualized in the actual practice of these personnel in the mentioned field. Through this investigation, the researchers will be given foresights that they can use as contribution to continuously uplift the quality of service within the cruise line industry. With these in focus, the study would once and for all proved on how efficient are these programs and toward the fulfillment of the institution's goal of efficient performance task of the duties and responsibilities to the field of cruise line operations. The researchers believe that the result of this study will be beneficial to the Lyceum Training Center, and the trainings they offer will provide solutions for improvement for sustainable and quality Basic trainings. Furthermore, the outcome of the dealing shall bring a sense of seriousness and maturity of trainees towards the activities they engaged as provided by the LMTC.

OBJECTIVES OF THE STUDY

This study sought to inquire on the Level of Satisfaction of Cruise Line Management Students on the Training and Services of Lyceum Maritime Training Center. Specifically, it addressed the following key objectives: To present the profile of the respondents as main factors affecting the level of satisfaction of training and services of students; to determine the level of satisfaction among the cruise line students provided by the LMTC in terms of field, exposure in terms of knowledge, knowledge on local and

international competence, exposure in terms of skills, level of satisfaction in terms of administration, mode of instructions and facilities and equipment; to test the significant relationship between the respondents' demographic profile and the level of satisfaction of the students covered by the training as provided by LMTC; and to propose an action plan to strengthen the goals of the training program in view of the conflicts and problems encountered by both the trainees and respective training officials.

METHODS

Research Design

The descriptive research method was used in the students of LPU on is employed to identify the level of Satisfaction on Training of Cruise Line Operations on Hotel Service (CLOHS) And Cruise Line Operations on Culinary Arts (CLOCA) on the training and services offered by LMTC . The descriptive research discusses and analysed the gathered data associated to the events and conditions in of the engaged study (Labare, 2013).

Participants

The sets of data shall be provided for by the 159 students of LPU-Batangas, who have undergone basic trainings as part of the given curriculum. The researchers used the random sampling in acquired from the actual number or population of students who have undergone to such nature of training.

Instrument

The study's questionnaire were modified from the study of Dacuray et al., (2014). The first part of the questionnaire includes the profile of the cruise line students in terms of program, gender, age and nationality. The second part is the assessment of services by LMTC. It is divided into seven namely: Field, Exposure in terms of knowledge, Knowledge on Local and International Competence, Exposure in terms of skills, Level of Satisfaction in Terms of Administration, Mode of Instructions, and Facilities and Equipment.

Procedure

In order to collect the data needed, the researchers ask the list of the students taking Basic Training from the year 2016 up to present in the office of Lyceum Maritime Training Center. The questionnaire is modified from the old thesis that is related to the researcher's topic entitled "Level of Satisfaction of Cruise Line Students from the

Training and Services of Lyceum Maritime Training Center”. The researchers gathered the information through an easy to use and understand multiple choice of categories of questionnaires to support the analysis and understand the research variables relative to the opinions of the selected students in terms of their perception or level of satisfaction on the services they reserved from the training center.

Data Analysis

The answers that were collected are tallied, tabulated and later subjected for analysis of the researchers. The concepts of the items are based on identified the student’s ability and skills, attitude and personality. The weighted mean and ranking were employed as statistical tools. Ranking is considered important to establish the seriousness and importance of the elements and concepts being engaged. Lastly, the uses of following scale are necessary to interpret the student-respondents level of satisfaction to the engagement. The following scales were generally observed and used to give more meaningful concepts to the ideas at hand. The scale is represented as follows: Excellent; Very Satisfactory; Satisfactory; and Not Satisfactory.

RESULTS AND DISCUSSION

Table 1. Percentage Distribution of the Respondents according to Profile (N = 159)

Profile Variables	f	%
Program		
CLOCA	88	55.30
CLOHS	71	44.70
Year Level		
3 rd year	71	44.70
4 th year	88	55.30
Gender		
Male	84	57.80
Female	75	47.20
Age		
15-17	2	1.30
18-20	136	85.50
21 and above	21	13.20

Table 1 presents the percentage distribution of the respondents according to their profile. The succeeding information presents the percentage distribution of the respondents based on their demographic profiles. Specifically, this table provides answers in relation to the personal records and attributes possessed and acquired by the respondents as part of their individual qualifications.

Based on the gathered information, it is revealed that between the two programs, it is CLOCA that gained the highest frequency of 88 or 55.30 percent while CLOHS gained a frequency of 71 or 44.70 percent.

By analysis, it is notable that both CLOCA and CLOHS are in demand courses that receive considerable number of enrollees every year. Comparing the two courses, it can be said that CLOCA has a slightly bigger population but does not leave CLOHS far behind as the population margin between the two is not wide enough to suggest a great disparity in terms of enrollment population. In view of the data acquired, it is established that majority of the students who undergo the training program were graduating students of LMTC on the field of specialization of CLOCA, and only a portion of the total population of such students were engaged in CLOHS Program. It is also revealed that as students of the 4th year and the third year class, they were all at the right age to undergo such type of trainings as provided by the training program which connote on the level of maturity and wisdom to bear with the kind of trainings they have to go through on such phase of training.

Pohl (2010) saw the rise of hospitality studies and courses engaging students in future hospitality and tourism-related ventures. The author explained that the new world is now composed of a generation that is oftentimes hardly absorbed at work or family matters that they constantly seek for short-time escapades that will ease them of their work burdens or simply provide an oasis of relaxation in their busy schedules. This, according to Pohl, attracts more and more people each year to turn to tourism activities to explore other countries and enjoy leisure time at the same moment. This increase in tourism and hospitality demands are translated to more youth interested to engage in hospitality-related professions so that they might be secure of jobs in the future.

In terms of year level, majority of the respondents are fourth year students with the frequency of 88 equivalents to 55.30 percent while third year students have a frequency of 71 or 44.70 percent.

Judging by the numbers, it can be claimed that more students are set to graduate after participating in the program with the senior students outnumbering the junior students but the observable conclusion in these data is the fact that the population of the third year students do not fall largely behind than that of the fourth year students which

suggest that the enrollment in the tested courses are largely commendable on a consistent basis.

Referring back to Pohl's 2010 study, Pohl claimed that he envisions the hospitality industry to boom for the next fifty years at least. This notion can be applied squarely in the present study as the population of fourth and third year students suggest that student-interest in the hospitality-related courses offered in the University are in demand not for a brief moment but on a consistent basis.

In terms of gender, male respondents dominated the female respondents with a frequency of 84 or 57.80 percent while female respondents have a frequency of 75 or 47.20 percent. It also shows that most of the respondents are male it is because the nature of the work are fit to males more than to females. Being onboard is a hard work job mostly to female that's why most of the students taking this course are males.

Cruikshank (2013) investigated the propensity of gender and its flexibility to be applied to several occupations. The study concretized the theory that while the new society is gearing towards a feminist approach which lobbies for theoretical equality between man and woman, it cannot be said that gender equality cannot be stretched to apply in all types of occupations owing to the fact that there are a lot of occupations that require more physical stress on the individual—a stress level that more often than not would be too strenuous for a woman to comply with. A sheer inquiry in the study of Cruikshank (2003) confirms that international hospitality affairs, under which Cruise Line Management is bracketed, is deemed to be one of the gender sensitive courses which mean that it requires a huge deal of physical stamina and strength which are commonly expected of a man and not of a woman. With that, the results of the abovementioned table complies with Cruikshank (2003) in such respect that the male attendees outnumber the female attendees.

