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**WORLD MARITIME UNIVERSITY**

Malmö, Sweden

**THE PROBLEM OF RECRUITMENT AND  
RETENTION OF QUALIFIED MARITIME  
EDUCATORS IN MARITIME ACADEMIES  
IN THE DEVELOPING COUNTRIES:**

**The case of Philippine Merchant Marine Academy**

By

**JOEL YOTO ABUTAL**

**Philippines**

A dissertation submitted to the World Maritime University in partial  
fulfilment of the requirements for the award of the degree of

**MASTER OF SCIENCE**

**in**

**MARITIME ADMINISTRATION AND ENVIRONMENTAL PROTECTION**

**2000**

## **Declaration**

I certify that the material in this dissertation is my own work, all of which is not, has been clearly identify, and that no material is included for which a degree has been previously conferred to me.

The contents of this dissertation reflect my own personal views, and are not necessarily endorsed by the University.

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## **Abstract**

Title of Dissertation: **The problem of recruitment and retention of qualified maritime educators in the maritime academies of developing countries. The case of Philippine Merchant Marine Academy**

Degree: **Master of Science**

The dissertation is a study of the various problems of recruitment and retention of maritime educators in the Philippine Merchant Marine Academy, comparing the results gathered by traditional methods of survey with the conditions of maritime educators in selected countries.

An in depth study is taken to present the representative MET institution, its interface with other corporate organisations, and the historical developments behind them. The PMMA maritime educators' nature of work, income and benefits derived, the manner in which commitment of maritime educators to the organisation can be best used to assess job satisfaction as a retentive factor.

The social conditions of teaching staff of other maritime academies, their equivalent/counterpart in non-MET sectors are also investigated. Different conditions and practices developed by selected number of maritime countries are explored with a view on comparing the living/employment conditions of maritime educators to determine the impact of discrepancy of such to their fluctuation in MET institutions.

The evolution of maritime educators' behavior of entering the teaching profession are examined, the inherent problems that accompany their changing career pattern are investigated. This is considered to be vital for the determination of the attraction of the

maritime educators to the MET institution with the end view of knowing the desired recommendation to solve the problem. Several groups of selected students, professors and practitioners in the maritime related fields were subjected to a survey of comparing their respective perceptions of the different conditions that a maritime educators were experiencing. The results were collated and evaluated for the basis of problem determination and valuable recommendation.

The concluding chapters summarized and discussed the problems identified with the recruitment, retention and fluctuation of the maritime educators. A number of recommendations are made concerning the necessary steps and further studies that may be taken to alleviate the conditions of the maritime educators in the developing countries.

Key words: Recruitment; Retention; Fluctuation; Commitment; Maritime Educators

Phrases: ....interface with other corporate organizations....

....commitment of maritime educator to the organization....

....social conditions of teaching staff of other maritime academies...

....impact of discrepancy of such to their fluctuation....

....the inherent problems of their changing career pattern....

## Table of Contents

Declaration	ii
Acknowledgements	iii
Abstract	v
Table of Contents	vii
<b>1 Introduction</b>	<b>1</b>
1.1 Definition of terms	4
<b>2 PMMA: the Philippines' only government maritime academy</b>	
2.1 History	5
2.2 The PMMA presidents and the highlights of their incumbency	7
2.3 Mission Statement	8
2.4 The PMMA Board of Trustees	9
2.5 The PMMA Charter Analysis	10
2.6 The PMMA Alumni Association	12
2.7 The PMMA-Shipping company interface	14
2.7.1 The shipping company cadet-stipend allowance program	16
<b>3 The present PMMA staff profile</b>	
3.1 Main staff categories of PMMA and their inter-relationships	18
3.1.1 Academic staff	18
3.1.2 College of Marine Transportation	19
3.1.3 College of Marine Engineering	19
3.1.4 College of Arts and Sciences	20
3.1.5 Department of Midshipmen's Affairs	20
3.1.6 Department of Naval Science and Tactics	21
3.1.7 Department of Shipboard Training	22



3.1.8	The Graduate School	23
3.2	Teaching staff categories	24
3.2.1	Full time staff	26
3.2.1.1	Qualifications	
a)	Seafarers	27
b)	Non- seafarers	28
3.2.1.2	Duration of service	28
3.3.1.3	Recruitment and appointment procedures	29
3.2.2	Part time staff	29
3.3	Analysis of the present PMMA faculty profile	30
<b>4</b>	<b>The maritime educators' work, income and social conditions</b>	
4.1	Tasks and responsibilities	32
4.2	Sources of income	33
4.2.1	Salary	33
4.2.2	Supplementary sources of income	34
4.2.2.1	The PMMA employees co-operative association	34
4.3	The maritime educators employment condition	35
4.3.1	Hours of work	35
4.3.2	Housing and accommodation	36
4.3.3	Health and medical benefits	37
4.3.4	Insurance and retirement benefits	38
4.3.5	Miscellaneous benefits	38
4.3.6	Official leaves and vacations	38
4.4	Analysis of the PMMA employment conditions	39
<b>5</b>	<b>Recruitment, retention and fluctuation</b>	
5.1	Maritime education as career	41
5.2	What attracts a seafarer to the teaching profession?	42
5.2.1	Family and peers	42

5.2.2 Career development	43
5.2.3 Personal calling	45
5.2 What makes a maritime educator stay in the MET institution?	47
5.3 What makes a maritime educator leave MET institution?	49
5.3.1 Financial pressures	49
5.3.2 Heavy workloads	51
5.3.3 Organisational pressure	53
5.3.4 Career development and promotion	54
<b>6 Comparative data</b>	
6. 1 The social conditions of teaching staff of other academies	56
6.1.1 In the Philippines	56
6.1.2 Selected Asian countries	60
6.1.3 Selected European countries	62
6.2 The social conditions of the equivalent/counterpart employment opportunities in the shore based non -MET sector.	63
6.2.1 In the Philippines	63
6.2.2 Selected Asian countries	66
6.2.3 Selected European countries	67
6.3 The social conditions of equivalent/counterpart in shipboard employment opportunities in the Philippines	69
6.3.1 Comparing wages: maritime education vs. seafaring	70
6.3.2 Seafarers social and employment conditions.	71
<b>7 The Challenges of STCW '95</b>	
7.1 The aims and objectives of STCW	73
7.2 The challenge to shipping companies	74
7.3 The challenge to administrations	76
7.4 The challenge to the seafarers	79
7.5 The challenge to the maritime academies	79

<b>8</b>	<b>Conclusions and recommendations</b>	
8.1	Summary	
8.2	Conclusion: The difficulties in recruitment and retention	82
8.3	Recommendation: the call to action	84
8.3.1	Revision of PMMA Charter	84
8.3.2	Revision of PMMA Board of Trustees Composition	85
8.3.3	The PMMA endowment fund	
8.3.4	The role simulator training as a source of income	86
8.2.4.1	The present simulator training at PMMA	87
8.2.4.2	How can PMMA achieved this?	88
8.2.4.3	The PMMA upgrading project	89
8.2.5	Research and consultancy services	90
8.2.6	The PMMA Alumni Association professorial chair programme	91
8.2.7	Shipping Company professorial chair programme	91
8.2.8	Teaching staff's Co-operative participation	93
8.2.9	Ship/shore rotation program	94
	<b>References</b>	97
	<b>Appendices</b>	101
Appendix 1	The Philippine Merchant Marine Academy sites.	
Appendix 2	The Philippine Merchant Marine Academy Alumni Association's Objectives	
Appendix 3	The PMMAAAI Financial Statement of Account for the year 2000	
Appendix 4	PMMA-Pentagon and Michael Mar Shipping Memoranda of Agreement on cadetship program	

- Appendix 5 PMMA Organisational Chart
- Appendix 6 Summary of the PMMA faculty profile
- Appendix 7 Department of Budget and Management, Republic of the Philippines’ approved salary grade for the PMMA teaching staff
- Appendix 8 PMMA qualifications for hiring
- Appendix 9 The PMMA Teaching staff duration of service
- Appendix 10 Procedural flow of hiring and appointment of PMMA teaching staff
- Appendix 11 The PMMA Bonuses and allowances
- Appendix 12 The PMMA Faculty medical and insurance benefits
- Appendix 13 The PMMA faculty vacation and leaves privileges
- Appendix 14A Questionnaire on the recruitment, retention and fluctuation of maritime educators in various countries
- Appendix 14B Questionnaire on maritime educators at MET institution
- Appendix 15 The PMMA-KfW Project Proposal tabular summary for the “Upgrading of the PMMA”

## **List of Tables**

2.6.1	PMMA midshipmen distribution to shipping companies.	16
4.4.1	PMMA maritime faculty basic salary	31
5.3	Retentive factors of maritime educators in the maritime academies.	44
6.1.1	Comparative salaries between faculty of PMMA and private maritime academies in the Philippines	53
6.1.2	Comparative salaries between faculty for graduate education in the Philippines.	54-55
6.2.1	PMMA, WMU Alumni and their corresponding monthly salary	61
6.3.1	Comparative monthly basic salary between PMMA maritime faculty and the seafarers counterpart	67
8.2.3.1	Simulator training as a source of income for PMMA.	87

## **List of Figures**

Figure 1	Shipping companies responsibilities	71
Figure 2	MET-Administration responsibilities	73

### **List of Abbreviations**

ALAM	Akademi Laut Malaysia or Maritime Academy of Malaysia
AJSU	Associated Japanese Seamen's Union
AMOSUP	Associated Marine Officers and Seamen's Union of the Philippines
Asso. Prof	Associate Professor
Asst. Prof.	Assistant Professor
Capt.	Captain
Ch. Eng'r.	Chief Engineer
Ch. Off.	Chief Officer
CME	College of Marine Engineering
CMT	College of Marine Transportation
CAS	College of Arts and Sciences
CHED	Commission on Higher Education
DOLE	Department of Labor and Employment
DNST	Department of Naval Science and Tactics
DMA	Department of Midshipmen Affairs
DST	Department of Shipboard Training
HRD	Human Resource Development
IDESS	International Development and Environmental Shipping School
ILO	International Labor Organisation
IMO	International Maritime Organisation
KFW	Kreditanstalt Fur Weideraufbau
Lcdr	Lieutenant Commander
Ltjg.	Lieutenant Junior Grade
Ltsg.	Lieutenant Senior Grade
MARINA	Maritime Industry Authority
NMA	National Maritime Academy, Singapore
NYK	Nippon Yusen Kaisha
PMMA	Philippine Merchant Marine Academy

PN	Philippine Navy
POEA	Philippine Overseas Employment Administration
PRC	Professional Regulation Commission
Prof.	Professor
2 <sup>nd</sup> Eng'r	Second Marine Engineer
SEC	Securities and Exchange Commission
STCW '95	the revised international convention on Standards of Training, Certification and Watchkeeping.



## **CHAPTER 1**

### **1.1 Introduction**

The purpose of this monograph is to 1) Describe and analyse the underlying reasons of motivation problems that jeopardize the maritime teaching profession and 2) To suggest an approach to administrative reform that addresses the motivation problems of maritime educators particularly in their recruitment and retention in the maritime academies in the developing countries by considering the Philippine Merchant Marine Academy as representative MET institution.

The choice of PMMA as the representative institution does not come from a mere chance but by the avid desire of the author to address the notion of “quality educators as the means of determining the competence of mariners” by uplifting the living standard of maritime educators.

As an Alumnus and former student of PMMA, he had been a fallen victim of the unpleasant learning experience caused by the negative effect of administrative practices. Many chances to gain academic knowledge were often disrupted by the fluctuation of maritime educators. As a faculty member, the realisation of how and why maritime educators moved out from PMMA has come to light. They who choose to stay on board has created a pilgrim that journeys on the narrow strait .The track they have traversed in both smooth and stormy seas is the main object of this dissertation.

PMMA deserves a special place in the endemic growth of the Philippine maritime industry. The Academy’s military aspect of training as a strategy fosters discipline that made the graduates popular in the international shipping community. Being the

Philippines' only state maritime academy, PMMA is the showcase of government commitment to the improvement of the maritime manpower. Graduates were accorded exemption from taking Professional Regulation Commission (PRC) board examination in recognition of its excellent program until the passing of Republic Act (R.A.) No. 8544. This privilege has been revoke in view of its declining state because of the advent of modern technology.

Because of the huge amount required in purchasing the much needed technologies for MET, PMMA, a state run institution has the capability to acquire expensive simulators and training facilities through government sponsored loans. This step is pushed through with the Pole Vaulting Summit convened at the end of President Fidel V. Ramos' Administration to maintain the country's lead in maritime power in the world.

With the full implementation of the STCW comes closer, "perhaps the biggest challenge facing a Maritime Academy in the next few years is not so much whether they have quality standard system in place or if they have an approved radar and ARPA simulator for training but whether they have sufficient and experienced maritime educators to make necessary changes in order to give the Convention full and complete effect". (PMMA, January 1999).

Chapter 2 discusses the evolution of the representative maritime academy, PMMA from its creation in 1820 up to the present situation. It further identifies the mandate, personalities and organisations that spawn the operation of the PMMA. The author goes further on the critical analysis of the PMMA Charter; its strengths and weaknesses.

Chapter 3 describes the present PMMA staff composition of different colleges and departments, the inter-relationships of its staff to undertake the mandate of PMMA. Based on comparison, the author identifies the challenge and problems confronting the maritime academies. It further discusses the various categories of maritime educators, the recruitment and appointment procedures followed.

Chapter 4 pertains to the nature of work, income and employment condition in PMMA.

Chapter 5 describes the results of the survey on various reasons of seafarers and non-seafarers motivation in joining, staying and leaving the maritime academies in the developing countries. Seafarer maritime educators are intentionally given emphasis due to their consequential attraction to outside MET employment opportunities.

Chapter 6 compares the different employment and social status of seafarer maritime educators in the selected countries of Asia and Europe giving specific interest on the graduates of WMU in outside maritime academy in the Philippines. The social status of the seafarers in the land based non-MET sector in different selected countries is also discussed. Furthermore, it discusses the employment condition of the Filipino seafarers in international shipping.

Chapter 7 delves on the multi-sectoral challenges of the revised STCW to address the problem of competent maritime educators.

In Chapter 8, the author summarizes the findings of the study in the conclusion and offers nine point recommendations that should stem from the PMMA Administration to the various sectors working with the representative institution.

## **1.2 Definition of terms**

Certain terms are defined, according to the use of this study, for better understanding they are the following.

1. **Academy**- the Philippine Merchant Marine Academy.
2. **Faculty or teaching staff** - a group of employees of the maritime academy appointed to a faculty rank who are directly engaged in teaching, research or extension services.
3. **Faculty rank**-the classification of faculty into Professor, Associate Professor, Assistant Professor and Instructor further classified into sub-rank ranging from I-VI.

4. **Fluctuation**- the turn over rate of the faculty over the period of year(s). Calculated by determining the number of employees recruited over the number of employees moved out (resigned, retired or dismissed) of the Academy.
5. **Maritime educators**- same as teaching staff, used interchangeably with faculty staff unless specified as seafarers or non-seafarers.
6. **Merit System**- means a professional system in which comparative merit or achievement governs the selection, utilisation, training, retention, promotion and discipline of the faculty and academic staff in the Academy.
7. **Promotion**-the advancement to a higher faculty rank or sub-rank. It is usually accompanied by an increase in salary.
8. **Recruitment** – the process of searching and attracting potential applicants through announcements, assessment and other related procedures to select the most competent and qualified applicant for appointment to an appropriate position in the faculty and academic staff.
9. **Retention**- the ability of the maritime academy to maintain the employment of recruited faculty through the application of sensible management techniques.

