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Abstract

This study determined the level of satisfaction of the different stakeholders of Maritime University (JBLFMU-Molo) in South East Asia in the last five years (SY 2014-2015 to SY 2018- 2019). The researchers employed mixed-method by Bogdan Biklen (2003) and Creswell (2013). The researchers also included the comments, suggestions, remarks of the shipping companies to enhance and improve the teachinglearning situation in maritime education (ME). Qualitative inputs and views were subjected to ?thematic analysis? according to different areas as the following: discipline, communication skills (oral and written), BMI (Body Mass Index), conceptual skills in Mathematics and Sciences, commitment and loyalty, behavioral concerns as related to homosexuality, development of soft skills, values,

Index terms— utilization, stakeholders, satisfaction results, maritime university, and education

1 Introduction

tudies on stakeholders' satisfaction, according to Pador et al. (2010), Rowley, and Moldoveanu (2003), Newstrom (2007), Brooks (2002), and Bayley (2001) are often employed to determine the views and feedback of certain groups. The approach is to obtain measurement on the concept of "satisfaction" either as an exogenous variable or a construct based on various attributes and indicators of satisfaction. The authors likewise mentioned in their studies about the "critical investigation of experiences and views of sets of people" who have vested interests in the products and services delivered by any organization. Stakeholders' studies are considered as concepts that organizations must be concerned about the demands of differentmultiple constituents and customers. Stakeholders' results enable the organizations to apply the "principle of fairness" on the notion of the reciprocity and obligation accrued to partners, collaborators, and stakeholders in a cooperative scheme. The conduct of stakeholders' studies entails the sharing of information, ideas, and on-going discussion, meeting, and active participation that would generate better understanding, partnership, cooperation, and sharing that would have pro-active discussion, better understanding, and sharing to ensure effective implementation of improvement, changes, and development.

In the studies conducted by Singh & Singla (2018), Kaur & Bhalla (2015), Kettunen (2015), ??hopra, et Singh & Khatri (2011), that to achieve customer satisfaction, organizations should understand the importance of customer expectations and try to deliver the quality of services expected. Stakeholder satisfaction varies from sector to sector because of their dynamic needs and wants. If expectations are met correctly, then equity, customer will increase. Thus, organizations attract more customers because of desired results. Analyzing and understanding of desired services are the contributing aspects in delivering outputs. This is essential and considered as key factors of success.

Moreover, this study was conducted to analyze the gap between the theoretical and practical (skillsbased) knowledge of the graduates of the maritime university to address the demands of the shipping industry. Proposed activities/programs can be devised by the administration to address the gap and deficiencies of the graduates. These may help the graduates to be competent and qualified seafarers onboard international ships. II.

2 Statement of the Study

The study aimed to determine the stakeholders' satisfaction among the different stakeholders of the maritime university (JBLFMU-Molo) in South East Asia. This study advanced the following specific questions:

3 Theoretical Framework of the Study

The present study was anchored on the "Stakeholder Theory" as cited in the study "Satisfaction and Contribution of Stakeholders from the Performance Prism Model" by Severgnini, de Oliveira Moraes, Galdamez (2017) and "Stakeholders' Satisfaction: Response to Global Excellence" by Pador et al. (2010). It asserts that for the organization to become successful in the long term, it should have a clear perspective of "who their stakeholders are" and "what they want." The theory dwells on the "interrelationships among the different stakeholders." It suggests that "performancequality" as a key to planning and delivering feedback. This theory is also considered as a basis for scientific observation and performance evaluation. It uses to assess and define the role of stakeholders in the process of identifying who is the organization's stakeholders and what the owners expect from them. The stakeholder theory broadens the organization's vision to the external environment and to verify the relationship with the external communities and to identify several actors that consider in the account for decisionmaking and elaboration of strategies. This process leads to a change, with the stakeholders' inputs towards the integration in the organizational planning and management to attain the strategic vision.

4 IV.

5 Method

This research employed a mixed method by ??ogdan & Biklen (2003) and Creswell (2013). For the quantitative research design, the researchers employed descriptive statistics such as frequency count and percentage only. The researchers used the data and quantitative information from the study of ??agramo et al. (2018), including previous studies on stakeholders' satisfaction conducted by the Research Office of In terms of qualitative data, the researcher used the narratives of the crewing managers, training officers, general managers, and human resource officers of the different shipping manning companies in the last five years, which enhance the quality of maritime education (ME) in South East Asia. The issues and concerns were analyzed using "themes" based on the major concerns and given to the departments concerned to draw action and strategic plans to improve the maritime education and training (MET) at maritime university, specifically, JBLFMU-Molo, Iloilo City, Philippines.