Respondents whose age are 18-20 have the highest frequency of 136 equivalent to 85.50 percent, respondents whose age are 21 and above have a frequency of 21 equivalent to 13.20 percent and respondents ages 15-17 have a frequency of 2 equivalent to 1.30 percent.

Furthermore, the data presented above show that most of the respondents ranges from 18-20 years old because this stage is scientifically established to be the point at a person's life where the students are matured, expressed in variables that they are able to act more responsibly and with disciplined. It is at this age span that a student can easily cope up and empathize themselves in different situations so that they can properly do their tasks. It is also the best age span where students can handle difficult task and

perform every job needed to be completed which is one of the goals and aims of the whole training.

According to Gilleard (2014), age plays a significant role in the performance of a student of his/her assigned tasks. The study also confirmed that the main reason why tertiary education program is scheduled to fall during a student's 18-20th year of lifespan is because it is at this stage that a student is more receptive and keen in developing skills that are essentially applied in the workplace. Applying Gilleard's theory on age to the present study, it is favorable to the success of the training program that majority of the trainees are aged 18-20 because it is at this stage that they are more receptive to advice and training that will make them more competent when they vie for jobs post-graduation.

Table 2. Level of Satisfaction of Services by LMTC (Field)

Field	WM	VI	Rank
1. Elementary First Aid	3.50	Highly Satisfied	5
2. Personal Survival Technique	3.58	Highly Satisfied	2
3. Fire Prevention and Fire Fighting	3.62	Highly Satisfied	1
4. Personal Safety and Social Responsibility	3.55	Highly Satisfied	3
5. Issuance of Basic Certificates	3.51	Highly Satisfied	4
6. Issuance of Certificate Proficiency	3.43	Moderately Satisfied	6
Composite Mean	3.53	Highly Satisfied	

Legend: 3.50 – 4.00 = Highly Satisfied; 2.50 – 3.49 = Moderately Satisfied; 1.50 – 2.49 = Satisfied; 1.00 – 1.49 = Dissatisfied

Table 2 shows that the respondents' assessment on the services offered by the LMTC when it comes to grounding is highly satisfactory with a composite mean of 3.53. This reveals that there were at least six (6) fields that were covered by the training programs as instituted by the LMTC, wherein the respondents have shown their difference of satisfaction.

Among the items cited, the field training on fire prevention and firefighting got the highest weighted response mean of 3.62 a verbal interpretation of highly satisfied. The second highest field is personal survival technique proven by a highly satisfied verbal interpretation with a 3.58 weighted response mean while third on the rank is personal safety and social responsibility with the same verbal interpretation of highly satisfied with a weighted response mean of 3.55.

The researchers share the view that fire prevention and firefighting, personal survival technique and personal safety and social responsibilities are essential since

nowadays as different accidents occur all of a sudden which makes it imperative that standard precautions should always be known by practitioners. More importantly, the trainees are highly satisfied because those activities that were provided gave them the excitement to learn and challenge their self to perform the task. With the help of their trainers which are expert and competent instructor, the level of satisfaction of student in those fields increased. The trainees are exposed in different technologies and equipment used in the industry. The instructor let the trainees to be familiarized with the tools and equipment used in the PFFF, PST and PSSR. Therefore the results of the satisfaction were statistically interpreted to be highly satisfied.

Delmar (2014) published a book tackling the basics and importance of firefighting in the professional industries including cruise lines and other luxury operations. It was stated that training modules on firefighting and fire prevention involves practical test which cannot be taught within the four corners of the classroom. This said, students who are given training exercises on fire prevention and firefighting are subjected to simulated drills of fire events which will require student-trainees to practice and apply textbook firefighting methods. This supports the data presented above that firefighting and prevention had the most statistical data of satisfaction among the students owing to the fact that the student-trainees were challenged and thrilled about the subject matter and its proclivity to be applied in real-life situations.

Issuance of basic certificates ranked fourth with a weighted response mean of 3.51 has a verbal interpretation of highly satisfied. Elementary first aid ranked fifth with a weighted mean of 3.50 and issuance of certificate proficiency ranked sixth with a moderately satisfied verbal interpretation and 3.43 weighted response mean.

Meanwhile, issuance of certificate got the lowest satisfaction among the six fields, because trainees are sometimes not complying with the requirements ask by the training center which results to the delay in the processing of their certificates. It is important to comply to the requirements asked by the training center for the issuance of their certificate because some trainees are renewing their certificate and they are mostly the one who need the certificates immediately in order to avoid delay of reemployment. One of the importance of complying the requirements is that it avoid problems in the future on your side and also on the side of the personnel who's preparing the certificate. Some trainees received their certificate late which results to their lower satisfaction in the field especially in issuance of certificate but still it is rated as moderately satisfied. The duration of issuance of certificate result to a lower satisfaction of training among the field. The EFA is also rated as highly satisfied but got the lowest rank among the field of PFFF, PST and PSSR because trainees in this field are less satisfied in terms of the

activities provided in EFA. The trainees perceived less challenge in EFA rather than the other field which got the highest rank.

Cambridge University in Michigan, USA published a report in 2014 entitled the ECPA Report which discussed the levels of involvement students must undertake to be issued a Certificate of Proficiency, which was defined in the ECPA report (2014) to be a “document certifying the completion of an individual of several training sessions and compliance with the minimum requirements to be called knowledgeable in a specific skill or aspect of occupation.” Furthermore, the report acknowledged that student interest in sessions involving the issuance of certificates of proficiency at a low 23% satisfaction survey which can be translated to mean that only 2 out of 10 students undergoing training will find the training on issuance of certificate of proficiency interesting. This is in consonance with the finding in the above stated table which revealed that among all tested criteria; only certificate of proficiency received the lowest satisfaction rating.

Table 3. Level of Satisfaction of Services by LMTC with regards to Exposure in Terms of Knowledge

	Exposure in Terms of Knowledge	WM	VI	Rank
1.	I am able to comprehend/follow instructions easily.	3.62	Highly Satisfied	1
2.	I am able to understand the operations, procedures and techniques.	3.55	Highly Satisfied	2.5
3.	The trainings lead me to be competitive on all my job assignments.	3.45	Moderately Satisfied	5.5
4.	I am able to organize and analyze work independently	3.45	Moderately Satisfied	5.5
5.	The series of trainings lead me to have a command on general information.	3.53	Highly Satisfied	4
6.	The training enables me to use different technologies to acquire knowledge advancement on the field of expertise.	3.55	Highly Satisfied	2.5
Composite Mean		3.53	Highly Satisfied	

Legend: 3.50 – 4.00 = Highly Satisfied; 2.50 – 3.49 = Moderately Satisfied; 1.50 – 2.49 = Satisfied; 1.00 – 1.49 = Dissatisfied

Table 3 shows the level of satisfaction of services by LMTC in terms of exposure of knowledge with a composite mean of 3.53 and a verbal interpretation of highly satisfied.

Based on the gathered information, it is revealed that respondents are able to comprehend/follow instructions easily as proven by the verbal interpretation of highly satisfied and weighted mean of 3.62. Both on the same rank with a verbal interpretation of highly satisfied and 3.55 weighted mean are “I am able to understand the operations, procedures and techniques” and “the training enables me to use different technologies to acquire knowledge advancement on the field of expertise”.