## **CHAPTER 2**

### **PMMA: THE PHILIPPINES' STATE MARITIME ACADEMY**

#### **2.1 History**

The Philippine Merchant Marine Academy, the only state maritime academy, was envisioned and founded by the Spaniards on April 5, 1820 by virtue of a Spanish Royal Decree to cater for their manpower needs in the Spanish galleon trade. Spanish seafarers became the first mentors of the school, which carried its name as the Escuela Nautica de Manila. Considered one of the oldest schools situated inside at the Calle Cabildo, Intramuros, also known as the walled city of Manila. However the school building, after having been struck by an earthquake in 1863 was forced to move into several times to different nearby locations. The devastating damage did not stop the operation of the school, which the Spaniards proved to be a wealthy source of competent seafarers.

The school was restored in Binondo, Manila with a certain Senior Gamero as the school Superintendent in 1898 shortly before the Spanish rule ended in the Philippines. The re-establishment of Escuela Nautica de Manila was the concrete acknowledgement towards the Filipinos natural sailor competence to handle seaborne trade as manifested by Manila-Acapulco colonial trade. The school closed due to the war and along with the Americans victory was the reopened nautical school on December 15, 1899. The Escuela was renamed as the Nautical School of the Philippine Islands. The medium of instruction was in English during the American regime. The school have had 5 teachers, four (4) Americans and one (1) Filipino. The facilities and equipment of the building were under construction to accommodate the

growing population of the students. Under the American provisions, the name was changed anew into the Philippine Nautical School (PNS) and resumed classes on June 30,1900. PNS was classified as an insular school headed by the U.S. Navy commanders until it was closed in 1907 for lack of support.

Six years later (1913) the school was re opened due to the urgent need for the trained merchant marine officers along with the recommendation of Don Ramon Fernandez, the President of the Shipowners Association. PNS was established as a unit of the Philippine School of Arts and Trade with nautical courses of 2-year residency and 2 years apprenticeship at sea. When the war broke out, PNS was transferred from the Department of Education to the Department of National Defence.

During the Japanese occupation, the Japanese Imperial forces during World War II operated the school. The school expanded, marine engineering and training of ordinary seamen were added to the courses. When the Republic of the Philippines was liberated in 1945, the Nautical School was converted into a 2-year residential college. During this period, PNS was placed as a Vocational School of the Bureau of Public Schools. Lack of facilities, lack of legislative support from the Government and residency requirements resulted to the ravage of the maritime education standard of the school.

In 1963, by virtue of Republic Act No. 3680, PNS was modified as the Philippine Merchant Marine Academy with the degree courses of Bachelor of Science in Marine Transportation, major in Navigation and Seamanship or Steam engineering. And Electricity. The Academy was relocated at the Fort Andres Bonifacio, Makati, Metro Manila. The Professional Regulation Commission automatically granted graduates the Third Mate or Fourth Marine Engineer Licenses. The Department of National Defense through the Philippine Navy confers the naval rank ensigns as requisites for all graduates as component of Naval Officers Reserve Force. Midshipmen (the term use to refer PMMA cadets) reside at the Academy premises

during their 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> year schooling and undergo a one- (1) apprenticeship shipboard training on their 3<sup>rd</sup> year.

In February 2, 1998 PMMA was transferred to its new site in San Narciso, Zambales (See appendix 1) under the Bases Conversion Program of the government. The new PMMA complex is located in the 60-hectare land beside the South China Sea about 180 miles (285 kms.) north of the capital city, Manila.

## **2.2 The PMMA Presidents and the highlights of their incumbency**

The inclusion of the topic is given consideration by the author, as it shall be later known how the appointments of the PMMA presidents affected the recruitment, fluctuation and retention of the maritime educators.

A. Philippine President Diosdado Macapagal appointed Captain Rogelio Morales as the PMMA Superintendent (President) in 1962. Captain Roberto Moreno III as the Executive Officer and Kings Pointer, Cdr. Emilio Prieto as the Dean of Academics were assigned to the posts. Quality education and training patterned after the United States Merchant Marine Academy (USMMA) curriculum were stressed.

B. In 1973, PMMA President Roberto Q. Moreno III revised the academic curriculum modulated to Bachelor of Science in Marine transportation major in Nautical Studies or Marine Engineering. Modernisation project was undertaken by the International Maritime Organization (IMO) in 1983 and the United Nations Development Assistance Program as recognition of the continuous growth of PMMA as a maritime academy. President Ferdinand Marcos instituted the commissioning of the PMMA Corps of Professors by promoting Captain Moreno to Commodore along with 29 others next to his rank.

C. The untimely death of Commodore Moreno III, comes the appointment of Navy Commodore Gil S. Fernandez in 1989. Commodore Fernandez, a USMMA graduate revised the curriculum wherein 2<sup>nd</sup> year was placed as the shipboard training instead of the 3<sup>rd</sup> year. Curriculum was again revised following the American standard. The Office of Academic dean was abolished and the three Colleges was created. Political instability and discontentment by the Corps of Midshipmen and PMMA Alumni Association resulted in the untimely retirement of Commodore Fernandez.

D. In 1994, another retired navy officer, Commodore Leonardo G. Bugayong, a USMMA graduate, became the President and in his term a 60 hectare land in San Narciso, Zambales was provided by the Philippine President Fidel V. Ramos as a new site for the Academy due to the bases conversion development project of the government. The supposedly 6-year term of the appointed President was cut short by the midshipmen's strike anew.

E. At present, Captain Virginio Aris, PMMA Class '67 handles the Presidency. Unlike the previous presidents, the current president was unanimously voted by the PMMA Search Committee endorsed to the Philippine President through the PMMA Board of Trustees. Bringing back the confidence of the shipping companies to its graduates prompted him to shift back the shipboard training of the midshipmen from Second year to Third year of schooling. The gargantuan tasks of rebuilding the PMMA in view of the Philippines' vying for the inclusion in the IMO "white list" and the philosophy of continuous improvement to the quality standard system is the main thrust of his term.

### **2.3 PMMA mission statement**

The PMMA mission is centred on the education and training of midshipmen, merchant marine/naval officers in shipboard and shore-based positions to carry out



the expanding domestic and international trade, capable of serving as naval and military auxiliaries in times of national emergency and to conduct graduate school skills and techniques on higher level of shipping management and maritime education.

The objectives of PMMA include:

1. To confer the degree of Bachelor of science in Marine transportation or Bachelor of Science in Marine engineering to deserving PMMA midshipmen;
2. To train PMMA midshipmen as licensed officers of the Philippine Merchant Marine, i.e. deck or engine;
3. To prepare and recommend graduates of the PMMA as commissioned officers of the Philippine Navy;
4. To train and upgrade merchant marine officers in shipboard or shore-based positions as shipping executives and technical consultant;
5. To offer graduate studies in maritime education and shipping business;
6. To train student apprentices in various shipboard or shore facilities rank and file billets through the offering of practical classes; and
7. To conduct research and development projects affecting the education and training of PMMA midshipmen and graduate students in the pursuit of new information and knowledge of value to the maritime industry.

(Source: PMMA Annual Report 1997-98).

## **2.4 PMMA Board of Trustees**

The original composition of PMMA Board of Trustees under Republic Act No. 3680 was replaced when President Fidel V. Ramos enacted into law Republic Act No. 8292 which is also known as the “Higher Education Modernisation Act of 1997”. R.A. No. 8292 provides for the “Uniform composition and powers of the governing board, the manner of appointment and term of office of the president of the chartered

state universities and colleges in the Philippines”. Under R.A. No 8292, the current PMMA Board of Trustees is composed of the following personalities:

1. Chairman of the Commission on Higher Education (CHED) –Chairman
2. President of PMMA- Vice-chairman

Members:

3. Chairman of Congressional Committee on Education and Culture
4. Regional Director of the National Economic Development Authority (NEDA)
5. Flag Officer in Command, Philippine Navy
6. President of the PMMA Faculty Association
7. Midshipman Representative
8. President of PMMA Alumni Association
9. Two prominent citizens who have distinguished themselves in their fields of profession, chosen from among the five qualified persons residing in the city where the Academy is located.

Although R.A. No. 8292 replaced the composition of Board of Trustees, R.A. No.3680 nevertheless maintains its mission and PMMA continues to function as mandated.

## **2.5 PMMA Charter Analysis**

Republic Act No. 3680 mandated PMMA to confer the Degree of Bachelor of Science in Marine Transportation and Bachelor of Science in Marine Engineering. It provides for the composition of the governing Board of Trustees and the qualifications of the PMMA President. It also facilitates the exemption of the graduates from taking the licensure examinations for Third Mate and Fourth Marine Engineer without compulsion to government service. By the adoption of quasi-military training of midshipmen it facilitate the Commissionship of graduates to the to the Armed Forces of the Philippines particularly the Reserve Force of the

Philippine Navy. However, with the enactment of various laws, R.A. No. 3680 showed that it is vulnerable to changes and can not stand alone to uphold the interest of its mandate.

Considered as the premier maritime institution in the Philippines, it has taken cudgels in establishing the graduate degree program in Master of Arts in Shipping Business Management and Master of Arts in Maritime Education major in Marine Transportation or Marine Engineering. The creation of graduate study started from proposal submitted as early as 1992 but since the conferment of the masters degree was not included in the PMMA Charter, it took two (2) years before the PMMA obtained the approval from the Office of the Philippine President through the PMMA Board of Trustees.

The automatic conferment of Third Mate and Fourth Marine Engineer licenses were cancelled because of the general effect in R.A.8544, otherwise known as “the requirement for all graduates of maritime schools to take 3<sup>rd</sup> Mates and 4<sup>th</sup> Marine Engineers’ licensure examinations”; the privilege long enjoyed by the PMMA Graduates for over three (3) decades. Based on the previous opinion by the Department of Justice (See i.e. DOJ Opinion No. 76, s.1974). PMMA graduates are considered licensed under the clear and precise provisions of Section 12 Republic Act 3680. However, the opinion requested by Commodore Bugayong from the Department of Justice reiterated that the PMMA graduates are not exempted from taking the licensure examinations mandated under R.A. 8544. The majority however, believed that the imposition of the requirements to cover PMMA Graduates were partly due to the shipping companies loss of confidence with PMMA Administration.

The Presidential Decree No. 1437 of 1978 and Republic Act No. 8292 or the “Higher Education Modernisation Act of 1997 were enacted modifying the composition and powers of the governing Boards, manner of appointment and term of the office of the PMMA President along with other chartered state universities and colleges. The

changes in the qualifications and manner of the appointment of the PMMA President was seen by many as having contributed to the significant decline of the quality of graduates from PMMA

In contrast, when the PMMA President became an Alumnus in June 1999, strong support from the shipping executives (who happened to be composed mostly by PMMA Alumni) resulted in an increase on PMMA/Shipping Companies' Memorandum of Agreements and donations to rehabilitate the Academy. During the incumbency of two previous presidents, opinions taken from the Department of Justice (DOJ) of the Philippines have always been negative.

In March 2000, barely nine months after Captain Aris took office as PMMA President, through his persistence and strong lobbying of the PMMA Alumni Association DOJ's opinion showed positive response. Incoming graduates got fresh hopes of having exemption for taking the first licensure examination. The shipping companies renewed their confidence to the PMMA Administration as manifested by the sharp increase of number of Memorandum of Understanding's from 24 to 34 shipping companies last 1999. PMMA Corps of Professors showed upward movements as well for the 2<sup>nd</sup> Semester of school year 1999-2000. 72 members as compared to 59 comprise the Corps of Professors in August 1997 with the same number of classes. (PMMA Annual Reports 1997 and 1999).

## **2.6 The Philippine Merchant Marine Academy Alumni Association**

The PMMA Alumni Association (PMMAAAI) was established on October 21, 1969 to promote perpetual camaraderie among its graduates. One of the PMMAAAI's main objectives is "to assist our Alma mater especially in her efforts geared towards enhancement of prestige and quality of training of PMMA crew and cadet seaman". (See Appendix 2). Today, more than 95% of the total 4729 PMMA alumni are considered successful or on their way to success in various fields of endeavour. On

the latest Alumni muster, of the 119 of shipping companies in the Philippines not less than 100 of them have PMMA graduates serving as crewing managers, training managers, president or owner of the company. In the military and civil-military service, considered as the home of a very few Alumni, at present there are at least three (3) Commodores and several Captains and Commanders taking active part in the uniformed Government service.

It is therefore safe to say that action initiated by PMMAAAI will create a great impact in the existence of the PMMA. As manifested in the Alumni supported walk out staged by the PMMA midshipmen in protest of the arbitrary change of the schools' curriculum. (Donato, 2000). Indeed, the Alumni association can contribute to the failure and success of PMMA when it proven that through its efforts they can mount a strong lobby to replace the PMMA President. (PMMAriners, 2000).

It is also noteworthy to consider the letter made by the PMMAAAI Secretary General Engineer M. QC Amaro III saying,

“You may have heard on a radio or seen in the newspapers about misinformed press people being used by PMMA detractors saying that the Academy has gone down the drain, or maybe...not to that extent. But even without that, we all know that we have forgotten to support the Academy for the last twelve years. Putting it back to its original lustre would require tremendous effort that even the best among the best managers cannot cope up in too short a time. But despite all these, never to forget that there is much good and right when we work together...” (PMMAriners, 2000).

Saying an impressive gesture of call to action is nonetheless, useless if it falls on the deaf ears of selfish individuals. Everyone in the PMMAAAI accepts that the main problem of the Academy since the installation of the alumnus President is the

recruitment and retention of qualified educators to bring back “ it’s long lost glory” (Quinones, 2000).

The remarks of the PMMAAAI secretary General Amaro in respect of his expectations “to revive the ailing PMMA... by providing a way for the entire PMMAAAI to continue support the Academy” (PMMAriners, 2000), is a positive indication that Administration must take advantage. As indicated in the annual statement of financial status of PMMAAAI (Appendix 3) there is an absence of support directly given for the benefit of the human resource development of the PMMA faculty. An objective failure that has never been corrected since its creation.

## **2.7 The PMMA- Shipping Company interface**

The PMMA-Shipping Company interface starts from the need of the shipping company to hire manpower for their ships. PMMA as a maritime education and training institution enters into contracts or agreements with the shipping companies for eventual supply of qualified merchant marine officers. These contracts or agreements are all geared towards the mission of the Academy, which is basically the supply of merchant marine officers and naval officers of assured quality.

As early as the middle of the semester, shipping companies send their intent to hire PMMA midshipmen in their fleet. The Academy then confirms the availability of midshipmen for recruitment. Prior to recruitment process of the shipping companies to be conducted at PMMA, the Academy and the Shipping Company agrees on the number of midshipmen from both PMMA programs that are to be recruited. The Academy through DST initiates the drafting and signing of a Memorandum of Agreement and closely co-ordinates with the shipping companies for such. The Academy ensures that its midshipmen are well qualified and assured of quality

training on board during their shipboard training phase and likewise, of employment after graduation.

Shipowners and shipping principals through their local manning agents are the beneficial clients of the well-disciplined and trained PMMA graduates. Majority of the foreign shipping principals prefers PMMA graduates/midshipmen because the Academy “produces the quality of seamen that meets the principals standards” (see appendix 4, i.e. Pentagon Shipping, Michael Marine, and NYK-Fil Shipping Management MOA’s,)

At present there are thirty-four (34) shipping/manning companies hiring PMMA midshipmen for one (1) year sea phase training. Eighteen (18) of the companies are providing monthly stipend allowances to the chosen midshipmen on as early as first year while others provide cash gifts to exemplary cadets. The stipend or cash allowance is given to entice cadets’ join their ships and strive hard in their studies. The stipend allowance range from \$50 to \$100 a month. Some of the companies are giving up to \$125 on the midshipmen’s 3<sup>rd</sup> and 4<sup>th</sup> year at the Academy. While other more generous companies are paying for the uniform and graduation ring that cost about \$300 to \$500 respectively.