6 Results and Discussion

This section of the study presents the quantitative and qualitative results and qualitative themes that were drawn from the respondents to determine the following: (a) the level of satisfaction of the different stakeholders as an entire group and when the stakeholders group according to students, parents, alumni, faculty and staff, and shipping manning companies, (b) level of satisfaction of stakeholders when classified according to SY 2014-2015, SY 2015-2016, SY 2016-2017, SY 2017-2018, and SY 2018-2019, (c) suggestions, comments, and remarks of the shipping manning companies about quality maritime education, and (d) courses of action.

7 Level of Satisfaction of Different Stakeholders of Maritime University in South East Asia for the Last Five Years

The level of satisfaction of different stakeholders is "satisfied," as indicated by their mean score of 7.44 as an entire group. The shipping manning companies has the highest mean score, which is 7.88, followed by alumni, with a mean score of 7.78, faculty and staff who have mean scores of 7.73, parents have 7.22, and the last is the students with a mean score of 6.56. Whe it comes to the satisfaction of the services given by the university, the shipping companies are the first group of respondents who are satisfied and the last group are satisfied are the students. The satisfaction of these shipping manning companies implies that the competencies and performances exhibited by the graduates of the maritime university are excellent. On the other hand, although students are also satisfied, their satisfaction leaves enough room for improvement in the services they get from the university.

8 Qualitative Data and Interpretation

The comments, remarks, and suggestions of the personnel of different shipping companies during the stakeholders' survey for School Year 2015-2016 to School Year 2017-2018, as categorized according to five (5) areas, which are the following: (1) discipline, knowledge, and training, (2) right attitude, (3) loyalty to the company. (4) gender identity, and (5) passion on the seafaring profession.

9 Different Themes emerged from the feedback of Shipping Manning Companies

The suggestions and comments of the shipping companies were categorized based on "themes" by the researchers who were identified based on the concept of Creswell (2013).

These are the following: 1) discipline, 2) communication, 3) BMI (Body Mass Index), 4) conceptual skills, 5) loyalty to the company, 6) gender identity, 7) specialized skills, 8) a number of passers, 9) deployment, 10) soft skills, 11) training, 12) instructors, 13) medical, and 14) psychological.

Table 3 shows the suggestions and comments of shipping companies. according to "themes" and submitted to the concerned departments of the university to make their plans, course of action, and strategies of addressing the problems and issues as shown in the table below. ? Mathematics teachers encounter various problems in the classroom. Aside from classroom conditions and class size, the most difficult is the attitude of students towards the subject. Lots of students dislike or even fear Mathematics. They do not want to be involved in the class. This attitude can be traced back in their younger years. They got bad experience with the subject or even with their teacher and this result to negative attitude towards the subject. Furthermore, to get away with this negative perception with the subject, the following were suggested. First, is to erase the impression that Mathematics is difficult. Students are required to master the basic numerical skills to strengthen their foundation in Math. If their basic skills were improved, then their self-confidence also improves thus; will decrease their fear of Math. This could also be done by providing regular exercises and games so that they will be challenged and be more motivated in learning. Second, the teacher should present the lesson in a step by step approach in a manner that is easier to understand especially in dealing with Mathematical problems. In this way, the students would realize that Mathematics is not as difficult as they thought before but rather a subject they enjoy. Lastly, teachers who are teaching Math should be approachable and welcome questions for further understanding. They should let the students feel that Math is fun by providing activities and exercises that would tickle their minds.

Issues Instructors must be competent in their delivery of instruction and must be updated in terms of their education and training.

10 HR & Academics

? To include in the training plan internal and external trainings that would improve teacher's pedagogical skills. ? To send teachers to relevant and available trainings to keep them updated of the latest trends and updates in delivering their lessons in their respective subject areas. After collecting all the comments, suggestions, and remarks during the stakeholders' survey, the following actions/strategies/course of actions, which were initiated by each department to address the concerns and issues about the enhancement of maritime curriculum and improvement of skills of the graduates of John B. Lacson Foundation Maritime University-Molo, Iloilo City, Philippines were advanced. These strategies were also given back to the different manning and shipping companies to inform them that the university was doing its responsibility to address the graduates' problems and issues.