The trainees are able to comprehend and follow instructions that are given by their instructor because the training center provides a competent and knowledgeable instructor who provides a quality education to all trainees. During the training, the instructor provides all the material needed in order to easily understand and apply the knowledge in their future career. In terms of knowledge it is proved that trainees gained knowledge and expertise in the course they chose. Furthermore, the researchers are of the opinion that the training program gives premium and importance at these stages of the training because when a professional can comprehend the instructions carefully and can apply the learning done in the training into real life operations in the workplace as well as can understand the operations, procedures and techniques, the professional can easily be accepted to his or her future jobs and will have a propinquity to perform well—something that is integral in the cruise line industry.

Labugen (2012) pioneered a formal inquiry on the necessities of a good training program to produce quality results among the students. Labugen (2012) differentiated a training program of students from that of professionals already. The author claimed that the approach used in a training program for students should employ simpler words and a more basic approach so that students may understand as opposed to training for professionals already who have gained far more experience by working in the industry. According to Labugen, the main test of determining whether a training program for students is successful is if it can be understood by the students. Applying Labugen’s test to the present study, the researchers claim that the training program is successful as it was best comprehended and followed by the students as confirmed by the statistics.

Ranked fourth is the series of trainings lead to have a command on general information with a highly satisfied verbal interpretation and a weighted mean of 3.53. The trainings lead me to be competitive on all my job assignments and I am able to organize and analyze work independently is ranked fifth with a weighted mean of 3.45 and verbal interpretation of moderately satisfied.

Trainees are able to organize and work independently because they are provided with a lot of activities to help them to adjust in every scenario that may happen especially in case of emergency. With the training they received it leads them to be a competitive

seafarer. They also perceived the training as an important matter to learn because this help them a lot to perform their task successfully. The exposure in terms of knowledge are perceived as highly and moderately satisfied because the training center provides all the necessary things needed by the trainees to fully understand the importance of the training.

Liveta (2015) published his work that tackled level of satisfaction of students under several training regimen be it academic training like what is measured in the present study or extra-curricular training like journalism or NSTP. According to Liveta, student training presupposes in the mind of the students that complying with the training is part of the course requirements of their respective tracks and must be completed for one purpose alone and that is to be able to graduate and not to obtain the skills they need to perform competently in their jobs after graduation. This is the lack of “prospectivity” in the insight of students when it comes to training. The two criteria that scored the lowest in the abovementioned table can be attributed to this lack of “prospectivity” in a sense that the training was attended by the respondents without a notion of future jobs but to comply with the basic requirements of Cruise Line Management.

Table 4 presents the level of Satisfaction of Services by LMTC in terms of knowledge on Local and International Competence. As shown and established, the component of training activities have been foreseen as moderately satisfying for the respondent-trainees. Such claim is proven by the composite mean of 3.45 and verbally interpreted as “Moderately Satisfied.”

Based on the gathered information, it is revealed that trainers have provided the maximum technical and conceptual skills on cruise line management as proven by the verbal interpretation of moderately satisfied and weighted mean of 3.47. The second in the rank, have a weighted mean of 3.45 and verbal interpretation of moderately satisfied were, “trainers provide systematic hands-on activities on all of the trainees” and “I have the latest technology which is related to my future jobs”.

The training center provides training modules which are based on the concepts in the field of cruise line industry. They are provided additional information which could help them expand their knowledge in the field of cruise industry. Aside from the training manuals, instructors are exerting more efforts on showing the right thing to do in all the scenarios that might happen onboard. With the help of the latest technologies, there are lots of possible ways to solve the problems encountered onboard. The trainees are provided with knowledge on local and international competence; with the information they gained they are satisfied with the level of teaching of their instructor. The researcher

believes that when a client has hands-on experience and knows the field of cruise line management, he can easily access the basics of the said field.

Table 4. Level of Satisfaction of Services by LMTC with regards to Knowledge on Local and International Competence

Knowledge on Local and International Competence	WM	VI	Rank
1. I have the latest technology which is related to my future jobs.	3.45	Moderately Satisfied	2.5
2. The tools and equipment are perceived to be inadequate as compared to international counterparts, but able to give concrete knowledge.	3.43	Moderately Satisfied	6.5
3. Trainers are able to share the concept of hospitality on the designated activities.	3.44	Moderately Satisfied	4.5
4. The training provided me the background to analyze the efficiency of the program.	3.43	Moderately Satisfied	6.5
5. Trainers provide systematic hands-on activities on all of the trainees.	3.45	Moderately Satisfied	2.5
6. Trainers apply authentic tested approach as they had the experience and expertise in the field.	3.44	Moderately Satisfied	4.5
7. Trainers provide the maximum technical and conceptual skills in the field of cruise line management.	3.47	Moderately Satisfied	1
Composite Mean	3.45	Moderately Satisfied	

Legend: 3.50 – 4.00 = Highly Satisfied; 2.50 – 3.49 = Moderately Satisfied; 1.50 – 2.49 = Satisfied; 1.00 – 1.49 = Dissatisfied

The United Nations World Tourism Organization (UNWTO) released a primer dated October, 2015 which tackled the necessary requirements that must be met by training personnel of tourism-related affairs including cruise line management. Under the primer, it was affirmed that the most basic requirement that must be met first before a training program can be classified as “successful” is if the trainers possess the minimum knowledge on the subject matter. If this test will be applied in the present study, it is safe to claim that the training program is a huge success as the respondents rated receiving pertinent technical and conceptual skills in cruise line management from their trainers.

This further attests that the training programs under the Lyceum of the Philippines University Batangas are globally competent as they meet the standards set forth by the UNWTO.

Trainers are able to share the concept of hospitality on the designated activities and trainers apply authentic tested approach as they had the experience and expertise in the field is ranked in fourth with weighted mean of 3.44 and verbal interpretation of moderately satisfied. The rest of the variables are treated with average concerns of the respondents with the exception of the tools and equipment are perceived to be inadequate as compared to international counterparts, but able to give concrete knowledge and the training provided them the background to analyze the efficiency of the program, perceived as the least priorities with 3.43 weighted response mean and verbal interpretation of moderately satisfied.

Trainees perceived the knowledge they gained on local and international competence as moderately satisfied because the trainers are tested in terms of their experience and expertise in the field, with that trainees are surely able to learn something from the professional. The training provides a clear background on what is the future of all seafarer and what could be the future of the trainees. The trainees are also informed on what could be the scope and focus of the training. Before the training starts, they are briefly informed from the LMTC of what the training is all about and what is about to expect. The tools and equipment perceived are not as adequate compared to the counterpart in the international but still, trainees are given insight of what the uses and importance of such equipment. All in all the training in terms of knowledge on local and international competence are perceived moderately satisfied as it helps the trainees to have an additional learning in the cruise line industry.

In 2011, the UNWTO published the “Tourism Barometer Interim Update” which measured the standards applied in training courses to students enrolled in tertiary courses leading to tourism jobs. The Interim Update affirmed that the students could not be demanded to view the training as part of their career which is yet to be established owing to the fact that they are still in college finishing their baccalaureate degrees. This supports the data presented as to why they failed to express a high level of satisfaction on the criteria of the training providing them necessary background to be efficient in the workplace as they have yet to gain any experience professionally. As for the component of failing to express high level of satisfaction on the tools and equipment being perceived inadequate, the

Interim Update explains that students are not expected to be exposed on the real-life mechanisms of tourism which basically means that they do not have a working

knowledge on what facilities is updated and adequate because they have no real-time work experience outside of OJTs and internships.