The stipend allowance program is also signed between the PMMA and shipping/manning companies as a special agreement included in the MOA. Under this agreement the PMMA is bound to provide the training of competent merchant marine officers and endowing the midshipmen with expertise relative to and involving other fields of merchant marine services. The shipping company on the other hand, provides the chosen cadets with the opportunity to use the ship as a seagoing laboratory (in such a manner that the deck cadets and engine cadets are given study guide) including an agreed compensation per month called “ex-gratia allowance”.

### **2.7.1 The shipping company cadet stipend allowance program**

A large number of shipping companies are willing to spend money in order to maintain the supply of qualified manpower of their ships. The PMMA Class of 2002 for instance, whose one- year sea phase training period was undertaken by various PMMA-Shipping Company Memorandum of Agreements were distributed as follows:

<b>Shipping Company</b>	<b>Deck</b>	<b>Engine</b>
<b>1. Acomarit (Phils.)</b>	<b>8</b>	<b>2</b>
<b>2. Avantgarde</b>	<b>1</b>	
<b>3. C.F Sharp O.S. G.</b>	<b>4</b>	<b>3</b>
<b>4. Colex Maritime</b>	<b>1</b>	
<b>5. Fil-Star</b>	<b>3</b>	
<b>6. Grace Marine</b>	<b>1</b>	
<b>7. GreatSouthern</b>	<b>5</b>	<b>3</b>
<b>8. KGJS maritime</b>	<b>3</b>	
<b>9. “K” Line</b>	<b>2</b>	
<b>10. Maersk-Fil Crewing</b>	<b>27</b>	<b>21</b>
<b>11. Magsaysay Shipping</b>	<b>2</b>	<b>1</b>
<b>12. Navix (Phils.)</b>	<b>5</b>	<b>5</b>
<b>13. North Sea Marine</b>	<b>3</b>	<b>3</b>
<b>14. NYK-Fil</b>	<b>15</b>	<b>16</b>
<b>15. PTC-Alcoa</b>	<b>2</b>	
<b>16. PTC-BHP</b>	<b>9</b>	
<b>17. Trans-Global</b>	<b>4</b>	<b>4</b>
<b>18. United Pres. Lines</b>	<b>7</b>	<b>3</b>
<b>Total</b>	<b>102</b>	<b>61</b>

Source: Department of Shipboard Training, PMMA



As mentioned earlier, there are 34 shipping/manning companies who want to hire PMMA midshipmen to handle the one-year sea phase training and eventually become part of their officers. The PMMA at present produces less than what the demand is required by the shipping companies. Memorandum of Agreements with the shipping companies are on the first come first serve basis to ensure that all cadets are given shipboard assignments.

NYK-Fil whose apprenticeship program started as early as 1990 has an annual intake of 15 midshipmen on each category. In 1999, NYK-Fil hired 15 deck and 16 engine cadets from Class 2002. Considering the \$75 per cadet per month given as stipend allowance, NYK-Fil gives a total of \$2325 per month to 31 cadets. All of these cadets are chosen as early as the first semester of the first school year. In three years NYK-Fil spent a total of \$69,750 for 30 months until they graduate. In addition, NYK-Fil awards \$1000.00 to the Class valedictorian making their human investment for PMMA \$70,750 per graduating batches. This leads us to conclude how big amount the Maersk –Fil Crewing have been spending whose 1999 intake of PMMA cadets total 48 and provides \$100 per cadet per month for 30 months?

## **CHAPTER 3**

### **THE PRESENT PMMA STAFF PROFILE**

#### **3.1 Main staff categories of PMMA and their inter-relationships**

The main staff of PMMA is group of employees at the Academy who may be a seafarer (Alumnus or non-alumnus) or non-seafarer appointed and directly engaged to teaching, research and extension services. PMMA's academic curriculum is mainly undertaken by three (3) Colleges namely the College of Marine Transportation, College of Marine Engineering and College of Arts and Sciences. Each division has its own dean, assistant dean and faculty staff appointed by the Board of Trustees on the recommendation of the PMMA President. (See appendix 5).

##### **3.1.1 Academic staff**

The College Dean acts as the presiding officer of the teaching staff and is directly responsible for the faculty's assignment of number of teaching loads/units/hours, performance evaluation and the co-operation between the deans of the Colleges, the Dean of Midshipmen's Affairs, Department of Shipboard Training and the Commandant of the Department of Naval Science and Tactics. The academic staff from the rank of assistant professor up meets in the Academic Council meeting called upon by the President to discuss the faculty needs and related issues concerning the faculty requirements of the Academy. (See Appendix 6, summary of PMMA faculty staff).

The faculty staffs of the following departments undertake the objectives of the PMMA:

1. College of Marine Transportation (CMT)
2. College of Marine Engineering (CME)
3. College of Arts and Sciences (CAS)
4. Department of Midshipmen (DM)
5. Department of Shipboard Training (DST)
6. Department of Naval Science and Tactics (DNST)
7. Graduate School

### **3.1.2 College of Marine Transportation**

The College of Marine transportation headed by the Dean who is assisted by other personnel such as the assistant dean and faculty staff. Together they aspire to provide quality education and training in the nautical sciences to prepare and gear the midshipmen not only to become effective and efficient merchant marine officers but in the future also to become shipping executives, port manager, marine surveyors, etc, in the maritime or other related field.

At present there are thirteen (13) full time faculty staff of the CMT and two (2) part time lecturers. Six (6) of the staff are holders of management level certificates including the Dean and one (1) part time lecturer. The staff is composed of fourteen (14) seafarers and one (1) non-seafarer.

### **3.1.3 College of Marine Engineering**

The Faculty Staff of the College of Marine Engineering teach technical and academic knowledge to future marine engineers and midshipmen. In school year 1999-2000,

CME has a total of eighteen (18) faculty members. Ten (10) are seafarers and eight (8) are non-seafarers. Four (4) of the seafarer staff are holders of management competency certificates and six (6) are holders of the operational competency certificates but three of which are holders of Master's degree from the World Maritime University at Malmoe, Sweden. WMU graduates teaching in the CME are all heads of various departments such as Board of Admission and Graduate School. One of the eight (8) non-seafarers is a holder of Doctorate degree and the rest are undergoing Master's degree studies and are holders of various Bachelors' degrees in the fields of naval architecture, mechanical engineering and electrical engineering.

#### **3.1.4 College of Arts and Sciences**

The College of Arts and Sciences faculty staff members are composed of non-seafarers who teach general subjects to support the major courses to midshipmen, whether it be Marine Transportation or Marine Engineering. These subjects include arts and science categories like, mathematics, physics, geography, maritime English and others as per required by the CHED for all maritime schools.

For the school year 1999-2000, there are seventeen (17) CAS staff handling CAS subjects, six (6) are holders of management level degrees, and the remaining eleven (11) are Bachelor degree holders. From among the 17 educators, six (6) have attained a full-time status (regular) and the remaining are engaged as part-time (non-regular) educators or under the probationary status. The current composition of CAS is appropriate to the distribution of subjects and the number of students handled per class.

#### **3.1.5 Department of Midshipmen Affairs**

The Department of Midshipmen Affairs is composed of the Commandant, Assistant

Commandant and Tactical Officers. The Commandant has the direct command and supervision over the Corps of Midshipmen with the assistance of the DM staff whose responsibility is the optimized management of the Corps' affairs, proper regulation of discipline and morale of the Midshipmen. The mission of this department is to train and transform cadet corps into well disciplined, physically and mentally qualified merchant marine officers for the merchant marine trade and as reserve officers in the Armed Forces of the Philippines.

The DMA Staff is composed of PMMA alumni and may augment the shortage of the teaching staff of the College of Marine Transportation or Marine Engineering. Specifically, a tactical officer with BSMT degree may be called to teach nautical science subjects in the College of Marine Transportation and on the other hand, tactical officer with BSME degree may teach in the College of Marine Engineering.

For the first semester of school year 1999-2000, the Department of Midshipmen Affairs is composed of 10 holders of certificates of competency in which 2 are of management certificate level and of full time positions and the rest are holders of operational level certificate. Of the 8 Instructors, 6 are temporary and 2 are permanent, teaching in the College of Marine transportation for the SY 1999-2000.

### **3.1.6 Department of Naval Science and Tactics**

The DNST serves as the PMMA external organisation commissioned by the Philippine Navy organic personnel which provides navy related course to the Corps of Midshipmen for their qualifications as Ensigns (2<sup>nd</sup> Lieutenant) in the Naval Reserve Command. The Head of the DNST, the Commandant, an active Philippine Navy Officer is responsible and accountable to the PMMA President for making all the midshipmen become a naval ensigns before conferring the PMMA baccalaureate degrees.

The composition of the DNST is based on the request submitted by the PMMA President, approved by the PMMA Board Of Trustees to the Flag Officer in Command, Philippine Navy. Assigned naval personnel receive their monthly compensation from the Philippine Navy while the PMMA awards miscellaneous benefits/gifts equivalent to the ones received by the PMMA personnel.

### **3.1.7 Department of Shipboard Training**

The Department of Shipboard Training (DST) handles the sea phase training of the midshipmen as one of the basic requirements for graduation. The DST is headed by the Shipboard Training Director, assistant Director and an Instructor, all of whom are PMMA graduates. The primary function of the DST is to process the number of midshipmen eligible for one (1) year sea-phase training from the College of Marine Transportation and College of Marine Engineering. The DST facilitates cadets through correspondence course during their sea duty and familiarisation of the actual operation of the ship and its various machinery and equipment. Formulation of the shipboard training plans approved by the PMMA President and arrangement of the midshipmen assignment with the shipping companies to foreign vessels in the responsibility of the DST.

The Director of the Shipboard Training is a newly appointed graduate of the World Maritime University who replaced the present Dean of Midshipmen Affairs. The Department of Shipboard Training of the PMMA for the school year 1999-2000 has four (4) personnel with certificates of competency. All three (3) are holders of operational level certificates and are given teaching loads in the Colleges.

### **3.1.8 Graduate School**

The PMMA Graduate School was established to answer the need to upgrade maritime education in meeting the needs of the Philippine maritime industry and professionalize further shipping business practices in the country. There are two (2) Master degree courses offered by the PMMA Graduate School. The first course is Master of Arts in Maritime Education (MAME) where faculty members are doctoral and master degree holders in the field of education. Among the faculty members in the Graduate School are two (2) graduates of the World Maritime University and there are several expected to graduate WMU to lead the effort of the maritime education program.

The second course offered by the PMMA Graduates School is Master in Shipping Business Management (MSBM). Formal educational training in the field of shipping business management is conducted by qualified faculty staff who have undergone the same training program and aims to advance the professionalisation of the shipping business practice and operation in the Philippines a more competitive.

The Academic program of PMMA Graduate School for the school year 1999-2000 has a total of eight (8) faculty members who are all management competency level. The Dean and another Professor are employed, as full staff while the rest is part time lecturers. The Graduate School faculty is composed of individuals from different legal backgrounds. Two (2) have seafaring experience, five (5) are non-seafarers and one (1) WMU graduate of the Philippine Coast Guard.

### **3.2 Teaching staff categories**

The Philippine Merchant Marine Academy teaching staff like the other state colleges and universities in the Philippines exist with the policies and guidelines under the

Civil Service Commission (CSC) and Commission on Higher Education (CHED). The PMMA adheres to a Merit System established for the principle governing the faculty staff to ensure fairness, justice and excellence in their teaching profession. The Merit System is the personnel management system in which comparative merit or achievement governs the selection, utilisation, training, retention, promotion and discipline of the faculty staff of the Academy. (CSC-Memorandum Circular No. 2-5 and P.D. No. 807, section 5-2).

Unlike other state universities and colleges in the Philippines, the PMMA teaching staff may obtain both academic ranks and military ranks which are provided in the CSC guidelines for all State colleges and universities and the PMMA Charter R.A. No. 3680 respectively.

The teaching staff of the PMMA is composed of the following academic rank categories.

1. Professors..... with sub rank I-VI
2. Associate Professors..... with sub rank I-V
3. Assistant Professors..... with sub rank I-IV
4. Instructors..... with sub rank I-III
5. Commissioned Corps of Professors by the Philippine President.

The faculty staffs under the categories 1–4 are composed of either full-time (permanent) or part-time (temporary) maritime educators who attain the rank based on the CSC and CHED standards.

The faculty staffs in the ranks of the commissioned PMMA Corps of Professors by the President of the Republic of the Philippines are composed of permanent, full time PMMA maritime educators who satisfactorily passed the probationary period and recommended by the PMMA Board of Trustees to the Philippine President. The ranks awarded are equivalent naval ranks as:



Instructors .....	Ensign
Assistant Professors.....	Lieutenant junior grade to Lieutenant Senior Grade
Associate Professors.....	Lt. Commander to Commander
Professors.....	Captain
President/ Master.....	Commodore

PMMA maritime faculties are also designated with academic ranks according to the professional license they possess:

Master/Chief Engineer	.....	Professor
Chief Mate/2 <sup>nd</sup> Engineer	.....	Associate Professor
2 <sup>nd</sup> Mate/3 <sup>rd</sup> Engineer	.....	Assistant Professor
3 <sup>rd</sup> Mate/4 <sup>th</sup> Engineer	.....	Instructor

The salaries of the teaching staff are based on the salary grade of the Civil Service Commission, which is also the same with the counterpart staff. (See Appendix 7).

### **3.2.1 Full time faculty staff**

Full time faculty staff is composed of seafarers or non- seafarers' maritime educators who are regular (permanent status) and part-time (casual, temporary or under probationary status).

#### **3.2.1.1 Qualifications**

##### **a) Seafarers**

Specific qualifications for seafarers who wish to become part of PMMA Faculty Staff of College of Marine Transportation and College of Marine Engineering must meet the criteria required by the Commission on Higher Education (CHED). This

criteria specifies the qualifications both for the Dean and faculty members of the Philippine maritime academies. ( See appendix 8).

**b) Non-Seafarers and seafarers**

The qualification standards mentioned for faculty and academic staff are those provided for under the Civil Service Commission Memorandum Circular No. 5, 1987 (CSC MC-5, 1987) adopted by the PMMA. However these qualification standards are also applicable to seafarers that have attained the mentioned professional degrees aside from the seafarers certificate of competency/license. Since the lowest rank for maritime faculty at PMMA is Instructor, this case is specifically applied to seafarers after the rank of Instructors.

**3.2.1.2 Duration of service**

The tenure of office of Dean is three (3) years unless otherwise specified by the PMMA Board of Trustees on the recommendation of the PMMA President. Re-appointment of the Dean depends on the discretion of the PMMA Board of Trustees. Members in the management and operational level certificate holders of the faculty must complete and pass the probationary period of four (4) consecutive semesters. When the faculty staff has rendered a very satisfactory performance rating in the 1<sup>st</sup> year of the probationary period, he/she will be appointed as full time. In this status, he can file an application for the leave of absence for only one (1) year to upgrade his maritime career in ship embarkation or schooling to accumulate points for promotion. (See Appendix 9).