11 Medical

12 VII.

13 Conclusions

The conclusions of this study are the following: This study indicates the levels of satisfaction of the different stakeholders which were addressed by the institution. The studies of Pador et al. (2010), Rowley, & Moldoveanu, (2003), Newstrom (2007), Brooks (2002), and Bayley (2001), which stated that "views and feedback" of certain groups, obtain measurement on the concept of "satisfaction" either as an exogenous variable or as a construct based on various attributes and indicators of satisfaction, of those who are interested in the products and services delivered by any organization. Through this study, stakeholders' demands were addressed and given action. The favorable results of this study indicate that there is a sharing of ideas, and on-going discussion, meeting, and active participation between the university and the different stakeholders. Shipping manning companies which are considered partners of the university in the maritime-seafaring industry are satisfied with the development, innovations, and improvement exerted by the maritime university in South East Asia.

The comments, remarks, and suggestions of the personnel of Bouvet Shipping Company during the stakeholders' survey were categorized according to After the stakeholders' survey, the comments and suggestions of the different stakeholders were given actions by designing strategies and course of monitoring initiated by each department to address the concerns and issues about the enhancement of maritime curriculum and improvement of skills of the graduates of John B. Lacson Foundation Maritime University-Molo, Iloilo City, Philippines. These strategies were also given back to the different shipping companies and other stakeholders of the university to inform them that the university was doing its responsibility to address the graduates' problems and issues. These were in coherence with the study conducted by studies conducted by Singh & Singla (2018), Kaur & Bhalla (2015), Kettunen (2015)

14 Recommendations

The researchers would like to present the following suggestions based on the results and conclusions of this particular study: 1) The administration of JBLFMU-Molo shall continue the conduct of studies on the utilization and impacts of the feedback given by the different stakeholders of maritime institution. 2) Regular visits with the shipping manning companies shall sustain to build good relationships and partnerships in the maritime-shipping industry. 3) Monitoring of the feedback and suggestions of the stakeholders shall be done regularly towards the improvement and enhancement of maritime education and training (MET).

14 RECOMMENDATIONS

- 154 4) Conduct more studies to determine other factors that would draw plans and development out of the
155 feedback of the stakeholders of maritime institutions towards the global competitiveness of the graduates in the
international maritime arena. ^{1 2}

Figure 1:

1

Figure 2: Table 1 :

1

Category	Mean	Description	Rank
A. Entire Group	7.44	Satisfied	
B. Students	6.56	Satisfied	5
C. Parents	7.22	Satisfied	4
D. Alumni	7.78	Satisfied	2

Figure 3: Table 1 :

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²© 2020 Global Journals Utilization of Stakeholders' Satisfaction Results Of Maritime University in South East Asia

2

Category	SY 2014-2015	SY 2015-2016	SY 2016-2017	SY 2017-2018	SY 2018-2019
A. Entire Group	7.07	7.30	7.66	7.46	7.69
B. Students	6.09	6.12	6.78	6.75	7.06
C. Parents	6.32	6.73	8.03	7.22	7.79
D. Alumni	7.76	8.00	7.64	7.71	7.79
E. Faculty & Staff	7.51	7.64	7.89	7.70	7.90
E. Shipping Manning Companies	7.66	7.99	7.94	7.90	7.92
VI.					

Figure 4: Table 2 :

3

Comments and Suggestions (Themes) *This summary was culled from the actual comments and suggestions

Deterioration of Discipline

Inadequate communication skills (oral and written)

Undesirable (BMI) Body
Mass
Index

Poor conceptual skills especially in
mathematics and sciences

Figure 5: Table 3 :

Failure to meet the required number of passers in company screenings

Concerns on
deployment/dissemination/cascading of communications to the persons
concerned

Navigation Trip concerns on
JBLFMU-Arevalo curriculum) Development of soft skills such as (re:2-1-1 values, attitude, behavior, character)

Aspects/values must be given emphasis in training the students: personality development, discipline, courtesy

on commitment and loyalty with the company Behavioral concerns related to homosexual students

Inadequate conceptual knowledge in Navigation and Seamanship

Lack of specialized skills in Cruise Dean Business Ship Management Department/Program

Figure 6: ?

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