Volume 20 Issue 21
Originally issued as F2



Global Journal of Management and Business Research: F
Real Estate, Event and Tourism Management
Volume 20 Issue 2 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Utilization of Stakeholders' Satisfaction Results of Maritime University in South East Asia

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Keywords: utilization, stakeholders, satisfaction results, maritime university, and education.

GJMBR-F Classification: JEL Code: R39



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Utilization of Stakeholders' Satisfaction Results of Maritime University in South East Asia

Jasper J. Victoriano [α] & Rolando A. Alimen [σ]

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 teaching-learning 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, competencies of instructors, medical and health problems, and psychological issues. Results reveal that in the last five years, the different stakeholders were "satisfied" of the services rendered by the maritime university as an entire group and when grouped according to different categories such as students, parents, alumni, faculty and staff, and shipping manning companies.The shipping companies' suggestions for were also included in the study.

Keywords: utilization, stakeholders, satisfaction results, maritime university, and education.

I. Introduction

Studies 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 different-multiple 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), Chopra, et al. (2014), Jager & Gbadamosi (2013), Khosaravi, Poushaneh, & Roozegar, & Sohrabifard (2013), Ravindram & Klapana (2012), Palli & Mamilla (2012), 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 (skills-based) 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. 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:

1) What is the level of satisfaction of the different stakeholders as an entire group and when the stakeholders grouped according to the following such as (a) students, (b) parents, (c) alumni, (d) faculty and staff, and (e) shipping manning companies?
2) What is the level of satisfaction of stakeholders when classified according to (a) SY 2014-2015, (b)

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SY 2015-2016, (c) SY 2016-2017, (d) SY 2017-2018, and (e) SY 2018-2019?

3) What are the suggestions, comments, and remarks of the shipping manning companies about the quality of maritime education?
4) What are the courses of action conducted by the institution to address the issues of maritime education in South East Asia?

III. 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 "performance-quality" 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 decision-making 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.

IV. Method

This research employed a mixed method by Bogdan & 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 Magramo et al. (2018), including previous studies on stakeholders' satisfaction conducted by the Research Office of JBLFMU-Molo, Iloilo City, Philippines as the only maritime university in South East Asia.

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.

V. 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.

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.

Table 1: Shows the data

Table 1: Level of Satisfaction of Different Stakeholders of Maritime University in South East Asia for the Last Five Years

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

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E. Faculty & Staff	7.73	Satisfied	3
E. Shipping Manning Companies	7.88	Satisfied	1

Legend:8.21-10.00 Highly Satisfied6.41-8.20 Satisfied 4.61-6.40 Uncertain2.81-4.60 Poorly Satisfied1.00-2.80 Very Poorly Satisfied

Level of Satisfaction of Different Stakeholders of Maritime University as Classified according to School Year

As an entire group, the result on SY 2018-2019 is the highest with the average mean of 7.69, followed by SY 2016-2017 with 7.66, next is the SY 2017-2018 obtaining 7.46, SY 2015-2016 has 7.30, and the last is SY 2014-2015, which has 7.07. The results indicate that the issues and problems raised by the different stakeholders are addressed properly. Monitoring is a regular exercise through the years and improvement indicates increase of the satisfaction of the respondents. The satisfactions of students, parents, alumni, faculty, staff, and shipping companies are concerned priorities of the university.

Table 2: Indicates the results of the satisfaction levels of different stakeholders

Level of Satisfaction of Different Stakeholders of Maritime University as Classified according to School Year

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. 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.