**3.2.1.3 Recruitment and appointment procedures**

The task of recruitment and appointment of new applicants is undertaken by the PMMA Selection Committee. The committee is composed of heads of different

departments/colleges with the Human Resources Management Officer as the chairperson.

The PMMA policies, rules and procedures in recruitment and appointment of faculty and staff are as follows.

1. Recruitment is limited to those who possess at least a master's degree or its equivalent.
2. Entry to faculty staff positions is at the lowest sub rank of the appropriate faculty rank.
3. Entry of those from private educational institutions with faculty rank is allowed only at the lowest sub rank of the appropriate faculty rank.
4. Transferees from other State's universities and Colleges maybe admitted on probation at their present faculty rank in the absence of the qualified insiders.

(See appendix 10).

### **3.2.2 Part-time teaching staff**

Part time faculty members such as visiting faculty, exchange faculty and lecturers either seafarer or non-seafarer renders service to PMMA on the basis of maximum allowable units. The College Dean request their expertise for a particular course on the semester of the school year depending on their full time appointment to other government agencies and other schools. The duration of service of the part time faculty staff is on the basis determined by the duration necessary to handle the specific course offering such as number of hours, days or weeks or semester. Recruitment of part-time teaching staff follows the procedural hiring and appointments for all faculty staff discussed in the above.

### **3.3 Analysis of the present PMMA faculty profile**

For the second semester school year 1999-2000 there are twenty-four (24) merchant marine officers handling maritime subjects. Fourteen (14) in the College of Marine

Transportation and ten (10) in the College of marine Engineering. There are six (6) management level certificate holders in CMT and four (4) in CME. The rest of the faculties for both Colleges are a holder of certificates in operational level.

The compositions of teaching staff are not on full dedication to teaching at the respective Colleges. Some staffs are assigned to other departments and are required to teach in relation to their fields of expertise to cover the insufficient number of staff in the two Colleges. They mostly come from Department of Midshipmen Affairs, Office of the President, and Department of Shipboard Training where they are engaged as Tactical Officers, Security officer, or as department staff.

The present qualifications of PMMA faculty profile are not enough to handle the various subject offerings and there exist a scenario of the fast turn over of faculty. Most especially to the seafarer teaching staff educators in which 10 are those in the management level and the other 14 are in operational level, that in one way or another embark a ship to upgrade their certificates as merchant marine officers. Statistics from the years 1998 to 2000 indicates that the fluctuation or turn over rate is at an average of 29% per year. However, even with this significant turn over rate the employment of new maritime faculty remains on a significant level of 30%. (See e.g. Olanda, 2000 and PMMA HRD Report 2000)

The creation of the College of Arts and Sciences is a peculiar management style of the past. Since the Academy produces only two baccalaureate namely Marine Transportation and Marine Engineering, by experience the appointment of another dean created a diversion on the mandated goals. Because of abolition of the office of Academic Dean, there seems a lack of administrative control especially in the College of Arts and Sciences.

The PMMA has been faced with a challenge on the remaining faculty members appropriate to teach the management and operational level subjects to the

midshipmen. And with these challenges, PMMA as well as the other maritime institutions should consider this question on the situation of maritime education and training.

Does the maritime academy can come out with the solution, concrete, attainable and lasting to attain its mandated goals and objectives?” Or “Are we seeing the shift to a new era of maritime education and training where the subjects taught by person with desirable shipboard experience are handled by non-seafarers who lack professional credibility?”

## **CHAPTER 4**

### **THE PMMA FACULTY WORK, INCOME, AND SOCIAL STATUS**

#### **4.1 The maritime educators tasks and responsibilities**

Teaching, research, extension work and authorised graduate studies consist the workload of the faculty staff. These are categorised as follows:

##### **a. Teaching load**

The PMMA required teaching (whether done in lecture or in laboratory) load is 15 units per semester for each full time faculty member. Regular members of the faculty is not allowed to teach less than 6 units per semester except the Dean or equivalent heads or chairman of units.

##### **b. Credit for research work**

The maximum load credit for research work, creative writing or any other forms of productive scholarship or community service is 6 units per semester.

##### **c. Consultation hours**

Full-time faculty members are required to devote at least 10 hours a week of consultation with students, part time faculty members and those on a regular basis allow proportionate amount of time for the same purpose.

##### **d. Thesis/dissertation advising**

Faculty members who are assigned as advisers of students for thesis or dissertation

are entitled to honoraria in accordance with the rules and regulations of the Academy.

**e. Additional responsibilities**

It is also expected for a faculty member to actively participate at meetings and other co-curricular activities. In his absence, he is to submit a report on the reasons of his failure to attend. Faculty members are to submit written reports to the dean with regards to the absenteeism, poor performance, academic irregularities and other untoward incidents observed in the Academy.

**4.2.0 Sources of income**

**4.2.1 Salary**

Full time and part time faculty members receive their compensation on the basis of their ranks and equivalent salary grade systematic schedule of the Civil Service Commission and the Department of Budget and Management. (See Appendix 7). Any alteration or amendments to the salary of the teaching staff or disbursement of funds by PMMA must be approved the PMMA Board of Trustees and by the PMMA Auditor through the recommendation of the PMMA President.

**Table 4.2.1. The basic salaries of the PMMA maritime faculty.**

<b>License</b>	<b>Faculty/Rank</b>	<b>Basic Salary</b>
Master/Ch. Engineer	Professor	Php 19,831.00
Chief Mate/2 <sup>nd</sup> Engineer	Associate Professor	Php 15,992.00
2 <sup>nd</sup> Mate/3 <sup>rd</sup> Engineer	Assistant Professor	Php 12,667.00
3 <sup>rd</sup> Mate/4 <sup>th</sup> Engineer	Instructor	Php 10,635.00

Note: Php40=1USD (Source: HRD, PMMA as of May, 2000)

The above mentioned salaries are subject to taxes and other deductions.

Aside from the basic salary, there are other bonus and allowances that supplement

the finances of the Faculty Staff. These include excess of 15 teaching hours per week pay, mid-year and year-end bonus, proportional vacation pay and others. (See Appendix 11). On the other hand, the deans and selected department heads are entitled to honoraria, which at present amounts to Php 4,000 a month.

#### **4.2.2 Supplementary source of income**

##### **4.2.2.1 The PMMA Employees Co-operative Association**

In addition to the PMMA monthly wages, the PMMA Employees Association was able to set up an additional source of income through the Co-operative movement. The PMMA Employees Co-operative Association (PMMAEC) was established when PMMA transferred to Zambales in 1998. There was an active participation of the entire PMMA employees at the beginning of its creation. There are at least 140 out of 159 total employees of PMMA who joined the movement including the PMMA President. Faculty members are also represented. Thirty (30) out of forty-three (43) PMMA Faculty Association members contributed to funds capital. Membership was opened to all PMMA employees regardless of position and employment status, i.e. full time or part time to generate the much-needed capital. Popular voting by the entire PMMA working populace elected officers.

Two years after the establishment, the PMMAEC distributed dividends of Php280 per share. Each share costs Php 500 allowing limitless stocks to any members. At present PMMAEC's essence of co-operative movement is in imminent danger of losing its character. Based on the recent personal survey/interview conducted by the author the following factors were noted:

1. member's interest wanes
2. member's ability to take initiatives disappears.

The weakness of PMMAEC was experienced through its inadequacy to engage in other profitable ventures in the Academy. The existing and potential members need



capital for the share. Despite PMMAEC started in times of economic depression and unemployment, members are government employees with relatively low incomes. There also an urgent need for proper finance in the shares which come after that period, when supporting members have taken away their initial assistance. Without sufficient capital, new co-operatives like PMMAEC are often obliged to resort to less capital-intensive activities

### **4.3 The maritime educators' employment condition**

#### **4.3.1 Hours of work**

Full-time faculty members render at least 2 hours a day or 10 hours a week consultation with midshipmen. The maximum teaching load is 15 hours a week. A faculty member may be given a maximum teaching load of 30 hours a week provided no more than two preparations of subjects per semester. An extra compensation to an hourly basis in excess of 15 hours of teaching in a week will be given appropriately. Full time faculty members are to report 6 hours a day and 5 days a week. Those that are at the same time tasked to perform as Tactical Officers for the regimental system of training will be given compensation allowed up to a maximum of 50% of the faculty's basic annual salary.

Part-time faculty members devote at least 5 hours of consultation with students. Teaching load is not more than 12 hours a week. However, an extension of the daily hours of work of the faculty members is required for overtime work not only on workdays but also holidays when the interest of the Academy so requires. Such overtime work is compensated in accordance with the law.

#### **4.3.2 Housing and accommodation**

Based on the PMMA Relocation Plan, the Academy will provide and accommodate housing to midshipmen, academic and non-academic personnel and guests reserved to a portion of the campus sites and buildings as government provision and funding pursue the purpose. Socialised form of housing will be given to personnel who are affected by the transfer of the institution in 1998.

As of April 2000, there are seven- (7) director houses and nineteen (19) single detached units. The intention was to provide each unit for employee who resides in Manila and displaced by the transfer. The Academy has a total of 135 con- academic personnel and 70 faculty staff who need to be billeted in the housing. In as much as the units are short to the number of personnel, it has been required that a house billet consists of 4 single persons. There are 2 rooms in a house and 2 individual people is assigned per room, however 1 room is given to a personnel under certain conditions. As soon as the mass housing construction is completed, the 1 faculty member to a 1-house billeting will be implemented. The house billeting at present cannot accommodate the whole PMMA personnel, in most cases faculty members and a number of employees rent apartments outside the PMMA premises to accommodate their families.

#### **4.3.3 Medical and insurance benefits**

As a government employee, PMMA faculty members are covered by comprehensive by medical and insurance benefits. There are various health or distress benefits by which a faculty member and his/her immediate family members are covered. These may include calamity loans, payment for injury, disability or death of a member. These are provided by the different public and private organisations such as

Philippine Health Program, Employees Compensation Package, Government Security and Insurance System and PAG-IBIG Fund. (See Appendix 12).

#### **4.3.4 Vacations and leaves**

Aside from the loans, full time PMMA faculty members also have vacations and leave privileges. Vacations and leaves privileges is intended to provide eligible faculty members time for their families or pursue career advancements while retaining their permanent status in the PMMA. This may be paid or unpaid. These include the following: (See appendix 13 for definitions).

1. Sabbatical leave
2. Cumulative leave
3. Paternity and maternity leaves
4. Leave of absence without pay
5. Vacation service credit
6. Terminal leave

#### **4.4 Analysis of the PMMA faculty employment conditions**

PMMA teaching staff as a government employee in reality is receiving numerous benefits. As discussed in this chapter, it starts from the time of engagement to Academy until they retire. It also covers both the employee and his/her dependants. It is therefore safe to admit that in terms of security of living, PMMA working environment compares well with other job opportunities for maritime educators whose living standards have not been influenced by the benefit of higher shipboard salary.

The discussion on the next chapter will reveal that the appointment of seafarers to PMMA comes from a very distinct reason characterise by specific human behaviour.

The satisfaction of one's physiological, social and intellectual needs have significant impact of attraction to teaching job (Dalmacio, 1997).

In terms of social needs satisfaction, PMMA faculty are not less afforded the opportunity for recreation and entertainment due to incomplete facilities of the present site. Free time to travel during out of lecture hours is not provided. This practice has repeatedly been assailed as counter productive to faculty members pursuing research and career advancement which do not affect the classes.

It was revealed that intellectual need satisfaction has a positive significant relationship with teachers' organisational commitment. There is a necessity that enjoyment of academic freedom be guaranteed to the PMMA faculty. Although faculty members of associate professor level can participate in the Academic council meetings, they are not encouraged to take part in the formulation and implementation of social policies.

There is also a lack of satisfaction on the teachers' needs for awards, grants and scholarships, publishing articles or resource materials. The annual promotion allocation of scholarship to maritime faculty is limited mostly to foreign study which lacks attraction to the prospective candidates for reasons discussed in the next chapters.

## **CHAPTER 5**

### **RECRUITMENT, RETENTION AND FLUCTUATION**

#### **5.1 Maritime education as career**

As discussed in Chapter 3, maritime educators come from different backgrounds. Like any other profession, as the title implies the specialisation is derived from the expertise of people who has maritime background. What calls them into the profession and what makes them leave is the main object in this chapter.

Although the subjects zeroes in are set of issues that are unique to maritime educators, is inarguable that the endemic conditions of all educators in the developing countries are in general common. As what Vanfossen (1979) puts it, “ their jobs are relatively secure, but dead end. Their incomes are sufficient, but minimal”. Although on the question of whether the income of the teachers are sufficient, the survey made on the number of maritime educators suggests that teachers did expect to be as financially precarious as it should be.

The proponent tackles the negative aspects of teaching in maritime academies because maritime educators mentioned them so often as a powerful impediments to job satisfaction. This comes to the significant comment made by Professor Zade (WMU,2000) saying, “the lack of qualified maritime educators has reached an alarming level that has to be addressed on a global consensus if the world doesn’t want to witness incompetence of seafarer as the cause of yet another tragic accident.”

## **5.2 What attracts a seafarer to the teaching profession?**

### **5.2.1 Family and peers**

The author's belief that family and peers are the main reason why seafarers turned to become maritime educators was confirmed by the survey on "what factors attract seafarers in the maritime academies" conducted among the seafarers in various MET institutions (See e.g. table 5.3 and appendix 14 ). Among the selected Asian countries, China and India showed the highest approval with 90 and 80 percent respectively. Even in European selected countries where the length of shipboard employment contract ranges from 3 - 6 months compared to 10 – 12 months in the Asian counterparts, majority admitted that family and peers made them switched to shore based jobs. The Philippines with the most number of maritime academies in the selected countries shows only 68% positive. Nevertheless, family and peers attachment is considered the highest influential over other factors like career development, easily accessible and rigorous requirements to teach as attributes.

The survey also suggests that seafarers that transferred to MET career are those who are married, either with or without children. The family and peers' convincing abilities seem to have a great impact on seafarers' decision to enter the teaching profession, either as part time or full time lecturer. Most seafarers wives have in one way or another accepted the fact that since they are married to a seafarer, their conjugal relationship will most of the time accomplished through correspondence (letters or telephone conversations). But majority virtually make their "silent complaints" vocal when wives are confronted with loneliness and family problems which under normal marriages are taken care of by the man. The magnitude of the husband's absence is highlighted by the vocal children who often ask for their father's presence in family gatherings and special occasions like birthdays, anniversaries and graduation rites. This longing usually ends up a heart-breaking situation that confronts both the seafarer and his family.

The close relationship between friends and relatives plays a big role as well. As most seafarers regard life at sea as long lost years with shore acquaintances, they tend to become companion seekers when they are on vacation. It is not unusual to see seafarers pay a visit to their alma mater and find friends or classmates who are working in the maritime academy, is overwhelmed by a sudden feeling of “esprit d' corps” and enjoyment, started working as a maritime educator without having thought of it before.

The convincing prowess that these people show a positive effect is becoming apparent when a seafarer starts to make complains about how short has his stay with his family and friends during the last vacation. This gives them excuses on how bad their company is for threatening them not to employ again should they fail to board the company ship early. This is followed by irritability and unending dissatisfaction on shipboard conditions. The resulting performance on board gradually declines, motivation is becoming less and less and the feeling of homesickness starts to rule his life. The reason according to Gleitman (1981) stems from the relation between set and motivation. “If a person has set his mind to happen and finds it appropriate, increased motivation to achieve the set will not be a hindrance”. Indeed, family problem made it become the most popular alibi of seafarers coming home before the contract ends because sets are much harder to break than contain.