Table 5. Level of Satisfaction of Services by LMTC (Exposure in Terms of Skills)

Exposure in Terms of Skills	WM	VI	Rank
1. I was provided with new activities that initiate me to learn new methodologies and skills with regards to the work	3.48	Moderately Satisfied	2
2. I learned to become comfortable and convenient in presenting suggestions and recommendations in line with the practice..	3.36	Moderately Satisfied	5
3. Able to meet criticisms in a positive point of view.	3.28	Moderately Satisfied	6
4. I am able to make good use of the available resources and materials as part of the work assignment.	3.45	Moderately Satisfied	3
5. I am able to deliver the required output as demanded by the duties and responsibilities given.	3.57	Highly Satisfied	1
6. I observed the modern techniques used by the trainer to teach the trainees efficiently	3.43	Moderately Satisfied	4
Composite Mean	3.43	Moderately Satisfied	

Legend: 3.50 – 4.00 = Highly Satisfied; 2.50 – 3.49 = Moderately Satisfied; 1.50 – 2.49 = Satisfied; 1.00 – 1.49 = Dissatisfied

Table 5 shows the level of satisfaction of services by LMTC in terms of exposure of skills with a composite mean of 3.43 and a verbal interpretation of moderately satisfied. Based on the gathered information, it is revealed that the respondent is able to deliver the required output as demanded by the duties and responsibilities given as proven by the verbal interpretation of highly satisfied with a weighted mean of 3.57. The second with the weighted mean of moderately satisfied and weighted mean of 3.48 is I was provided with new activities that initiate me to learn new methodologies and skills with regards to the work. Third on the rank with a moderately satisfied verbal interpretation and 3.45 weighted mean is I am able to make good use of the available resources and materials as part of the work assignment.

The trainees in terms of the exposure in skills are moderately satisfied because trainees are provided with different activities; they also use available resources and materials which help them to deliver the required output as demanded by the duties and

responsibilities given. They are also guided by their instructor to fully accomplish their task and they correct every mistake the trainees did during the training program. Trainees are trained to always use available resources to solve their problems and help others during emergencies onboard. The trainees are equipped useful knowledge which is useful in case of emergency situations. In terms of exposure on skills trainees are moderately satisfied with the training and services of LMTC.

In Hall's 2010 published work, the author mentioned that training programs are necessary for students engaged in tourism industry as they will be confronted with a lot of tourism crises and problems which they must overcome in the future if they are to be successful tourism practitioners in the near future. Hall attested that students who can exemplify in real-life situations the learning they have acquired in the training modules will make the training successful and merit able. In the present study, the researchers validly claim that the training is successful as the respondents expressed high level of satisfaction on the criterion that they are able to deliver the desired and required output of the training which draws a direct connection between the training goals set prior to the training proper and the quality of training instructions given to trainees which resulted to commendable outcome in the success of the training.

Fourth on the rank with a 3.43 weighted response mean and a moderately satisfied verbal interpretation is observed the modern techniques used by the trainer to teach the trainees efficiently. I learned to become comfortable and convenient in presenting suggestions and recommendations in line with the practice is fifth on the rank with a 3.36 weighted response mean and moderately satisfied verbal interpretation and lastly, able to meet criticisms in a positive point of view has 3.28 weighted response mean with a moderately satisfied verbal interpretation.

It cannot be avoided that at some point in the life of a student to accept criticisms positively, sometimes it hurts their ego. Therefore, it was given less priority. Trainees are not comfortable in commenting and suggesting new ideas towards their instructor because of the shyness to speak in front of the class. Even though they have something on their mind they are doubtful to share it because some factors like other trainees might criticize his opinions or his ideas might be wrong. In the end, the interaction between the trainees and instructor are not build.

According to Olsen (2013), the key to succeeding in the tourism industry is when students and practitioners alike are able to adjust to the changing demands of people who are engaged in the tourism itself. Olsen clarified that the main tool to adjust to the ever changing demands of tourism is to be receptive to criticism which will help practitioners to adapt their tourism services to the needs and wishes of the clientele. Olsen discussed

however, that this flexibility to adjust to criticism cannot be fully expected from student trainees as they lack experience on working in a tourism-centered workplace. This affirms the data presented as to why the respondents failed to show great deal of satisfaction on the criterion of meeting criticisms with a positive point of view.

Table 6. Level of Satisfaction of Services by LMTC in terms of Administration

	Administration	WM	VI	Rank
1.	Efficiency and effectiveness is rendered by the designated office.	3.46	Moderately Satisfied	2
2.	Officers and personnel displayed desirable attitudes toward the students.	3.34	Moderately Satisfied	5
3.	Officers and personnel are always available to meet the needs of the students.	3.32	Moderately Satisfied	6
4.	Responsiveness to suggestions feedbacks and complaints.	3.23	Moderately Satisfied	7
5.	They have the ability to serve and help people is an obvious requirement for a successful career in cruise line industry.	3.40	Moderately Satisfied	4
6.	Officers are able to motivate trainees on which skills must be enhanced as what is being done in the performance of the designated activity.	3.41	Moderately Satisfied	3
7.	7. Trainings always conform to the international standards.	3.50	Highly Satisfied	1
Composite Mean		3.38	Moderately Satisfied	

Legend: 3.50 – 4.00 = Highly Satisfied; 2.50 – 3.49 = Moderately Satisfied; 1.50 – 2.49 = Satisfied; 1.00 – 1.49 = Dissatisfied

Table 6 presents the level of satisfaction of services by LMTC in terms of administration with a composite mean of 3.38 and a verbal interpretation of moderately satisfied. Based on the gathered information, it is revealed that trainings always conform to the international standards as proven by the verbal interpretation of highly satisfied and a weighted mean of 3.50. Ranks second are efficiency and effectiveness is rendered by the designated office as proven by the verbal interpretation of moderately satisfied with a weighted mean of 3.46. Officers are able to motivate trainees on which skills must be enhanced as what is being done in the performance of the designated activity ranks third with a verbal interpretation of moderately satisfied and a weighted mean of 3.41.

It can be inferred that the respondents have a great deal of trust bestowed to the administration in choosing a training program and inviting competitive trainers to carry

out such training as manifested in the top three criteria that received the highest satisfaction ratings. The numbers stated in the preceding paragraph reveal that the students appreciate the efforts of the administration in coming up with a good training program. Also, it clarifies that the student's vision towards the training is centered on technical standards as they are assured that the training program they undertook is compliant not only to national but also international standards.

Lu (2014) published her work that delved in the necessity of complying with international standards for the tourism industry. This is perfectly applicable to the present study as students under a training program must be exposed initially to international standards because standards are enforced for the reason that services needed to be maintained at a high level or improved according to international standards when proven to be subpar. Lu mentioned that unlike other profession like medicine which is dependent on technology, or law which is limited in application to local states, tourism is an international industry as people often go to tourism to witness other places or experience luxury which cannot be given to them by any other profession. This, according to Lu, imposes on the students to know the international standards so that their services will be adjusted to the wishes and demands of foreign clients to improve marketability.

Ranked fourth is they have the ability to serve and help people are an obvious requirement for a successful career in cruise line industry with a verbal interpretation of moderately satisfied and a weighted mean of 3.40. Officers and personnel displayed desirable attitudes toward the students ranks fifth as proven by a verbal interpretation of moderately satisfied and a weighted mean of 3.34. Officers and personnel are always available to meet the needs of the students ranks sixth as proven by a verbal interpretation of moderately satisfied with a weighted mean of 3.32. Lastly, responsiveness to suggestions, feedbacks and complaints got the least priority with a verbal interpretation of moderately satisfied and weighted mean of 3.23.