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Figure 2: Shows the qualitative data

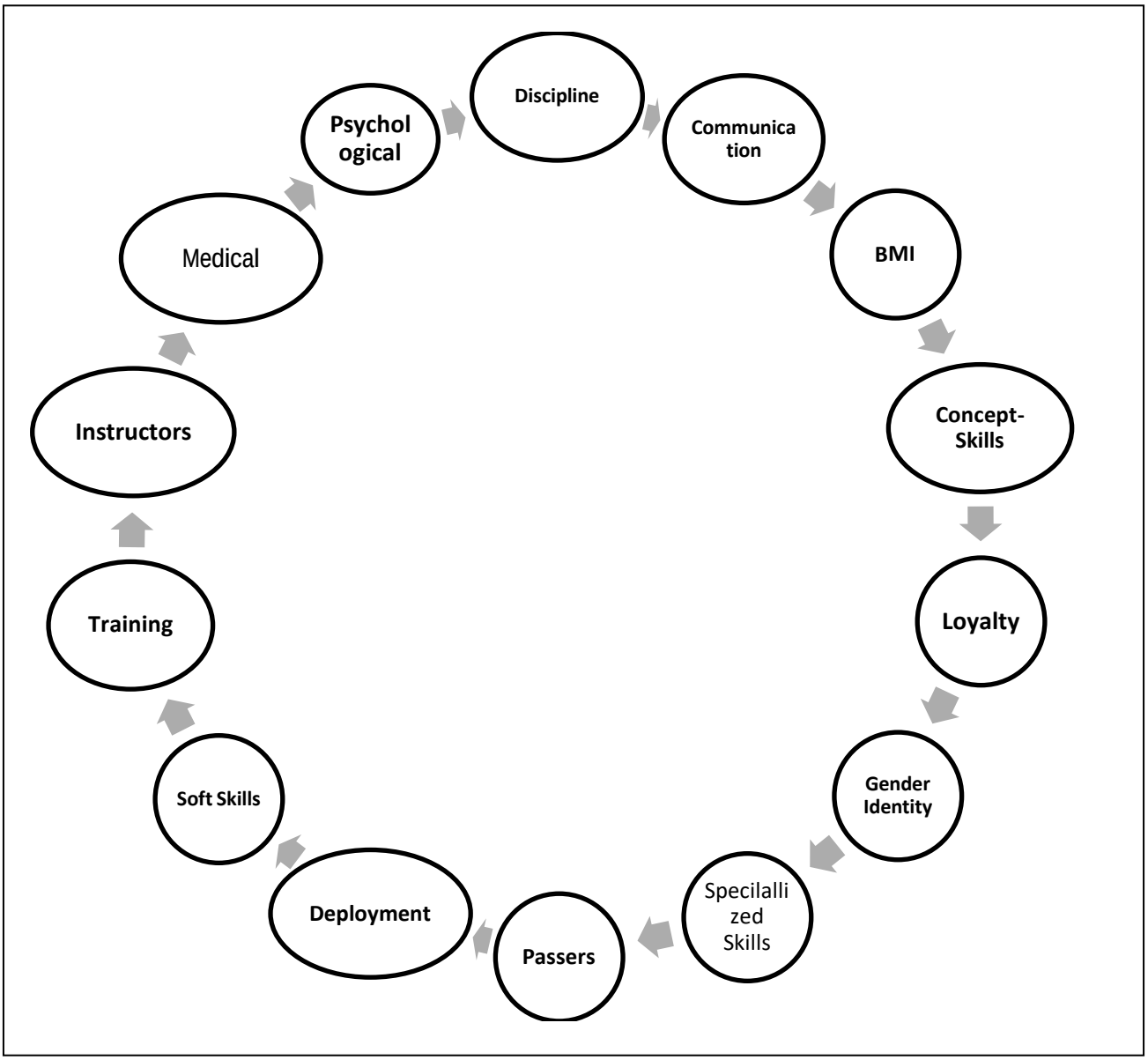


Figure 1: Comments and suggestions of the company about the graduates of a maritime university (JBLFMU-Molo)

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.

Responses to the Stakeholders' Survey through Strategies by the Department Concerned

After collecting and collating the different comments and suggestions of the crewing and training officers of Bouvet Shipping, these were classified 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.