### **5.2.2 Career development**

Another reason for the attraction of seafarers to the number of maritime academies in the developing countries is the acquired professional mobility of the teaching career. The international technical co-operation spearheaded by the International Maritime Organisation and some developed countries has paved the way for the improvement of standards to numerous MET institutions. The advancement is brought about by the

implementation of the new STCW to the maritime academies to improve their institutions. This attraction is concentrated mainly in the developing countries and seems related to the increasing chances of the maritime faculty for advance study outside of the country.

Ambitious seafarers regard the recent development in the academic field as a step to the advancement of career at shore and financially stable life with the family. The knowledge of success of WMU graduates and the desire to become professionally respected colleague in the faculty and shipping industry has been the major fascination of seafarers joining government maritime academies. (Zade, 1998). Most of the WMU graduates are holding managerial or assigned to a higher position both in the maritime academies and various maritime related employment opportunities.

In response to this attraction, most maritime academies have established a career development plan for its teaching staff in advance. In Asia, Singapore Maritime Polytechnic has a policy of sending two (2) of its faculty members to foreign courses each year. In addition various upgrading seminars and courses conducted by prominent shipping personalities are offered to the teaching staff and considered in the merit system of promotion and compensation. In China, almost each of the three (3) maritime universities and colleges is sending candidates to study different courses at WMU every year. The Shipping Corporation of India's Training Institute at Mumbai maintains its presence in the MET courses yearly.

Philippines and Indonesia, which have been given at least two scholarship slots each year, have a problem of maintaining the grant. The attraction to study at WMU may not have the same level with other countries perhaps due to "lack of motivation because of no financial gains after graduation and the same negative side effects of long absence from home." (Zade, 1999). Most potential teaching staff chooses to work onboard ship since it offers a relatively high salary even with shorter absence from family. Some were able to work in the numerous offer available at alternative



shore based job opportunities that also offer better salary and a chance to stay with the family.

Teaching staffs in European countries are considered greatest assets of the institutions. Most of the staff are holders of unlimited certificates of competency and are experienced ship officers. This may be seen as to having a relation to the shifted source of manpower for ships' officers to the developing countries. Teaching is one alternative employment opportunity where seafarers with substantial experience at sea and unlimited certificates of competency are desirable. On the other hand, training institution like the Danish Maritime Institute (DMI) at Denmark has continuously attracting ship officers because of the career development and opportunities it adopts. DMI instructors are given in-house training both for the operation and management ships and company. The Institute allows seafarers to work in the shipping company and teach at the DMI for a certain period developing them in dual ways. This concept seems to have a close relation to the unwanted closure of maritime academy in Fanoe, Denmark which is discussed in Chapter 6 .

While at Spain, teaching staffs usually continue their job until retirement or being assigned to other important work. Spanish maritime industry are mainly giving priority to the maritime professors in the assignment of important post in the Administration or in the industry. This practice may have a bearing in the continued attraction of lecturers in the Spanish maritime academies.

### **5.2.3 Personal calling**

When asked why seafarers choose teaching over other careers, the respondents stressed importance of working with people, helping other and forming good personal relationships as contributing factors. The respondents rated these aspects of career higher than the attributes such as usefulness, efficiency and economic relevance. Obviously these are the kind of seafarer who gets on well with other

people. This does not mean that it is essential to be lively extrovert, but experience states that it makes life as an educator much more comfortable if you find easy to make friends in the faculty room as well as with students and others.

Personal calling can be traced on person's history. People who make up their minds early on that they want to teach. Somehow people like their parents and teachers have inspired their young minds the joy of imparting knowledge to other people. Other are brought about by an urge that "probably most young people have at one time or another thought it of it seriously, and perhaps they themselves are doing well at school or even they were unhappy at school and felt that they could prevent that happening to others" (Taylor, 1988). It is from this vantage point of view of many young adults that teaching is an honourable and easily accessible route to desirable social security, relatively prestigious and inviting career.

Since maritime academies employ both seafarers and non-seafarers in honing the potentials of the students, for non-seafarers, the fulfilment of their call to teach possess little hindrance to pursue than their seafarer counterparts. More often placement in most MET institutions in developing countries do not require compulsory teaching experience for admission because of insufficient number of new recruits. The accessibility and less rigorous employment requirements for seafarers and non-seafarers in MET institutions possess no immediate difficulty in most developing countries. Most of the maritime academies in developed countries on the other hand, have stringent requirements for the professors teaching in the academies. This can be attributed to a high social standing given to the academy professors besides the numerous sources of competing professionals.

Although it can be argued that teaching profession is more of a calling than caused by the seafarers desire of changing a career path, for them it never comes without undergoing the regimen of shipboard experience generally required by most MET institutions to become the core of their teaching staff. And because of this essential

shipboard expertise, in most cases, seafarers had changed their focus even before they started to venture life at sea. The desire to teach is often thwarted by various factors that lead to setting aside the calling. These factors include among others the sudden changed of personal and family lifestyle as brought about by financial gains of their shipboard salaries.

On the other hand, those who have managed to heed their calling did not come through until they reached the later age or pushed through without outside interventions. These interventions come from different sometimes-unwelcoming ways such as health reasons, job displacements or family problems. Their incapacity to work on board due to partial disability problems may in some cases lead them to work instead in the maritime academies. In the case of developed countries, teaching profession may have been become one alternative job when the market labour shifted to the developing countries. In the above scenario, it is therefore rather difficult to quantify the veracity of teaching profession as a calling for many seafarers who turned to become maritime educators. But as a whole, those who are surveyed admit that teaching is the most fulfilling job they ever have.

### **5.3 What makes a maritime educator stay in the maritime academy?**

In the preceding pages, we have discussed the factors that led to the recruitment of the maritime educators, here we will examine the underlying reasons given by selected professors and students of the World Maritime University and professors in various MET institutions in the Philippines that made them stay (retain) in the maritime academy. The plethora of responses generated crystallises into detailed proposals as to the areas where maritime educators' employment status should be channelled. The table shows a striking parallelism between the responses of seafarers and non-seafarers as to perceived (living standard) attraction and retention of maritime educators in the maritime academies.

**Table 5.3. Retentive factors of maritime educators in maritime academies**

Retentive factors	Seafarers	Non-seafarers
Family and peers	1	2
Salary	3	3
Personal calling	2	1
Geographical Location	4	4

The responses of the seafarers are characterised by greater specificities than those of the non-seafarers. Family and peers is the prime factor of seafarers retention to the MET institutions while non-seafarers rank it number 2. Although the main attraction is focused in the family and peers, all suggestions given to improve qualifications, job satisfaction and employment conditions of maritime educators are unanimously at raising the salary. This may show that at the recruitment process, applicants already perceived that the salary of the educators is not an enticing factor to join MET but rather the easier way to stay with the family. Both groups however, deem it essential to focus on social benefits and salary increases to keep them stay. The reason would be because the satisfaction of financial needs of the maritime educators would sustain the higher priorities i.e. being with family and peers and heeding to their personal calls.

The survey also generated different responses between the age group, social status and the certificates of competency groups of seafarers. Majority of the holders of operational competency certificates from ages 30 and below who are married did not specify salary as the main concern of joining MET institution than those in the management certificate holders. Most of these young seafarer have the same reason of going back to the sea to reach higher certificates, joining an the MET institution provides time with the family and peers and at the same time sustaining financial needs and earning credentials for future career advancement ashore. These respondents are mostly from East Europe, Indonesia and the Philippines but less

from China, India and METHAR countries. Almost 90% of the seafarer respondents are employed in the MET institution for more than two (2) years.

#### **5.4 What makes a maritime educator leave the maritime academy?**

Maritime academy's administrators are often confronted by the fear of losing the driving machines of the organisation. The qualification of the maritime educators, being the best gauge to determine the quality of graduates of any maritime academies are often challenged by various inadequacies of the maritime academy itself. The following pages will try to uncover the underlying reasons why maritime educators leave the academic walls.

##### **5.4.1 Financial pressures**

The survey conducted on the status of teachers revealed that financial pressure is the leading reason of diaspora of qualified maritime educators from MET institutions. In maritime sector, the problem is significantly important considering the crucial role of a maritime educator in both economic and social life of the nation supplying competent seafarers around the world.

In majority of the developing countries, the survey showed that the situation has deteriorated to a point where a teacher receives less than the minimum subsistence wage. Teaching staff has to work full time in more than one school or engage in an outside occupation due to inadequacy of salary. In some cases, the respect and ego which accompany the teaching profession has to be swallowed by maritime educators by selling goods or insurance policies to his/her co-workers to make ends meet.

Financial pressures have different effects between a non-seafarer and a seafarer teaching in MET institution. The ability of the seafarer to save during their seafaring

contract is one determinant of their teaching career and endurance to financial pressures. Results show that maritime educators in most developing countries (ex-seafarers) who have sufficient savings from their shipboard salary are not very much affected by financial burdens at the beginning of teaching engagement. This is partly because shipboard salary is more than enough to sustain the family's basic needs up to 6 months or more.

Survey also shows that ex-seafarers who were able to put up their own livelihood income have the greater tendency to stay longer in the MET institution and become full time maritime educators than their unwilling counterparts. While others who spent their money haphazardly is most likely to leave the teaching profession even before their contract expires. This is predominantly true when a seafarers' wife who was used to receive a monthly allowance more than enough to cover all the expenses at home. A substantially decrease to its budget spending is a potential family chaos. As one of my colleagues confesses, " my wife was shocked to receive my first pay check, that she quickly calculated the monthly bills and started complaining that they cannot live with the amount". To the developed lifestyle she had been when the husband was at sea, moving from a shipboard salaried life to a relatively low salaried maritime educator life is like turning their lives "back to square one". It creates a "status panic" especially when they are known to the community as a well to do family.

On the other hand, maritime educators of non-seafaring background instantly feel the social and economic impact of their career choice as they enter the profession. Neophyte teachers experience such an impact with disappointment upon knowing that their starting salaries are lower than those college graduates entering most other fields. (Ashton, 1986). What is more demeaning is once they learned that their salary is just an equivalent of a factory workers and sales clerks who are either college under graduates or have not even entered the college.

Somehow on the course of their career, teachers were able to develop new coping techniques in response to others. Some have resorted to what maritime students claimed as “undeniable extortion”. In some developing countries, the use of classcard remarks as “INC” may simply means “incomplete ”- that is a student has an outstanding failure to comply with the professors’ requirements like unfinished projects or assignments. In order to pass the subject, compliance or submission must be satisfied first. Students are given a choice to either make a long, tedious and often unrealistic projects or give in to the professors, “INC” to mean “ I need cash” in order to pass. Some school administrators in developing countries even admitted the existence of the extortion committed by some of their maritime educators but seldom resort to employee dismissal claiming that the school owner’s unwillingness to increase the teachers salaries should be blamed for the unholy practice.

#### **5.4.2 Heavy workloads**

There is a polar difference of respondent’s view on the amount of workloads the maritime educators are subjected to as discussed in Chapter 6. At a superficial level it might be said that the explanation of employee workload differences revealed by the comparative study research lies in the state of the country’s manpower needs. More satisfying explanation in the state of country’s manpower needs are likely to emerge from attempts of the traditional manning countries to rely on the cheaper manpower from developing countries.

On the contrary it shall be indicated that some countries, supplying manpower to the traditional manning countries have not indicated workloads as a burden. Maritime faculty’s workload is indicated by the hours of work dealing with teaching, research and extension work and authorised graduate studies. This further consists of heavy workloads which in conjunction with inadequate time to complete them, create the characteristic pressure situation of attempting to do more work in less time. It

includes the out of the classroom non-teaching activities that the duty explicitly and implicitly expects them to do.

Several factors affecting the workloads of the maritime educators in the developing countries were identified but these relations vary from country to country. In most cases these factors are inter related to each other.

1. Increased student-teacher ratio.
2. Implementation of STCW '95
3. Recruitment and retirement of staff
4. Rapid technological advancement.

There is a growing complain of maritime educator in the key supplier of seafarers, in the Philippines after the implementation of the STCW '95 there were a total of 37 maritime schools nation-wide. Due to the inability by most of the maritime schools to comply with the international requirements, only 38 (CHED, 2000) were given accreditation to operate. The tremendous migration of students from the 98 schools created an imbalance to the teacher-student ratio in the selected schools. The increase in class sizes (in extreme cases exceeding 100 students sometimes) resulted in excessive workloads in both teaching and non-teaching activities i.e. preparing lectures, checking examination papers, assignments, etc. faculty staff has to work even during holidays, checking papers and preparing for next day's lectures, giving them little or no time for the family.

Rapid advances in technology and the mandatory minimum standard requirements for lecturers by the revised STCW created anxiety due to a new level of course a lecturer is teaching. Under this condition, in most cases, maritime faculty in the developing countries are experiencing working stress due to limited number of qualified maritime educators to teach specific STCW required subjects. This comes when new course is incorporated in the curriculum with no detailed knowledge of



much of the syllabus, no help and no readily available source of teaching materials. Existing maritime faculty has to undergo strenuous new course training because there are no new recruits to handle the relevant course.

While maritime educators expect that the teaching force augmentation is under way, the attitude of the financing authority to save expenditures worsens the case. The quality of MET institution becomes substandard for “not all retiring staff is replaced; the average of staff grows older and with this readiness for change tends to decline”.(Zade, 1998). The general deterioration has caused many maritime faculty from developing countries leave the profession and has made recruitment so difficult that sometimes pressures have developed to appoint substandard candidates to keep the classroom functioning.

#### **5.4.3 Organisational pressure**

The next factor of teacher's reason of leaving the maritime academy refers to the human element. In this factor, the author considered the responses of different professionals aside from the educators. The reason is because he believes that there is a general application of organisational pressure in every organisation. There is a onerous of response from the surveyed respondents that unlike the two previous factors i.e. financial reason and heavy workloads which can be coped up and resolved personally by various ways, the involvement of the organisation, when in extreme is intolerable as it always accompanies self degradation. These respondents who came from different legal backgrounds gave several reasons why, if happens to them, they will be inclined to leave the organisation than losing self respect. The qualifiers include professional jealousy, job insecurity and organisational changes.

In the institution where key positions are held by the seafarers, many feel that their certificate of competency can be a handicap. About half of maritime educators

(seafarers) interviewed feel that they have sometimes or frequently treated unfairly because of their profession. This varies across the different groups of holders of competency certificate. Management competency certificate holders experience more pressure than their colleagues in the MET institution. In a series of cases, teaching staff who are qualified to handle academic staff jobs i.e. dean, assistant dean, director or head of the department, are frequently subjected to nasty remarks and bad publicity by their superiors who looked at them as a threat to their positions.

Discrimination seems to affect some of the teaching staff who is not graduate of the maritime academy. In particular, teaching staff who graduated from other school (both seafarers and non-seafarers) is usually blamed for the maritime academy's standard degradation.

Another reason of teachers' fluctuations because of the organizational pressure is the re-organization. Typical result of the take over is the re-organization of the institution by the appointment of a new school administrator. Maritime educators are left to the oblivion, "leaving the security of a familiar environment in the previous organization" (Dunham, 1989). Pressures accompany changes, which are often the results by the adoption of practice contrary to the school's tradition or caused by the new government regulations.

#### **5.4.4 Career development and promotion**

Teaching staffs leave the maritime academy because of the perceived absence of professional increment offered by the MET institution. There are few positions available for the seafarers that are used to manage the day to day operation of ship. This creates a tremendous urge on the seafarers especially the holders of management competency certificates to aspire for the administrative kind of work at the MET institution. MET institutions like PMMA, for instance, only 20% of the

employees are holders of competency certificates. 43% or thirteen (13) of the seafarers are holders of management level certificates and are aspiring for eight (8) key posts in the Organisation. It is generally believed that most of the maritime academies have few positions than ambitious personnel.

