

Maritime Schools Deployment of Completed Classroom Instruction (CCI) Students in Domestic Vessels: Basis for Government Support for Shipboard Training Program

Ernie Jay A. Teves

Marine Engineer Instructor, John B. Lacson Maritime University-Molo, Inc.

Abstract

Maritime Schools deployment of Completed Classroom Instruction (CCI) Students is not easy as pie now a days. Government Agencies (CHED and MARINA) may close school down MHEIs if not meet the required minimum deployment percentage in which the government through Government Agencies warrants the franchise of the Maritime Programs. Therefore, indeed it needs a support from the government and collaboration among maritime stakeholders for sustainability.

This study seeks to develop a support from the government basis for proposed shipboard training program based on the MHEIs' deployment rate of CCI Students, MHEIs' compliance, and MHEIs initiatives to improve deployment rate, and government support program to MHEIs as influenced by maritime programs (BSTM and BSMarE) and Academic Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022.

Method: The participants of this study were divided into two study groups, the Quantitative Study Group and Qualitative Study Group. The participants for Quantitative Study Group were the CCI Students of Bachelor of Science in Marine Transportation (BSMT) and Bachelor of Science in Marine Engineering BSMarE Programs and those who were deployed as Deck Cadets and Engine Cadets onboard for OBT in a particular class.

The Quantitative study group were collected from the Onboard Training Office of ten (10) different MHEIs and two (2) Humans Resource Office of different Domestic Shipping Companies in Western Visayas. The compiled(derived) data were the total of CCI Students of BSMT and BSMarE Maritime Programs and the total number of those who were deployed as Deck Cadets and Engine Cadets onboard for particular class in five Academic Year 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022 in Western Visayas.

Participants for the Qualitative study group were interviewees comprising twenty-three (23) key personnel from the MHEIs, two (2) key personnel in MARINA Regional Office VI, one (1) key personnel in CHED Regional Office VI and five (5) key personnel in Domestic Shipping Companies Offices.

The Quantitative data source of data was taken from compiled(derived) records of the CCI Students and Cadets requested by the researcher to the individual offices of the respondents such as MHEIs' Onboard Training Office and MARINA Region VI Record Section. These were the number of CCI Students for BSMT and BSMarE Maritime Programs.

The Qualitative data and narratives obtained through semi-structured interview research instruments involves asking participants a set of open-ended questions and following them up with probe questions to explore further their response and the topic of interest in interviewing the three groups of interviewees such as: (1) MHEIs, (2) Government Agencies (CHED and MARINA, and (3) Domestic Shipping Companies. These qualitative research instrument answers the statement of the problem questions.

Result: Lack of Government Support for Shipboard Training Program as result the following factors and were identified as “Lack of Effort by the Government Resulting Few Shipping Companies Collaborate with MHEIs in Complying Government Agencies Directives”, “No Policies, Standards and Guidelines for Training Ship to Accommodate CCI Students Onboard”, “Minimal Subsidies and Privileges from the Government Resulting to Few Domestic Ships Registered in Western Visayas”, Lack of Incentives from the Government to Attract Domestic Shipping Companies for Accepting CCI Students Onboard” and “Minimal Subsidies and Privileges from the Government Resulting to Few Domestic Ships Registered in Western Visayas”.

MHEIs failed were to comply with Government Agencies (CHED and MARINA) directives it is because of the increased required minimum deployment percentage directives in which there were lacking support from the government side as with the implementation of the government directives. With the initiative MHEIs, Maritime Schools find ways to improve their deployment standing to somehow alleviate their burden as the subsequent of the implementation. All of this needs support from the government continues MHEIs’ endeavor.

As to support of the government of in terms of government training ships were not visible, therefore it is lacking and needs to improve on the other way around. To sort with, where does the government had deficit, the following factors such as lack of effort by the government resulting in few Shipping Companies to collaborate with MHEIs in complying the Government Agencies’ Directives, no policies, standards and guidelines for training ship to accommodate CCI Students onboard, lack of incentives from the government to attract Domestic Shipping Companies in accepting CCI Students onboard and lastly, minimal subsidies and privileges from the government resulting to few Domestic Ships registered in Western Visayas.

This analysis is also depicted in the implication of the United Nations Sustainable Development Goals (UNSDGs), specifically, Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for Marine Students), to the observed difficulties and initiatives for improving the quality education in Maritime Higher Education Institutions (MHEIs) in Western Visayas as well as in the entire region in the Philippines. It broadly discusses the issue of governance within the higher education and how is the policies, standards and guidelines should be implemented/monitored to improve the chances of Completed Classroom Instruction CCI Students success for Onboard Training (OBT) deployment. Therefore, it in needs the multisectoral collaboration among the stakeholders of the maritime industry. A conclusion standing out is that students’ success depends significantly on effectiveness of the collaboration and the support of the government receives by the MHEIs, as well as the effective oversight by the respective government entities.

Keywords: Maritime Schools Deployment of Completed Classroom Instruction (CCI) Students: Government Support for Shipboard Training Program, SDG 4, management processes, success.