The criteria which received the least satisfactory ratings from the students can be considered as "subjective" factors of the training program which mean that they are not concerned on the objective or knowledge and competence of the trainers and officers involved in the training but to the manner of carrying out the training. This cannot be instantaneously addressed by the administration as it is confined to inquire on the trainers' objective qualifications and not on the mode of instruction that they will employ to carry out the training proper. So long as the trainers do not step beyond the minimum standards of ethics and professional integrity in carrying out the training, they cannot be intervened by the administration without violating the internationally recognized principle of "academic freedom".

As mentioned in the table above, the criterion which received the least appealing record of satisfaction is the trainers' responsiveness to feedbacks and complaints. Gallagher (2011) in his work discussed that the administration is oftentimes confined to address concerns of students in terms of academics and curricular endeavors. According to the author, the administration is sometimes fixed and preoccupied to addressing academic issues so much that they find it hard to respond to complaints and feedbacks outside of it including training and other related events. Gallagher clarified however, that the response mechanism of administrations to feedback and complaints involve several steps like confirmation of the issue, investigation and consortium for proper action. These steps take considerable amount of time before they can be properly done which may be a contributory reason as to why students think that the administration is neglecting to respond on their feedbacks and complaints.

Table 7. Level of Satisfaction of Services by LMTC (Mode of Instruction)

	Mode of Instruction	WM	VI	Rank
1.	Trainers used updated and qualified materials for instructions.	3.51	Highly Satisfied	1
2.	Instructors used various forms of instructions.	3.35	Moderately Satisfied	5
3.	The instructors effectively use interactive skills in communicating with the students.	3.28	Moderately Satisfied	8
4.	They are able to present with clarity the subjects undertaken in oral and written forms.	3.32	Moderately Satisfied	6
5.	They execute the proper operation based on the equipment and facilities provided	3.42	Moderately Satisfied	3
6.	They always display expertise on the subject matter assigned to them.	3.48	Moderately Satisfied	2
7.	Teachers are able to effectively interact and socialize with the students.	3.40	Moderately Satisfied	4
8.	Able to evaluate accurately the grading system that is provided.	3.31	Moderately Satisfied	7
	Composite Mean	3.38	Moderately Satisfied	

Legend: 3.50 – 4.00 = Highly Satisfied; 2.50 – 3.49 = Moderately Satisfied; 1.50 – 2.49 = Satisfied; 1.00 – 1.49 = Dissatisfied

Table 7 shows the level of satisfaction of services by LMTC in terms of mode of instruction with a composite mean of 3.38 and a verbal interpretation of moderately satisfied. Based on the gathered information, it is revealed that trainers used updated and

qualified materials for instructions as proven by a verbal interpretation of highly satisfied and a weighted mean of 3.51. Ranks second are they always display expertise on the subject matter assigned to them with a weighted mean of 3.48. They execute the proper operation based on the equipment and facilities provided got the third rank with a weighted mean of 3.42.

The researchers highlight that the students went to the training program with a high amount of curiosity on how the cruise line industry operates in the global scale. This high amount of curiosity requires appealing trainers and quality materials so that the students will perceive the training program as an interesting endeavor. The top three criteria that scored the highest satisfactory ratings from the respondents are all indicators that the training program was carefully crafted to meet the curiosity of the students. First, the students are impressed that updated and quality instructional materials are used in the training. This captured their interest in participating with vigor in the training. This vigor grew stronger as the materials were taught by individuals whom the students perceive to be very well versed in their craft and are very knowledgeable in their fields. This was further supported by the students' notion that the trainers were able to guide the students on how to properly execute operations needed in real life workplace.

Marx (2014) acknowledged that training programs for tourism-related activities should be supported with ample learning materials which will give the trainees ample knowledge on the subject matter being taught in training. According to Marx, a good training material should be able to teach basics to clueless students without the aid of a trainer. This quantum is met by the current study as students showed incredible appreciation on the learning materials distributed and used in the training conducted to the respondents.

Teachers are able to effectively interact and socialize with the student's ranks fourth with a weighted mean of 3.40. Instructors used various forms of instructions ranks fifth with a weighted mean of 3.35. They are able to present with clarity the subjects undertaken in oral and written forms ranks sixth with a weighted mean of 3.32. Able to evaluate accurately the grading system that is provided ranks seventh with a weighted mean of 3.31 and lastly, the instructors effectively use interactive skills in communicating with the students ranks eighth with a weighted response mean of 3.28. Variables rank from second to eighth all have the same verbal interpretation of moderately satisfied.

The bottom three in terms of level of appreciation on the basis of mode of instruction reveals that while students rely greatly on the knowledge and skills qualifications of their teachers and trainers, they are also sensitive on the subjective part of the training which involves the oral and written skills of their trainers to communicate

with them. However, there is a noticeable disparity between the levels of appreciation of the students in terms of their trainers' qualifications and mode of teaching. The qualifications of the trainers were highly appreciated by the students while their trainers' mode of teaching was not appreciated as much. This implicates that as far as the students are concerned, there is still room for improvement for the trainers' oral and written capacities to convey thoughts to the students which the administration may address in proper trainings and forums.

Korstanje (2011) came up with a work that suggested minimum activities which must be incorporated in tourism-related trainings to make them more appealing and in the long run, more effective. The author noted that a training program must include at least 2 activities for every 48 hours of training which translates to an activity per day of two 8-hour trainings. However, Korstanje explained that the inclusion of the activities is merely recommendatory and not mandatory on the administration. This means that the inclusion of activities in the training is not determining factors of the success of the training program. This said, while the students expressed less appreciation on the failure of the training to include loads of activities aside from lecture and application modules, it does not render the whole training program ineffective as Korstanje affirmed that activities are not mandatory to be included in training.

Table 8. Level of Satisfaction of Services by LMTC in terms of Facilities and Equipment

	Facilities and Equipment	WM	VI	Rank
1.	Adequate room and space to present the lecture.	3.58	Highly Satisfied	1
2.	Sufficiency in the volume of materials and apparatus for laboratory activities.	3.37	Moderately Satisfied	3
3.	Accuracy of audio visual equipment.	3.30	Moderately Satisfied	5
4.	Tools equipment and materials for first aid activities.	3.24	Moderately Satisfied	6
5.	Availability of materials for survival and safety activities including jackets, life raft and other utensils	3.36	Moderately Satisfied	4
6.	Applies strategies that assure the people's resources in line the organization's goal.	3.40	Moderately Satisfied	2
	Composite Mean	3.37	Moderately Satisfied	

Legend: 3.50 – 4.00 = Highly Satisfied; 2.50 – 3.49 = Moderately Satisfied; 1.50 – 2.49 = Satisfied; 1.00 – 1.49 = Dissatisfied

Table 8 shows the level of satisfaction of services by LMTC in terms of facilities and equipment with a composite mean of 3.37 and a verbal interpretation of moderately satisfied. Based on the gathered information, it is revealed that adequate room and space to present the lecture got the highest weighted mean of 3.58 and a highly satisfied verbal interpretation. Applies strategies that assure the people's resources in line the organization's goal is ranked second with a weighted mean of 3.40. Sufficiency in the volume of materials and apparatus for laboratory activities ranks third with a weighted mean of 3.37.