Ambitious seafarers who were sent abroad to study are inclined to leave the maritime academy as they perceived or offered more career development and promotion chances in the alternative shore based employment. This they proved equally rewarding in terms of motivation caused by new challenges involved. As mentioned in the preceding pages, maritime educators who studied abroad like WMU graduates are always given preference in hiring and promotion than seafarers even of higher ranks in developing countries. On the other hand, holders of the operational competency certificate leave the maritime academy to join the ship or school in order to accomplish the sea service and schooling requirements to upgrade their certificates.

## **CHAPTER 6**

### **COMPARATIVE DATA OF MARITIME EDUCATORS' SOCIAL CONDITIONS**

#### **6.1 The social conditions of the maritime faculty in other academies**

##### **6.1.1 In the Philippines**

A survey was conducted on the social conditions of the maritime faculty in other academies in the Philippines. The survey was intentionally covered the maritime academies in Manila which has the largest intake of student populations. Of the eight (8) chosen accredited maritime academies, 4 responded. The reason given by the respondents were the confidentiality of the salary grade the schools offer. Interview made among their faculty staff revealed that in most, the salary is negotiable with the school's administration depending on the license of the seafarer and the necessity of the service. Although the schools in the private sectors of education can in theory pay what they like, in practice their salaries are geared to the national scales. More often maritime schools rely on their flexible working hours and longer holidays to attract teaching staff.

Maritime educators in the private maritime schools are paid on an hourly basis. Salary rates are usually paid in accordance to the corresponding rank/license. Being paid on the number of hours they work, there shows the tendency that private maritime educators work longer hours than their PMMA counterparts. In an average the following salary scales are offered to the maritime educators in the private maritime schools in Metro Manila:

### 6.1.1 Comparative salaries between faculty of PMMA and private maritime academies in the Philippine

RANK	RATE	PRIVATE	PMMA
Master/Chief Eng'r	Php 60/hr.	Php 7,200/mo	Php 19,831/mo.
ChiefMate/2 <sup>nd</sup> Eng'r	Php 55/hr	Php 6,600/mo	Php 15,992/mo.
2 <sup>nd</sup> Mate/3 <sup>rd</sup> Eng'r	Php 50/hr	Php 6,000/mo.	Php 12,667/mo.
3 <sup>rd</sup> Mate/4 <sup>th</sup> Eng'r	Php 45/hr.	Php 5,400/mo.	Php 10,635/mo

(Source: Philippine Maritime Institute, Escolta, Manila and PMMA)

In comparison, as earlier mentioned, PMMA faculty works for six (6) hours a day and requires teaching 15 hours a week. In excess of 15 hours, a faculty is paid a corresponding excess overtime fee. Therefore, under the same number of teaching hours the PMMA faculty is receiving more than twice the amount the outside counterparts receive from the two lower ranks, two and a half higher in Chief Mate/2<sup>nd</sup> Engineer and almost three times in Master/Chief Engineer levels.

The hiring process in the private maritime schools is more lenient than the government institution. In all cases, holders of both management and operational level of certificates are employed as part time lecturers. This should be in congruence with the requirement of salary paid in hourly rates. Most of the lecturers sign an employment contract of 6 or 12 months as a formal engagement required by CHED. Of the seven (7) interviewed lecturers from the private maritime schools, 5 out of 7 admitted that they agreed on the length of contract because school administrators offer them flexibility of time. The other two contended that they have no other better alternative job to go except teaching because of physical disability.

School attendance is not required during off classes hours and therefore most of them are engaged in other “moonlighting” jobs i.e. in maritime training centers, driving taxis, selling insurance policies, etc. In addition, these lecturers are allowed to end their contract even without completing their signed term if they decided to go back to sea, as long as they recommend a replacement. Medical and insurance coverage in the private maritime schools is included in the Social Security System (SSS) of the country. The SSS membership being a compulsory requirement by the government obliged that all faculty staff is covered through the contributions by the employers.

#### 6.1.1.1 Comparative study of salaries of faculty for graduate education

	<b>PMMA</b>	<b>LA SALLE</b>	<b>UST</b>	<b>CEU</b>	<b>LYCEUM</b>
<b>Instructor</b>	Php 9,000.00 to 11,493.00	Php 550/hr	Php 15,000.00	Php 8,000.00	Php 120/hr
<b>Asst. Prof.</b>	Php 11,515.00 to 13,688.00	Php 750.00/hr with Masters Degree	Php 18,000.00 to 20,000.00		Php 140.00/hr
<b>Asso. Prof.</b>	Php 14,538.00 to 17,281.00		*Php 23,000 to 26,000.00		Php 180.00/hr
<b>Professor</b>	*Php 18,000 to 21,430		*Php 30,000 to 34,000	*Php 30,000	*Php 400/hr to 1,000/hr
<b>Lecturer</b>	*Php 250.00/hr	*Php 2,5000.00/hr *Php			

		5,000.00/hr Maximum of 6 hours for National Figures			
	Source: PMMA HRDO	Source: Withheld as per request	Source: Fr.R Pinto, OP Treasurer	Source: Ms.G.Gavio la CEU, Personnel	Source: Ms. Lani Salting VP for Treasurer
<b>Note:</b> * Graduate School faculty, Php40=1USD . Salaries as of May,2000					

The survey was conducted through interview from four (4) selected colleges or universities in Metro Manila offering Graduate Education to compare salaries of faculty teaching in Graduate Programs. De la Salle University offers the highest salary among the five schools including PMMA due to very stringent procedures in hiring faculty taking only the cum laude and noted figures who excel on their field of expertise. DLSU gives PHP550/hr depending on qualifications to their faculty and not less than PHP750/hr for those who have Master degree (the minimum qualification to teach Master's Degree Program).

University of Santo Tomas (UST) and Centro Escolar University (CEU) did not give the salary per hour of their faculty but they offer monthly salary of PHP 15000 to PHP 34000 per month for UST and PHP 8000 to PHP 30000 per month for CEU. Take note that normally it is on the Associate Professor to Professor level who are opt to teach in the Graduate Program. Lyceum University of the Philippines offer a per hour basis of salary for their faculty and the Professional level who normally handles the Graduate

Program offers an hourly rate of PHP 400 to PHP 1000/HR. Comparing these salary scale to the rate being given by the PMMA the PMMA offers the lowest salary rate per hour of PHP 250/HR among the schools offering graduate program on this study. Even on the monthly salary, PMMA still lag behind as compared with UST and CEU.

Take note that this analysis compares PMMA salary scale to four (4) private Universities in Metro Manila hence State College and Universities has a maximum rate of PHP250/HR as of 1999 and has made representation to the Department of Budget and Management (DBM) to increase Honoraria for Resource Person to PHP500/HR. The PHP500/HR was used as a basis for the budget proposal of SCU as per National Budget Memorandum No. 88 series of 1999 issued on 24 February 1999. (Department of Research, PMMA).

The PMMA being the premier maritime academy in the Philippines pioneer in offering graduate programs in the maritime field. The credibility of the Academic program could only be as good as its faculty. When the PMMA started its Graduate Program, the PMMA Administration tried its best to hire Faculty with credible qualifications and initially offered an hourly rate of PHP500/HR. Incidentally this rate was disallowed by the resident Auditor and was justified by the PMMA President that since the programs are new the PHP500/HR includes preparation of teaching materials. When this rate was reduced to the maximum of PHP250/HR, these resource persons slowly shy away from teaching in the PMMA Graduate School. Looking at the hourly rates being offered by Private Universities for faculty teaching in the Graduate Programs PMMA will not be able to attract faculty with credible qualifications with its present rate. Adding to this, very few have Master degrees in the maritime field.



### **6.1.2 Selected Asian countries**

The economic condition and policy of the government may determine social conditions of teaching staff in Asian countries. In China, India and Singapore, universal education and training has been effectively achieved. Expenditure on education is high. Teachers are available and well trained. Survey conducted on the teachers' benefits in the MET institution showed that job satisfaction and commitment is relatively high. Maritime educators choose to stay in the MET institutions than transfer to ship or shore based employment chances. These situations in Indonesia and Malaysia are partly true. Maritime educators are going out of the MET institutions because of relatively low salary compared to outside land and sea based jobs for technical staff. This can be attributed to the drop in the world crude oil prices and the internal conflict that strongly affected the economy and made the continued high investment in educational facilities and improved teacher salaries problematic.

In terms of salary, most Asian countries normally level with outside MET sector except Indonesia and Malaysia. Relatively high is the social condition of the National Maritime Academy (NMA) of Singapore maritime lecturers, where government employees are often higher or equal with outside MET sector salaries. The average senior lecturers' salary is no less US\$4000 (SGD 7000) in addition an equivalent to a four (4) month salary, economic and performance bonus at the end of the year.

In China, salary standardisation is applied on regional basis and social benefits such as free housing and medical care entice teachers to stay. State owned Shipping Corporation of India provides a higher salary to its MET teaching staff from the training levy imposed on the shipping companies for the training of their employees. Most of the lecturers are holders of management competency or equivalent level in education. Both governmental and private MET institutions in the Asian region are providing fringe

benefits to its maritime educators such as free times, health care, retirement provisions and others.

The obligatory working hours per week in China, India and Singapore is 40 hours but lecture load is between 3 to 4 hours a day. Office hours aside from teaching are devoted to research and consultancy. Especially in China, published research and advance study forms part as the basis for promotion. In Indonesia and Malaysia, the required working hours is 6 hours a day or 30 hours a week but are only given a compulsory 2 to 3 hours teaching load. Teaching hours in excess of allowed load is considered overtime and receives a corresponding fee.

### **6.1.3 Selected European Countries**

Majority of the European maritime educators enjoys better social conditions than in most selected Asian countries. If salaries and various fringe benefits i.e. free times, health care, retirement provision, etc. are combined, it compare rather well with the salaries of senior ship officers (Zade, 1998). Most seafarer maritime educators hold unlimited certificate of competency and often engaged in consultancy and research works that allow them less teaching loads, chance to be recognised and earn extra income. Workloads in Harmonized European Maritime Education and Training (METHAR) countries are generally lower also compared to countries in South East Asia. However, workloads among the selected European countries differ greatly.

Relatively low teaching loads are observed in Sweden and Portugal with 9 hours per week for 32 weeks a year. Norway and Spain have the same number of teaching hours, 11 hours a week and 30 weeks in a year. The highest lecture load exists in United Kingdom followed by Netherlands. Teaching load is 16 to 18 hours per week and 46 to

48 weeks per year. The author's notion is that student attraction to MET has a significant contribution to the amount of workloads on these countries.

The shifted trend of hiring officers from developing countries has started its toll on the employment status of the maritime educators in these countries. Some of them are beginning to loose their jobs. Denmark's Offshore School in Fanoe Island and Cardiff maritime Institute of UK were forced to closed down because of the fact that young European chose to work ashore or in offshore industry these days.

This is becoming a widely phenomenon across the METHAR countries and gives rise to the following effect on maritime educators employment condition.

1. The Administrators will equate the less attraction of students to MET with fewer lecturers.
2. Retirement age of the existing lecturers will be older as no new recruits will be made in an effort by the financing authority to save expenditures.
3. Privately owned MET institutions may not be able to maintain attractive salary to its lecturers or may require longer teaching loads at equal remuneration.
4. The increasing number of prospective lecturers brought about by mass replacement of European officers from developing countries may give rise to reduction of salaries and benefits of the current lecturers.

## **6.2 The social conditions of the equivalent/counterpart employment opportunities in shore based non-MET sector**

### **6.2.1 In the Philippines**

There seems a common mentality in the Philippines that teaching profession is not as lucrative as compared to other employment opportunities ashore. However, there is a

greater chance for maritime faculty to get hired in a private company compared to a seafarer of the same rank applying for the same position. In comparing the social conditions between a PMMA faculty and the equivalent/counterpart in shore based non-MET sector, the author has find it sensible to trace the social conditions of the WMU graduates who were faculty members of the Academy.

After 16 years of co-operation with the World Maritime University, at Malmö, Sweden, PMMA has produced a total of twelve WMU Alumni. At present, only four (4) are working with the Academy. Of the four (4), the longest serving is Eng'r. Menelieto Olanda, WMU Class 1989 who is currently the Dean of the Graduate School and Head of the Quality Management System while the rest are serving under the compulsory four (4) year service for the two (2) year scholarship grant.

Commander Ronaldo Abella, on the other hand has been appointed Director of the National Maritime Polytechnic, the country's only state maritime training center. The commendable works of these graduates are considered exemplary especially those who choose to remain in the government service. On the other hand, sweeping generalization as to the various reasons why others left can be attributed to the problems discussed in the previous chapter.

**Table 6.2.1. The WMU Alumni and their corresponding monthly salary.**

<b>Rank/name</b>	<b>Degree/year grad.</b>	<b>Position</b>	<b>monthly salary</b>
Capt.GeorgePimentel	M.E.T. (N)- '8	Opns.mgr/Consultant	\$ 1900+
C/E Julio Rodriguez	M.E.T. (E)-'85	Crewing Executive	\$1500+/-
4/E Menelieto Olanda	M.E.T. (E)-'89	Dean, PMMA	\$900+/-
3/M Warren Galarce	M.S.A.N - '90	Marine Safety Officer	\$1700+/-
3/M Angelo Tagle	M.E.T.(N)- '91	Manager	\$1700+/-
2/M Herminio Estaniel	M.E.T. (N)-'93	Marine Safety Officer	\$1700+/-
3/M Valentino Ferre	M.E.T. (N)-'94	Crewing Executive	\$ 900+
2/M Ronaldo Abella	M.E.T. (N)-'95	Director	\$900+/-
C/M Edgardo Martinez	M.E.T. (N)-'96	Trng .Supt./Consultant	\$ 2000+/-
4/EMichaelDumangeng	M.E.T. (E)-'97	Dean, CME, PMMA	\$550
3/M Anastacio Anteza	M.E.T. (N)-'98	Head, DST, PMMA	\$500
4/E R. Dela Cuesta	M.E.T. (E)- 98	Head, BOT,PMMA	\$500

Remarks: Peso equivalent converted to 1USD/Php40.

Source: PMMA Accounting Office, personal interviews by the author.

Captain George Pimentel and Chief Engineer Rodriguez are presently working with the shipping company and been the PRC/MARINA/CHED consultants for the Philippines' positions in the international maritime conventions. The monthly salary of Captain Pimentel is only the wages he's receiving from the shipping company. In addition both of them are receiving wages as consultants by various agencies. Captain Pimentel for instance receives an "honoraria" as one of the CHED's maritime schools assessors.

Chief Officer Estaniel and Third Mate Galarce were both hired by multi-national oil companies operating in the Philippines. Estaniel and Galarce work as Maritime Safety Officer in Petron and Shell Philippines respectively for eight (8) hours a day and receive no less than \$1700. Among the fringe benefits they receive include high valued family

medical and insurance. Transportation allowances, retirement provisions and others. Third Mate Ferre on the other hand, after leaving PMMA as Dean of the College of Marine Transportation has been hired as crewing officer in Manila.