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Table 3: Different Themes and the Actions/Responses/Strategies employed by the maritime university

Comments and Suggestions (Themes) *This summary was culled from the actual comments and suggestions of the stakeholders.	Dedpartment (s)/Areas Responsible *Departments to which the feedback was referre	Strategies (Action to take) SY 2017-2018
Deterioration of Discipline	Dean/Head of Discipline/Discipline Officer	• Instructors should be more strict in the implementation of proper wearing of uniform and haircut • Rendering of salute when entering classrooms and offices should be strictly implemented by people concern • Include in the talk the importance of discipline during flag ceremony • Senior students should be encouraged to be a role model.
Inadequate communication skills (oral and written)	Subject Area Head Languages	• Intensify classroom activities to develop students communication skills
Undesirable Body Mass Index (BMI)	Subject Area Head PE/School Nurse/SAC/SAS	
Poor conceptual skills especially in mathematics and sciences	Subject Area Heads Math/Allied/Applied Sciences	• Mathematics teachers encounter various problems in the classroom. Aside from classroom conditions and class size, the most difficult is the attitude ofstudents 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 theirfear 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 thoughtbefore 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 on commitment and loyalty with the company	SAS/Dean/Head of Discipline/Discipline Officer/Dorm Master	Discussion is On-going
Behavioral concerns related to homosexual students	SAS/Guidance/ QA	Discussion is On-going
Inadequate conceptual knowledge in Navigation and Seamanship	Dean Maritime Program/Program Head Deck	Not Applicable to Marine Engineering Students
Lack of specialized skills in Cruise Ship Management	Dean Business Department/Pro	Matrix Program For

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	gram Heads/Academic Coordinator	Bachelor of Science in Cruise Ship Management
Failure to meet the required number of passers in company screenings	Placement Officer/STO/Deans	Discussion is On-going
Concerns on deployment/dissemination/cascading of communications to the persons concerned	Placement/Administrator's Staff/Clerk/Secretary	Discussion is On-going
Navigation Trip concerns on JBLFMU-Arevalo (re:2-1-1 curriculum)	Dean/Subject Area Head Deck/Academic Coordinator/STO	Not Applicable to Marine Engineering Students
Development of soft skills such as values, attitude, behavior, character and other interpersonal skills	Dean/SAS/Subject Area Heads	• Training workshop should be given to students on the different soft skills • Reinforce the value orientation and value clarification activities
Aspects/values must be given emphasis in training the students: personality development, discipline, courtesy, commitment, loyalty, initiative, strong self-esteem, leadership skills and self-confidence must be strengthened among students/cadets.	STO Research Student Affairs Services	• Training workshop on Personality Development • Strengthen the Classroom guidance activities • To develop the self-confidence expose the students on classroom activities in Public Speaking (enrich classroom recitation)
Instructors must be competent in their delivery of instruction and must be updated in terms of their education and training.	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.
Medical Concerns/Health Problems/Physical Conditions/Reports on HIV cases	SAS, Clinic, Health Officer, SAH	• Symposium /seminars shall be conducted • To incorporate in classroom instructions the different topics especially in their PE and social sciences subjects. • Referral system with accredited health clinics should be established
Behavioral and Psychological Issues	SAS, Clinic, Health Officer, SAH	Referral system with medical professionals should be established

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.

VII. 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

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different areas such as 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 factors were addressed appropriately. Obando & Shisanya (2013), Diamante & Sanchez (2013), & Patton & McMahon (2014) supported the results of this study, because through this investigation, the curriculum and the other areas can be improved. It can also be used as a basis to develop new programs to improve and enhance students' communication, human relation skills, and critical thinking skills.

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), Chopra et al. (2014), Jager & Gbadamosi (2013), Khosaravi, Poushaneh, & Roozegar, & Sohrabifard (2013), S. Ravindram & Klapana (2012), Palli & Mamilla (2012), Singh & Khatri (2011) agreed that to achieve customer satisfaction, organizations should understand the importance of customer expectations and try to deliver the quality of services expected if expectations are meet correctly the equity of satisfied customer will increase. Thus organizations attract more customers because of desired results, and these factors are essential factors of the university's success.

VIII. 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).
4) Conduct more studies to determine other factors that would draw plans and development out of the feedback of the stakeholders of maritime institutions towards the global competitiveness of the graduates in the international maritime arena.

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