The criteria measured in the above table can be divided into two groups, the necessary and auxiliary facilities. The first three criteria that garnered the highest levels of satisfaction among the students are the necessary facilities which by definition can be understood as the minimum requirements of facilities which must be met to achieve a successful training program. As the statistics confirm, the respondents appreciated having the training in a well-spaced and ventilated venue complete with apparatus needed for demonstrations and activities and used in an organized and strategic manner.

Wurzburger (2010) published her study measuring the impact of having good venues and proper audio-visual facilities in the conduct of training programs. It was confirmed in the study that a good training program depends largely on the physical setup as well because the physical arrangements of the training such as facilities have an impact on the psychological mindset of the individuals being trained.

Availability of materials for survival and safety activities including jackets, life raft and other utensils ranks fourth with a weighted mean of 3.36. Accuracy of audio visual equipment ranks fifth with a weighted mean of 3.30. Tools equipment and materials for first aid activities ranks sixth with a weighted mean of 3.24. Variables rank from second to sixth all have the same verbal interpretation as moderately satisfied.

The three criteria which received the lowest levels of satisfaction can be considered as the subjective aspect of facility management as they involve facilities which are not the usual subjects of training like first-aid and survival and safety activities. It is to be noted that the main thrust of the training was cruise line management which does not solely depend on the provision of first aid and other accidental materials. However, this predicates that the students are very much concerned and interested to know more about their safety while engaging in the cruise line profession they are currently seeking to be a part of in the near future.

In 1980, the Philippines has passed the Manila Declaration on World Tourism. 20 or more years after the publication of the Manila Declaration, the document is still subsisting and has not been repealed by any subsequent declaration to date. According to

the declaration, tourism industry requires the safety of people like any other fields of profession. In fact, a the Manila Declaration has a specific proviso claiming that Filipinos engaged in hospitality services are demanding safety in as much as they are demanded competence and qualifications by their clients. This can be stretched out and applied to the present study in a way that students are also keen on expecting their safety and how to preserve other people’s safety in the future that it would be needed by them or by their clients.

Table 9. Summary Table on the Level of Satisfaction of Services by LMTC

Indicators	WM	VI	Rank
Field	3.53	Highly Satisfied	1.5
Exposure in Terms of Knowledge	3.53	Highly Satisfied	1.5
Knowledge on Local and International Competence	3.45	Moderately Satisfied	3
Exposure in Terms of Skills	3.43	Moderately Satisfied	4
Administration	3.38	Moderately Satisfied	5.5
Mode of Instructions	3.38	Moderately Satisfied	5.5
Facilities and Equipment	3.37	Moderately Satisfied	7
Composite Mean	3.44	Moderately Satisfied	

Legend: 3.50 – 4.00 = Highly Satisfied; 2.50 – 3.49 = Moderately Satisfied; 1.50 – 2.49 = Satisfied; 1.00 – 1.49 = Dissatisfied

Table 9 shows the summary table on the level of satisfaction of services by LMTC with a composite mean of 3.44 and a verbal interpretation of moderately satisfied. Based on the gathered information, it is revealed that field and exposure in terms of knowledge is ranked first with a verbal interpretation of highly satisfied and has the same weighted response mean of 3.53. Knowledge on local and international competence ranks second with a verbal interpretation of moderately satisfied and has a weighted mean of 3.45.

The researcher believes that when students are exposed to the field and have bulk of knowledge that can compete locally and internationally then, jobs are done proficiently.

The manual published by Juran (2010) entitled “Juran’s Quality Handbook” supports the finding in the abovementioned table. Juran expounded that the content of the training program is the most important factor in determining whether the training program is competent or not. In the present study, the fact that the respondents were

highly satisfied in their level of exposure in terms of knowledge through the training makes the training program a success statistically and actually.

Exposure in terms of skills with a verbal interpretation of moderately satisfied and a weighted mean of 3.43. Administration and mode of instruction is ranked fourth with weighted mean of 3.38 and verbal interpretation of moderately satisfied. Facilities and equipment ranks fifth with a verbal interpretation of moderately satisfied and weighted mean of 3.37.

The variables in the third to fifth rank portray that it does not only rely to facilities and equipment, mode of instruction, administration and exposure in terms of skills to make students' job to be done in an orderly manner.

Referring back to Juran's (2010) published manual, the least influential factor in a training program is the physical arrangement and venue. In the table above, results confirm that the facilities and equipment were the least satisfying to the respondents but Juran has established that this is not a major concern to render the training program inutile or ineffective.

Table 10. Difference of Responses on the Level of Satisfaction of Services by LMTC in terms of Field

Profile Variables	F - value	p - value	Interpretation
Program	1.861	0.065	Not Significant
Year Level	1.446	0.150	Not Significant
Gender	-1.873	0.063	Not Significant
Age	4.195	0.017	Significant

Legend: Significant at p-value < 0.05

Table 10 shows the difference of responses on the level of satisfaction of services by LMTC when it comes to the field. In reference with the given data, it is computed and presented as f-value 4.195 and p-value 0.017. Among the variables; age is the significant indicators on the level of satisfaction of services by LMTC in term of the field. By implication, this means that an individual's age produce or create a difference on the assessment of the said service since its p-value is lower than 0.05.

The student's program, year level and gender creates a non-significant difference when it comes to the difference of responses on the level of satisfaction of services when it comes to field since its p-value is greater than 0.05. In terms of age it creates a different response, most of the age from 18-20 have the same response. The researcher believes that when a person matures, the more knowledge he attains and expects more to the training he is in. This shows that not because someone is female or someone is male, he

or she will be given lesser opportunities or treated unequally it also goes with the program and year level.

According to Bryman and Bell (2011) it is establish to whether the adult or young members of the respondents are expressing the ideal of satisfaction toward the training program.

Table 11. Difference of Responses on the Level of Satisfaction of Services by LMTC in terms of Knowledge

Profile Variables	F - value	p - value	Interpretation
Program	2.947	0.004	Significant
Year Level	1.939	0.054	Not Significant
Gender	-0.890	0.375	Not Significant
Age	5.777	0.004	Significant

Legend: Significant at p-value < 0.05

Table 11 shows the difference of responses on the level of satisfaction of services by LMTC in term of knowledge. It is presented that there is two significant profile variables. It is computed that the f-value 2.947 and p-value 0.004 for program and f-value 5.777 and p-value 0.004 for age.

The computed p – values for a student’s program and age group creates a significant difference to such assessment, having a computed p-value lower than 0.05. No matter what year level the students belong or how old they are; the learning is there to be added on their experiences as future professionals.

The computed p-values for a student’s year level and gender is greater than the alpha level, indicating that the said variables has the same level of influence as to the satisfaction by the services of LMTC when it comes to exposure to knowledge. Having a computed p-value of more than 0.05, it can be gleaned that there is no significant difference to such assessment when it comes to the responses on the level of satisfaction of services by LMTC in terms of knowledge.

It was presented that the program and age has significance on the level of satisfaction of services by LMTC when it comes to knowledge. The other variables like year level and gender have the same answered. As the program differ the level of concentration on the training are different. The program are the same cruise line management but their focus is differ because other are mainly focus on the kitchen and later are on the services with the passenger. With the differences on their program their answered are different to each other. CLOCA which are most trainees had different

response in terms of the knowledge they gained especially that their focused are on the kitchen and not mostly on the public areas were the trainings are mostly covered.