Chief Mate Edgardo Martinez works as the Training Superintendent in the Mitsui O.S.K. Lines in Manila. His initial salary of PhP 43,000 (\$1075) requires him to work for 8 hours for 5 days each week. On weekends, he spends his time for a consultancy work with another training center that pays him \$1000 per month. Third Mate Tagle finds himself working as the branch manager and co-owner of one of the leading training centers in the Philippines upon leaving the PMMA. As a manager he is receiving a fix salary and as a shareholder, he further receives additional income out of the quarterly company dividends. Compared to their previous status at PMMA, all of them were able to buy houses and cars, which is considered a high status in the country and enjoy a relatively comfortable life.

### **6.2.2 Selected Asian countries**

The incline of the Asian shipping industry is resulting in the Asian economy gaining its maritime skill base. The effects of this increase extend beyond the shipping industry because former seafarers are employed in numerous related businesses besides shipping ashore. While those who were hired in the maritime related opportunity came about by the need of the industry for technical and experienced shipboard personnel.

In the mid-90's, when China embraced the "open policy" for economy, maritime related activities increased rapidly. (See e.g. LSM, 1998 and 2000). Foreign businessmen like China Ocean shipping Corporation (COSCO) and Kawasaki Heavy Industries of Japan channeled huge investment in i.e. ship building, increasing trade relations, marine insurance, manning etc. that employed seafarers with relevant experience. Salaries in

the private sector are about 2 times higher than the state owned companies (including MET institutions). Although private sector elsewhere are known for its time-work labour output, the effect of the globalisation offer Chinese intellectuals a rare chance to work abroad. A chance that they seldom or never experienced before.

In Singapore, there exists almost an equal footing on social status between seafarers employed in the non-MET or MET institutions. On an average the salary differs by 10% on either side. A Deputy Port Harbour Master earns more than senior lecturer of the NMA Singapore by 20%. While there is an increment in salary for an ordinary pilot corresponds to the number of ships they are able to handle and hours of work depends on the volume of traffic. Because of the numerous job opportunities available in Singapore, viable promotion and new challenges attracts even foreign seafarers with desirable experience to work in this island State.

Indonesia, inspite of the hardened economy, maritime related activities are thriving and attracting seafarers. Most shipowners normally operate other maritime related enterprises such as in manning, brokerage, ships provisioning, bunker supplying, etc. These shipping companies attractive offer of equivalent shipboard basic salary for managerial positions made the jobs sought after by most of the officers when they decided to leave the seafaring job. This trend is becoming common as well in Malaysia where even the state- owned maritime academy ALAM are losing its highly qualified faculty members to the private non-MET employment opportunities.

### **6.2.3 Selected European countries**

The social conditions of seafarers working in shore based non-MET sector is mainly governed by the European Social Charter (Council of Europe, European Treaties No. 35). Members of the European Union countries agree to exercise the just conditions of

work for all. In general, the social conditions of the land-based seafarers in these countries are far better than the counterpart in most Asian countries because of efficient management and delivery of basic social needs to the labour force. Seafarers working in non-MET sector are given reasonable daily and weekly working hours. Working weeks are accordingly reduced based on the increase productivity and other factors involved. Employers pay public holiday and provide a minimum of two weeks annual holiday with pay or reduced working hours for seafarers, which engaged in dangerous or unhealthy occupations. Hospital care is covered by the insurance except for the nominal daily fee. Sick leave allowances up to 90% of the income is given which the beneficiary would have earned, if he/she had not been ill.

The social conditions of the maritime educators' counterpart/equivalent employment opportunities in shore based non-MET sector do not show variation of results from surveyed countries. The salary of the counterpart always being higher than those working in the maritime academies. The variation of professor's social status to those counterparts are reflected on the different national government and private companies policies.

In Finland for instance, Port State Control officers may receive 50% more salary than a lawyer who works as the head in one of the department in the Merenkulkulaitos office. Seafarer holders of unlimited management competency certificates may bargain collectively for the salary they want. Protection of health is undertaken by directly or in co-operation with public or private organisations. Most private companies effectively exercise the social security system at a satisfactory level, which is higher than the ILO Convention No. 102 concerning standards of social security. In comparison with the state owned Aland Maritime Academy, the monthly salary of professor accounts for only half to three-quarters of his/her counterpart in the non-MET sector.



In Denmark, major part of Danish maritime related workforce is organised. Collective agreements and individual agreements between the employer and the employee apply typically. Employees of larger registered companies like Maersk Shipping may be entitled to representation on the board of directors. Under the Holiday Act, which applies to all employees except for the management, the employee earns 2.5 days holiday per month, corresponding to a total of 6 weeks holiday with pay during a year. The decline in the number of influx of Danish seafarers that created a short-term source of highly qualified workforce in the shore based non-MET sector. This benefit provided a less expensive source of intelligent consultants for the shipping industry.

### **6.3 The social conditions of equivalent counterpart in shipboard employment opportunities in the Philippines**

The social conditions of the seafarers in the Philippines are greatly affected by the terms and conditions governing the employment of all Filipino seafarers approved by the Philippine Overseas and Employment Administration (POEA) of the Department of Labor and Employment (DOLE). POEA established the minimum basic salary scale of which all manning companies are given an option to compete with each other. Shipping companies may either follow the government's minimum basic wages or change. Such alteration or change in the contract will be evaluated, verified, processed and approved by the POEA which by standard should be higher than the mandatory scale for it to approve as integral part of the standard employment contract. The POEA wages and employment condition standards for seafarers are geared to various international labour standards of ILO, IMO, WHO and shipping community enforced on every contracts approved.

### **6.3.1 Comparing wages: PMMA faculty - Seafarers**

Based on the survey conducted through data collection from some of the largest employer of PMMA graduates/midshipmen, NYK-Fil and Grace Marine provide manning for the Japanese vessels. Salary offerings are based on the mutual agreement concluded between the Association of Japanese Seamen's Union (AJSU) and Association of Marine Officers and Seamen's Union of the Philippines (AMOSUP). The "AJSU rate" as what it is commonly known in the seafaring community was chosen as representative salary for comparison mainly because of its above attractiveness to seafarers than the POEA salary rate. The salary rate is the rate approved by the government and shipping company contained in the collective bargaining agreement as the minimum salary scale a seafarer is entitled to receive during the engagement. Other salary rates attractive to seafarers are the Norwegian International Shipping (NIS), International Transport Federation (ITF) and Total Crew Cost (TCC) rates offered by various competing crewing agencies.

The monthly gross shipboard salary of the seafarer onboard the AJSU vessel is composed of the following:

- A. Basic wage - 80%-100% is required to remit to the Philippines as home allotment.
- B. Fixed Overtime - payable onboard to seafarer
- C. Leave pay - payable at Manila after the completion of contract.
- D. Retirement Fund - paid by local manning company and remitted directly to AMUSOP
- E. AJS Union dues - paid directly by the shipping company to AJSU, Japan.

**Table 6.3.1 Comparative monthly basic salary between PMMA maritime faculty and the seafarers counterpart**

Rank	PMMA	AJSU (basic + fixed-O.T.)
Master /Chief Eng'r	PhP19, 831 (\$495.00)	\$1,452.00 +\$ 1080.00
Chief Mate/2 <sup>nd</sup> Eng'r	PhP 15,992 (\$399.00)	\$ 950.00+ \$ 707.00
2 <sup>nd</sup> Mate/3 <sup>rd</sup> Eng'r	PhP 12,667 (\$316.00)	\$ 740.00+ \$ 551.00
3 <sup>rd</sup> Mate/4 <sup>th</sup> Eng'r	PhP 10,635 (\$266.00)	\$ 650.00+ \$ 484.00

Fixed overtime pay is included in the seafarers' salary because under the AJSU employment contract, shipowner is liable to pay the pre-determined number of maximum hours the seafarer is likely to work. Therefore, actual work-time is made irrelevant in relation to the fixed overtime scheme. The AJSU-AMOSUP fixed overtime is the compulsory working hours in excess of the normal 8 hours a day plus at least 3 hours a day but not more than 90 hours a month.

Unlike in PMMA, faculty can only work for overtime and eventually received the allowed 50% maximum fee, unless there is a need for extra work. And because of the salary standardization for all state colleges and universities in the Philippines imposed the Department of Budget management, the PMMA Administration cannot increase the salaries to attract and maintain its maritime faculty. It is also very interesting to note that under the Philippine law of taxation, all overseas contract workers, both land and sea based is exempted to pay income tax. (Republic Act No. 8424, otherwise known as the Tax Reform Act of 1997).

### **6.3.2 Seafarers social and employment conditions**

Filipino seafarers are required to undergo medical and dental examinations and if required, treated for any ailment (physical or dental) prior to boarding. Majority of the

manning companies pays for these medical examinations and others employ the health insurance for their regular seafarers that encounter sickness while on vacation (Phil-Trans Crewing, Blue Cross Program). The National Health Insurance Program (NHIP) covers seafarers upon payment of monthly premium contributions through their employees. This contribution was made mandatory by the government for overseas contract workers. NHIP members and immediate beneficiaries are entitled to medical, sickness and partial or total disability insurance.

The Protection and Indemnity Club that the shipowner is obliged to take part can cover onboard ship, the cost of medical treatment. However, whenever a member of the crew is resting or bed ridden due to sickness, his duties and responsibilities are relinquished on the other crew members which adversely affect the safety and efficiency of their functions. On the other hand, individual seafarers contribute positively to the enhancement of the living conditions onboard. Each lives on the mutual respect as a guiding principle of all human relationships on board. This attribute provides each seafarer closeness that at times made them extend their shipboard contracts or retain their employment with the same company.

## **CHAPTER 7**

### **THE CHALLENGES OF STCW 95**

#### **7.1 The aims and objectives of STCW**

The implementation of the amended Standards of Training, Certifications and Watchkeeping has posed a challenge to the characteristic boom of the developing countries' seafaring industry. Being the cause of the major shift in international labour market conditions that tend to favour the recruitment and eventual deployment of the low cost seafarers. Brought about by the natural process of economic development, manpower in the developed economies are leaving seafaring jobs for better paying land based jobs thereby. The change of labour market caused the sharp influx of the labour intensive industry. Together with the characteristic boom in the seafaring industry and the implementation of the STCW '95 is the challenge that the government, shipping companies, maritime academies and the seafarers must address to remain in the shipping business.

The STCW 1995 summarises the challenges to maritime sectors in the following objectives.

1. The establishment of a well balanced set of verification and control mechanisms which would ensure that Parties to the Convention take all appropriate measures to give full and complete effect to its provisions.
2. To attain at the greatest practicable extent of the uniform implementation, application and enforcement of STCW provisions on a global basis.

3. To transfer as much technical detail as possible from the Convention annex to a related Code containing both mandatory standards and guidance on how the Convention should be implemented, applied and enforced.
4. To allow greater flexibility in the assignment of shipboard functions to encourage a better use to be made of all human resources available on board ship and to improve the individual career opportunities of seafarers.
5. To easily upgrade recommendations contained in the Convention, through future amendments to the Code and make mandatory if necessary through consolidation of detailed material within the STCW Code in order to form a definitive and complete reference for all IMO measures on training, certification and watchkeeping in an updated manner.

Morrison (1997) in his book *Competent crew = safer ships*, rightly put the matter most into perspective when he said,

“ The efforts and contributions made to the revision of the STCW Convention by its Parties and Member States of the IMO have laid the foundation for greater safety of life at sea through increased competence of ship’s masters and crews and clarification of responsibilities of Administrations and Companies. However, these efforts are but first step in the struggle to achieve safer ships and cleaner oceans. Adequate implementation, application and enforcement of the revised Convention and the monitoring of those activities through IMO poses a challenge to which all must positively respond.”

## **7.2 The challenge to the shipping companies**

International shipping is highly competitive and the long-term success of the companies depends on the quality of their workforce (Morrison, 1997). Shipping

companies can contribute for the success of the Administration to enforce the Convention provisions, more so, companies can also, to some extent, fail the safety efforts of the Administration. Nevertheless. With the safeguards created by the ISM Code, it is now imperative that in order to maintain in the shipping business, companies are to employ only competent seafarers to man their ships.

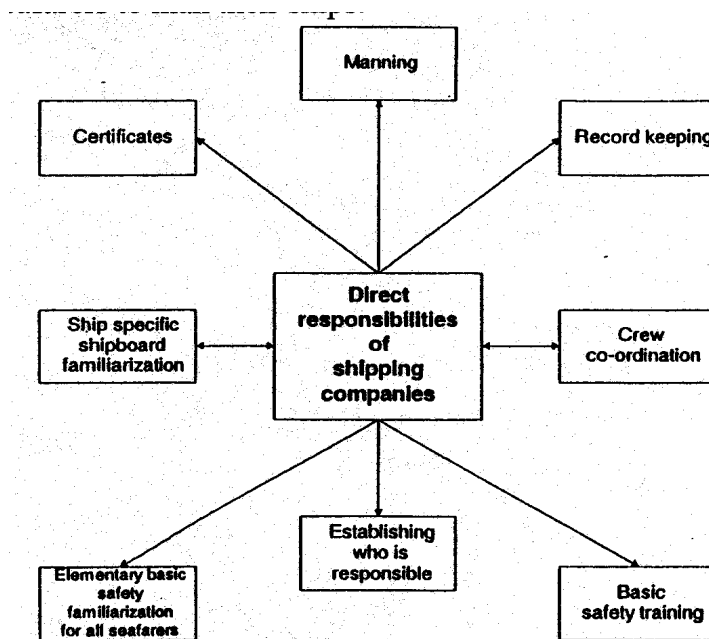


Figure 2: Shipping Company Responsibilities  
(Source: Germanischer Lloyd 1997)

With the inquisitive provisions of the new regulation I/14, shipowners are given stricter requirements. All seafarers on board their ships must be adequately trained for appropriate familiarisation on matters concerning safety, pollution and emergency procedure requirements. Training conducted onboard has to be approved by the authority, documented and passed the quality standard. Special training needs under Chapter V and VI must be done by qualified maritime educators. Certificates of competency previously recognised by the 1978 Convention have only up to February 2002 validity. For this reason, their seafarers must undergo a series of

qualifying training and examinations done by qualified maritime educators and assessors to be considered competent under the revised Convention.

Since competent crews are the products of quality education, companies should participate in the training of the company personnel. Companies should forecasts their crewing needs taking into account the growing concern about the early retirement of senior officers from sea service (NUMAST, 2000). There is a need to invest in the new entrants if they wish to acquire the best-qualified crews.

Ship owners and operators, large and small must ensure that the practical improvements needed to raise standards of training and competence are not overlooked. In particular the provision of competent maritime educators which are needed in a number of countries. It is essential that support of this nature be given to the developing countries, which now provide a large proportion of manpower needs of the international shipping. As a prudent move, companies must realise first that, maritime academies they intend to help have the qualities of graduates that lived up to the highest level of discipline and professionalism.

### **7.3 The challenge to the Administrations**

The challenge to administration in the revised convention is extremely important in the development of competence and quality of seafarers. The “white list” mechanism, which for the first time provides Imo with an oversight role, has undoubtedly been the major reason to avoid unilateral interpretations by each individual administration.