The age is also significant because, the levels of training are perceived differently as age differs. The age of 18 to 20 had different response compared to other age because this is where trainees are focused and known the importance of the training in their self as a future seafarer of Lyceum. This result to a different answer based on the level of satisfaction of services by LMTC in terms of knowledge.

According to Bryman and Bell (2011) it is establish to whether the adult or young members of the respondents are expressing the ideal of satisfaction toward the training program. The researchers are certain that whether a student is male or female, the student can still become competitive to others locally and globally.

Table 12. Difference of Responses on the Level of Satisfaction of Services by LMTC in terms of Local and International Competence

Profile Variables	F - value	p - value	Interpretation
Program	1.583	0.115	Not Significant
Year Level	0.911	0.364	Not Significant
Gender	-1.287	0.200	Not Significant
Age	5.480	0.005	Significant

Legend: Significant at p-value < 0.05

Table 12 shows the difference of responses on the level of satisfaction of services by LMTC in terms on local and international competence. The student's program, year level and gender creates a non-significant difference when it comes to the difference of responses on the level of satisfaction of services when it comes to local and international competence since its p-value is greater than 0.05.

The researchers view program, gender and year level as not important because even women can cooperate and manage to handle herself on the field she is in; another, both men and women are given equal jobs and opportunities because they have the same thing learned in school only on their performances that they vary. In terms of program all trainees are cruise line management students wherein they shared same knowledge about the field of cruise line industry.

The data presented above show that among all the computed p-values, only to that of age appears to have a significant effect on the level of satisfaction on the services offered by the LMTC in terms of local and international competence. This means that an individual's age produce or create a difference on the assessment of the said service since its p-value is lower than 0.05. The age of 18 to 20 had different response and creates a difference in term of local and international competence.

According to Bryman & Bell (2011) it is establish to whether the adult or young members of the respondents are expressing the ideal of satisfaction toward the training program.

Table 13. Difference of Responses on the Level of Satisfaction of Services by LMTC in terms of Exposure to Skills

Profile Variables	F - value	p - value	Interpretation
Program	2.261	0.025	Significant
Year Level	2.078	0.039	Significant
Gender	-1.126	0.262	Not Significant
Age	4.550	0.012	Significant

Legend: Significant at p-value < 0.05

Table 13 shows the difference response on the level of satisfaction of services by LMTC in terms of Exposure to Skills. Data indicates that one's gender does not have an effect on the level of satisfaction of an individual when it comes to exposure to skills. It shows a p-value of 0.262 and since it is greater than the alpha level of .05, it has no significant difference on the level of satisfaction of services by LMTC in terms of exposure to skills.

It shows that one's program, year level and age group influences the assessment of producing significant difference on the respondents' responses. It has a p-value lower than 0.05 and it can be gleaned that it has a significant difference on the level of satisfaction of services by LMTC when it comes to exposure to skills.

In terms of profile variable of program, CLOCA perceived the trainings in terms of exposure to skills differently as other program perceived it. As CLOCA have different perception on the skills they gained in the training it results to a different response.

In the year level mostly of the trainees are 4th year and their response to the training give differences as they view the program important, because they are the one who need it most. They are mostly the one who understand well the program and can cope up to all the difficulties during the whole training.

Age is factor which contributes to a different response in terms of the exposure to skills. The age from 18 to 20 shows difference as they are the right age who are willing to learn and perform challenging task. This age also shows the eagerness to learn new things and gain more experiences in the industry.

According to Bryman and Bell (2011) therefore, genders and age are vital and is made clear part of the investigation from the beginning. It is establish to whether the

adult or young members of the respondents are expressing the ideal of satisfaction toward the training program.

Table 14. Difference of Responses on the Level of Satisfaction of Services by LMTC in terms of Administration

Profile Variables	F - value	p - value	Interpretation
Program	1.017	0.311	Not Significant
Year Level	0.685	0.495	Not Significant
Gender	-0.824	0.411	Not Significant
Age	3.358	0.037	Significant

Legend: Significant at p-value < 0.05

Table 14 shows the differences of responses on the level of satisfaction of services by LMTC in terms of administration on the assessment of the said service since its p-value is lower than 0.05. It shows that whether program, year level, and gender on the difference of responses on the level of satisfaction of services by LMTC when it comes to administration are similar.

It is evidently revealed that age component is again considered as the point of difference for the respondents as establish a 3.358 significant level based on the 0.05 level of significance indicators. It is computed and presented as f- value of 3.358 and p-value of 0.037

Among the variables, age is significant in terms on the level of satisfaction of services by LMTC in terms of administration. This means that an individual's age produce or create a difference. The age of 18 to 20 shows the differences in response to the administration as they are the biggest respondents in terms of age. This age is were trainees had different issues or concerns in the whole training were they also have different response in terms of the administration of the training center.

According to Bryman and Bell (2011) it is establish to whether the adult or young members of the respondents are expressing the ideal of satisfaction toward the training program. It is establish to whether the adult or young members of the respondents are expressing the ideal of satisfaction toward the training program.

Table 15 shows the Difference of Responses on the level of satisfaction of services by LMTC in terms of mode of instruction. The student's program, year level and gender creates a non-significant difference when it comes to the difference of responses on the level of satisfaction of services when it comes to the mode of instruction since its p-value is greater than 0.05.

Table 15. Difference of Responses on the Level of Satisfaction of Services by LMTC in terms of Mode of Instruction

Profile Variables	F - value	p - value	Interpretation
Program	0.627	0.532	Not Significant
Year Level	0.353	0.725	Not Significant
Gender	-1.076	0.284	Not Significant
Age	3.407	0.036	Significant

Legend: Significant at p-value < 0.05

This means that the researcher clearly understands that there is no effect when a student is male or female, whether you are third year level or fourth year or whether a student takes CLOCA or CLOHS, what matters their understanding of the materials is given to them and whether or not they can apply it in the field.

However, age appears to have a significant effect. Trainees ages 18-20 create a difference in their responses on the level of satisfaction of services by LMTC in terms of mode of instruction. This means that an individual's age produce or create a difference on the assessment because of the idea that age has a bearing when modes of instruction are given. Sometimes, students find it hard to grasp the ideas of their teachers and trainers because examples given to them are obsolete and not given importance.

According to Bryman and Bell (2011) therefore, genders and age are vital and is made clear part of the investigation from the beginning. It is establish to whether the adult or young members of the respondents are expressing the ideal of satisfaction toward the training program.

Table 16. Difference of Responses on the Level of Satisfaction of Services by LMTC in terms of Facilities and Equipment

Profile Variables	F - value	p - value	Interpretation
Program	0.176	0.860	Not Significant
Year Level	-0.694	0.489	Not Significant
Gender	-1.377	0.171	Not Significant
Age	0.576	0.563	Not Significant

Legend: Significant at p-value < 0.05

Results on Table 16 shows that the computed p-value for all the variables is greater than the 0.05 alpha level, which makes the researchers fail to reject their null hypothesis. Data reveals that one's program, year level, gender or age group has the same

influence on the level of satisfaction when it comes to the use of facilities and equipment offered by the LMTC.

Result shows that whether program, age, gender and age on the difference of responses on the level of satisfaction of services by LMTC when it comes to facilities and equipment are similar.

This means that no significant differences exist on the level of satisfaction of services by LMTC when it comes to facilities and equipment similarly.

The researchers stand firm that all the variables are not affecting their capacity as workers and/or student trainee because facilities and equipment do not give bearing to their efficiency.

This is supported by the study conducted by the Center for Personal Professional Development in the USA in 2010 revealed that while facilities and equipment have considerable effect on the interest and emotional psyche of the attendees in a training program, they do not have a direct relationship on the success of the training program itself which will take more than complete and spacious venue and equipment to be successfully effective.

CONCLUSION AND RECOMMENDATION

Most of the respondents are male from the program of CLOCA 4th year students and are 18-20 years old, which have the interest on the Basic training. The respondents generally claimed that they “are generally highly satisfied and moderately satisfied” with the components of the training programs in all its given aspects. The relationship and difference on the level of understanding of the trainings which were undergone by the respondents are attributed to the age in terms of field, knowledge, local and international competence, exposure to skills, administration, and mode of instruction while program are in terms of knowledge, and exposure to skills. Year level is also significant in terms of exposure to skills while gender is not significant at all.

It is suggested to the trainers, to insert activities like ice breakers and other interactive methods during training to grasp students’ interest and attention; to the administration, to invite student representatives in the formulation of a revised training program to solicit the opinions of the students on the activities, modules and areas of discussion in the training program; to the CITHM Department, to invite more students by promoting public awareness of the cruise line management programs which will result to a large number of future seafarer and to the future researchers, to undertake similar study to determine the level of satisfaction or problems encountered by the trainers themselves to provide a more holistic picture of the status of the effectiveness of training program.

REFERENCES

- Agulo, A. M. M., Agno, K. M., Andres Jr, A. C., Carandang, H. C., Rugay, V. G., Umali, M. A., ... & An, I. L. (2015). Customer Satisfaction on the Quality Services of one Department Store in Batangas City, Philippines. *Asia Pacific Journal of Academic Research in Business Administration*, 1(1).
- Barlan-Espino, A. G. (2017). Operational Efficiency And Customer Satisfaction of Restaurants: Basis For Business Operation Enhancement. *Asia Pacific Journal of Multidisciplinary Research*, 5(1).
- Bencito, V. J. V. (2014). Customer Satisfaction among the Members of the Summit Point Golf and Country Club. *Asia Pacific Journal of Multidisciplinary Research*, 2(2), 1-1.
- Buted, D. R., Abiad, J. R. D., Aguba, J. P. D., Ellar, A. J. A., Ila, D. P., Sales, J. H. D., & Caiga, B. T. (2014). Level of Nigerian Cadets' Satisfaction on the Services of Lyceum International Maritime Academy. *Asia Pacific Journal of Education, Arts and Sciences*, 1(2), 96-102.
- Bryman, A. & Bell, E (2011) Business ethics. New U.S. Law Represents "Sea Change" in Food Safety. URL:<http://business-ethics.com/2011/03/06/new-u-s-lawrepresents-sea-change-in-foodsafety/>.accessed: 02.02.2014
- Cruikshank, M. (2003). Learning to be old: Gender, culture, and aging. *Lanham MD: Rowman & Littlefield*.
- Dacuray, M. J., De La Rosa, R., De Chavez, J., Dolor, P. C., Guevarra, L. J., Caiga, B. T., & Mandigma, L. B. (2015). Maritime Students' Satisfaction with the Services of one Training Center in the Philippines. *International Journal of Management Sciences*, 4(8), 343-353.
- Gallagher, BJ (2011). A Customer Complaint Is a Gift". Huffingtonpost.com. August 1, 2011. Retrieved December 9, 2011.
- Gilleard, C. (2014). "Aging and Aging Studies: Celebrating the cultural turn". *Age, Culture, Humanities*. 1 (1). Retrieved 27 July 2015.
- Hall, C. M. (2010). Crisis events in tourism: subjects of crisis in tourism. *Current Issues in Tourism*, 13(5), 401-417.
- Jeremiah, M. H., Boniface, J. L., OlisaKanayo, M., Uwe, M. E., Lyon, G., Cruz, D. M., & Caiga, B. T. (2015). Satisfaction of Nigerian Marine Engineering Students on Machine Shop. *Asia Pacific Journal of Maritime Education*, 1(2).
- Juran, Joseph M. and Joseph A. De Feo, "Juran's Quality Handbook", 2010, ISBN 978-0-07-162973-7

- Korstanje, M. E. (2011). Detaching the elementary forms of dark-tourism. *Anatolia*, 22(3), 424-427.
- Labare, Stephen J. (2013) Training Needs Assessment program of the Tourism Industry. Quezon City.
- Laguador, J. M., De Castro, E. A., & Portugal, L. M. (2014). Employees' Organizational Satisfaction and Its Relationship with Customer Satisfaction Measurement of an Asian Academic Institution. *Quarterly Journal of Business Studies*, 1(3), 83-93.
- Liveta, Ronaldo A. (April 28, 2015). "NSTP-NSRC Updates and Challenges". *13th National Congress of NSTP Educators and Implementors*. Philippine Society of NSTP Educators and Implementors.
- Lu, J., & Lu, Z. (2004). Development, Distribution and Evaluation of Online Tourism Services in China. *Electronic Commerce Research*, 4(3), 221-239.
- Magtibay, D. L. A., Lanto, R. V., Magnaye, A. J. E., Castillo, J. C. M., Baoy, J. V. M., & Caiga, B. T. (2015). Maritime Student Satisfaction on the Instructional Materials Utilized in one Asian Maritime Academy. *Asia Pacific Journal of Maritime Education*, 1(1), 40-48.
- Maristela Jr, J., Moredo, D., Panaligan, L., Pontalba, F., Sabater, P. A., & Caiga, B. T. (2015). Satisfaction of Maritime Students in using Laboratory Facilities. *Asia Pacific Journal of Maritime Education*, 1(1), 33-39.
- Manila Declaration on World Tourism (PDF). World Tourism Conference. Manila, Philippines. 10 October 1980. pp. 1-4. Archived from the original (PDF) on 20 November 2012.
- Marx, Patricia. "Couch-surfing the globe". *The New Yorker*. Retrieved 15 March 2014.
- Mojares, E. K. B. (2014). Customer Satisfaction and Loyalty Among Internet Banking Users of Philippine National Bank in Batangas City. *Asia Pacific Journal of Multidisciplinary Research*, 2(2), 1-1.
- Olsen, D. H., Koster, R. L., & Youroukos, N. (2013). 8 Last chance tourism?. *Last Chance Tourism: Adapting Tourism Opportunities in a Changing World*, 105.
- Pohl, C. D., *Making Room: Recovering Hospitality as a Christian Tradition*, Wm. B. Eerdmans Publishing, 1999 ISBN 9780802844316
- Sunto, J. A. G., Batronel, C., Fababier, M. G. A., Paña, J. L. R., & Real, E. N. D. (2013). Customer Satisfaction on the Services Rendered by Montenegro Lines. *Journal of Tourism and Hospitality Research*, 10(2),
- UNWTO technical manual: Collection of Tourism Expenditure Statistics" (PDF). World Tourism Organization. 1995. p. 10. Retrieved 26 March 2009.

- UNWTO World Tourism Barometer Interim Update" (PDF). *UNWTO World Tourism Barometer*. World Tourism Organization. August 2010. Retrieved 17 November 2011.
- Wurzburger, R., Pattakos, A., Aageson, T., & Pratt, S. (2008). Creative Tourism. A global conversation. How to Provide Unique Creative Experiences for Travelers Worldwide.
- Veron, M. R. B., & Caiga, B. T. (2015). Maritime Students' Satisfaction on the Services Rendered by the Canteen. *Asia Pacific Journal of Maritime Education*, 1(1).