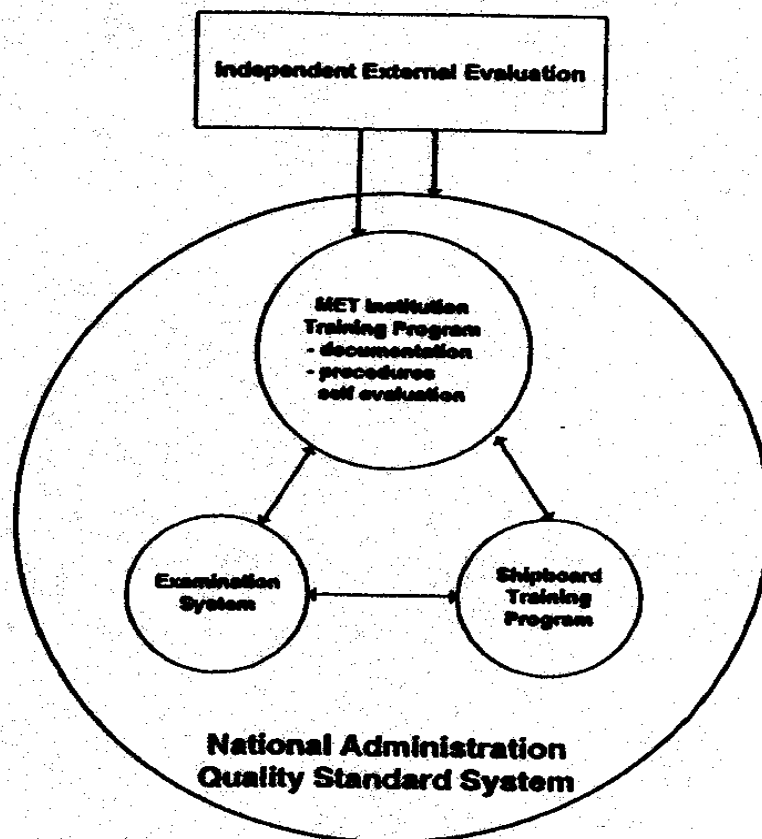


Figure 2: MET State Responsibilities  
(Source: Germanischer Lloyd 1997)

In contrast to the previous Convention, STCW 95 provides a precision in the standard setting in international shipping which an administration must bear the cost. Most countries national laws must be amended to satisfy the requirements of training programmes, examination, use of simulators, qualifications of maritime educators and assessors and the establishment of documented quality standard system. Administration must ensure that the approval of education and training conducted at the maritime academies or on board training ships are in compliance with at least the minimum requirements of regulations 1/6, 1/8 and 1/12. Flag State administration must also undertake an independent review under the guidance given in Section B 1/8 on training and certification standards in the countries whose certificates they recognised.

The inabilities of the Administration to procure the much needed training aids and facilities i.e. simulators have been well recognised. Some European maritime administrations are willing to offer bilateral assistance to remedy the specific problem while IMO provided technical assistance to the labour supplying countries (Muirhead, 2000).

The success of these challenges is undoubtedly how the administration provides the necessary training equipment and the maintenance of the people who conduct the education and training of the seafarers. Undoubtedly, as the success of shipping depends on the quality of its workforce, the challenge relies on the crucial role of the qualified maritime educators. Administration must realise this crucial role in both economic and social life of the nation supplying competent seafarers around the world. The exodus of maritime educators from maritime academies must be stopped. Particular attention should be given to the adequacy of the financial, material and human resources provided and the qualifications of the instructional and supervisory staff in the maritime academies.

Administrations must realise that the maritime academy's success is dependent on the qualified maritime educators and assessors they employ. These maritime educators as the title implies refer to the importance of person who has seagoing experience. The proper recruitment and retention of these people will determine the quality of seafarers the country produces. They should also realise that seafarers that join the maritime academies do so because they knew that they have something to impart to the students. The viability of their existence in the maritime academies as have been pointed out in the previous chapters should be taken seriously by the administration to retain the qualified and remove the substandard. By removing the chaff from the wheat, the shipping companies should then be more willing to assist in the training needs of the country.

#### **7.4 The challenge to the seafarers**

The seafarers should now realise that the very existence of their career lies primarily on how their flag state reacts on the revised convention. The scope of education and training the STCW 95 required are based on the global minimum acceptable basis. Some countries have exceeded its levels. The disturbing is, those who have not met even the minimum levels are from the main supplying countries of seafarers. Imagine how a seafarer who spent 20 or more years of his life at sea will one day become unemployed because of incompetence. What is more demeaning is when he knew that the person who caused his unemployment is someone who may never been to sea! Definitely the bias scenario happens, but the morality of doing the right job of the port state control is undeniable.

The challenge now to the seafarer is to maintain in the competitive edge of their career. To be competitive it requires properly trained and certified by Maritime Administration which is accredited by the IMO competent authorities. But in order to be properly trained, they require accredited and properly compliant MET institution to teach/train with appropriate knowledge. Therefore, seafarers must take active role in the delivery of this services to maintain their employment stability.

#### **7.5 The challenge to the maritime academies**

The challenge to the maritime academies is very important on the maintenance of the continuous pool of manpower resources. The quality of education and training these institutions provides determines the confidence of individual seafarers once they embark on ships. These confidence based on competence is the primary focus of STCW 95. The revised Convention expects that maritime academies compliance on

of Regulations 1/6, 1/8 and 1/16, including the sufficiency and practical training records are maintained as well as its reliability and security.

As the year 2002 deadline comes closer, maritime academies have to meet the standards of competency by re-structuring their curriculum, ordering new simulators and other equipment and establishing quality standard system. Funds promised by the governments have to materialise to invest in new training aids including simulators, teaching laboratories and to upgrade the training curriculum to the new standards. Countries like Germany, Norway and Japan have expressed willingness to offer bilateral assistance to developing countries' maritime academies but reluctant to approve the release of the funds for one reason. The problem of qualified maritime educators in the maritime academies in the developing countries as a surety that the technologies and financial assistance will never go in vain (Zade, 2000).

To solve this, maritime academies must first show proof that there are at all times qualified maritime educators in the MET institutions. Maritime academies should pay particular attention to the following: adequacy of the financial, material and human resources provided and the qualifications of the instructional and supervisory staff (Morrison, 1997). Each maritime academy should not look at the minimum requirements of the Convention as the highest aim to attain, but should ensure that the availability of maritime educators meets or exceeds the requirements.

Although the revised Convention covers only matters directly affecting safety, maritime academies are expected to address the training needs of the management levels. The maritime academies must incorporate in their curriculum the knowledge of commercial, legal and insurance matters, which should be additionally learned by those at the management level on board ships. The availability of qualified educators in these undertaking will greatly enhance the quality of graduates for which ship owners and shipping principals consider as vital requisites of their crewing needs.

Having set the favourable standard, they should further enrich the knowledge and expertise of their teaching staff and develop strategy that retains them in maritime academies. In short, they are to take care the driving machines of their existence-the maritime educators.

## **CHAPTER 8**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **8.1 Summary**

For seafarer maritime educators, financial need satisfaction is the key to remain in the maritime academy.

In fulfilling one's calling, satisfaction of financial needs cover one or a combination of two elements - need for family and friends and personal calling to teach. There is no guarantee on maritime academy administrations' accountability in the fulfillment of these needs. Maritime educators in the developing countries are significantly influenced by the shift of labor market in the shipping industry. Whether by accident or design, they find themselves at the "mercy of market" forces. Because of the industries perceived competence on the qualifications of the maritime educators there is a continuing increase in demand for shipping executives and other maritime related employment opportunities. The attraction of maritime educators to non-MET employment opportunities is brought about by the ability of these private companies to offer salaries that compare well with the shipboard salaries.

Maritime academies and administrations of the developing countries who have vast interest in shipping (particularly manning) are spending huge amount of money for the requisition of the much needed simulators and other training facilities to make it in IMO white list. The developments brought about by modernization, particularly the implementation of the STCW, require substantial changes in school-management practices and processes. The traditional practice of designing the curriculum and related

courses needs a shift of attention to the forward planning especially the provision of qualified and quantified maritime educators for the curriculum's delivery to the midshipmen. Similarly, little attention was given to the recruitment, training and retention of qualified maritime educators to achieve their goals- quality education. Financial difficulties are part of the reason.

Ship owners and operators have been eyeing greater involvement in education and training of their seafarers in an effort to protect their manpower needs. Low cost crew packages still seem to dominate the manning industry. In many respects, this circumstances- that the ship owners have been glad to capitalize on – should be a source of interest.

## **8.2 Conclusion: Difficulties in recruitment and retention**

The study highlights the difficulty in recruiting and retaining qualified maritime educators in maritime academies in general, and the Philippine Merchant Marine Academy in particular due to the following reasons:

1. financial pressures caused by the incapability of the governmental and private MET institution to increase the salary and social benefits of the maritime educators or the complacent attitude of the financing authority to save expenditures.
2. heavy workloads caused by the influx of maritime students caused by the increasing demand of cheaper labor and the consequential implementation of the revised STWC.
3. organizational pressures caused by the professional jealousy, job insecurity and changing of work environment due to re-organization.
4. career development and promotion of seafarers in the maritime academy is limited to few while private shipping companies offer a wide range of opportunity and prefer seafarers with teaching experience to handle managerial positions.

As identified in this study, majority of the seafarer maritime educators moved out of the maritime academy because of financial pressure to support the family needs and sustain

the personal calling to teach. This is further strengthened by the findings on the following basis.

1. Teaching is not a very attractive profession since it offers a diminutive salary as compared of what is being offered on board ships in international trade.
2. As compared to land base job available to merchant marine officers, salaries and incentives offered at maritime educational institution is very much lower to the salaries and incentives offered by shipping and manning companies.
3. In most maritime educational institutions the salary and incentives offered to maritime faculty is usually based on hourly rate. This situation is also true to most training institution, however the rate is quite high as compared to maritime schools. The result is that prospective maritime faculty opt to work on maritime training institution that are privately run rather than teach in maritime schools.
4. The prospective maritime educators will always look for a salary comparable to what he is receiving on board the ship or a reasonable salary that will enable him to support the financial needs of his family.

However, it does not suggest that all certified ship officers will return to sea for better salary. As this study revealed that the main reason of seafarers joining MET institution is because of family and peers attraction; they tend to look for an alternative shore based employment opportunities to remain with their loved ones. It is also the case for most maritime educators who have other source of income other than the salary to remain in the MET institution. It is partly true for east European but becoming less attractive to the Philippines where there are numerous available shore based employment opportunities for qualified maritime educators. It is less a problem for China, India and Singapore where governmental maritime academies' salaries and social benefits compare with alternative shore based jobs. Or despite low salaries these countries "does not seem to have a problem because of abundance of talent and prestige of working in the education". (Zade, 1998).

The conclusion that if the retention of qualified PMMA maritime educators continue to decline may likely come and the PMMA Board of Trustees will initiate a move to close



the school or forced maritime subjects be handled by teachers who have no shipboard expertise is not far from reality. As long as the Philippine government, the PMMA, the shipping companies and the PMMA Alumni Association maintain its wait and see attitude to address the lack of attraction identified in this study, there will be greater threat to maritime safety caused by incompetence of seafarers manning the greater number of world fleet today.

The most significant conclusion derived from this study to address the problem of recruitment and retention of qualified maritime educators is to provide them with salary that is well comparable with the shipboard income. Better salary attracts better people who provide better quality of job.

### **8.3 Recommendation: The call to action**

Everyone in the maritime academies should realize that what is happening in the Philippine Merchant Marine Academy has been occurring throughout the maritime academies for years and can happen to anyone anytime. Imagine if our ship is in uncontrollable fire and sinking, it is too late for anyone to render assistance. Costly salvage operations may be considered an option to bring her back afloat. Better prevent the ship from sinking. A new approach to creating the ship afloat and stable, that keeps on sailing is urgently needed-one that prevents capsizing. And if such an approach exists, it must be tried.

Persuasion does not recruit and retain maritime educators-the Colleges has proven that. Industrial action does not recruit and retain maritime educators-the PMMA Administration has proven that. In fact the whole PMMA history has proven that neither of these approaches works.

So, the choices are, to accept the incompetence of PMMA graduates throughout the history as inevitable, or do something new that has been demonstrated to create indomitable quality maritime academy. The following recommendations are based on

the in-depth study by the author on the actual needs and capability of the PMMA to address the problem of recruitment, retention and fluctuation of maritime educators.

### **8.3.1 Revision of the PMMA Charter**

The Charter of the PMMA should be revised. This may be seen in the fact that RA No. 3680 failed to stipulate the term of office of the PMMA President while RA No. 8292 provides a four (4) year term for the President with provision for extension of service. The qualification of PMMA President has been the main area of conflict between the aspirants to the prestigious position in the Philippine maritime education since the enactment of various laws. The qualifications of PMMA President were clearly given in the RA. No. 3680 while RA No. 8292 left the qualifications to the appointed/favored man of the Philippine President. As experienced, the practice of nepotism almost closed the PMMA, due to the series of walkouts and strikes carried out by the Midshipmen in allegations of incompetence of the Academy's Presidents in 1994 and 1998. It is believed that there is a positive indication that the conflict also caused highly qualified merchant marine officers and non-seafarers leave the portals of the Academic walls.

There are many benefits of having specific requirement for the PMMA Charter attuned to the needs of the industry. This may be realized in the following areas of concern that has to be included from the Original PMMA Charter in order to supplement the human resources development of the PMMA. This should include among others:

1. Compulsory contribution by graduates to government service.
2. Compulsory financial contribution by graduates to PMMA in the form of Endowment Fund.
3. Financial returns for the development of PMMA through various income generating activities.
4. PMMA's flexibility on courses offering.
5. Teaching year's equivalent to sea service as required by the Professional Regulations Commission in upgrading Instructor's license.

6. PMMA Board of Trustees composition which is also given emphasis on the next recommendation.

### **8.3.2 Revision of PMMA Board of Trustees' composition**

It is recommended that the Board of Trustees should be a select group of personalities who can directly contribute or presently contributing to the development of the PMMA. The inclusion of two (2) prominent citizen should be people whose field of qualification and expertise are in line with the PMMA objectives. Sub-sections R, S, T, U, and V of sub-section 4 of R.A. No. 8292 specify the powers and duties of the governing board. This pertains to the entrance into joint ventures with business and industry for profitable development and management of the economic assets of the academy. Section S also provides for arrangement to develop consortia and other forms of linkages both foreign and local for the furtherance of the purposes and objectives of the PMMA.

The author's view on the revision of the Board of Trustees' composition deals especially with provision on the revision or inclusion of the top contributing shipping companies to PMMA Foundation Fund. This would encourage ship owners/managers/executives both foreign and local to actively and directly participate in the PMMA activities for development.

These contributing owners/managers would have a voice in the Board, which utilizes the fund. To achieve this, a memorandum of agreement between PMMA and shipping/manning companies should be drafted specifically for the nominated member of the Board of Trustees. The inclusion of the provision stating the criteria for inclusion of the company to the PMMA Board of Trustees should be incorporated. This should encourage competition and lead to the funds levied for the training of PMMA midshipmen to their company ships.

### **8.3.3 The PMMA Endowment Fund**

Endowment is an institution's invested capital that generates funds to be used in perpetuity, to support the institution. It comes from a donor or external agencies that have stipulated interest under the terms of gift instrument creating a fund. The principal of the fund is not under contract- meaning it will stay intact forever and shall be invested for the purpose of producing present and future income which will be added to the principal.

The concept of Endowment Fund is not new. This is a kind of fund that can be created out of the individual Alumnus gratuitous acts to the Alma Mater. PMMA as the caretaker of the capital has invested in producing well trained and disciplined merchant and naval officers who are indeed successful professionals. Such investment have made the name PMMA, the premier maritime academy and one of the finest of the world. However, this claim has been challenged by the recent developments in the maritime industry. The government has initiated the procurement of the much-needed training aids. But as a debt-ridden country it can not further stretched its financial resources to satisfy other needs. As an Alumnus and indebted to PMMA ethically it is but morally correct to give back part of our income to support her manpower needs. It is not a membership fee that one pays to the PMMAAAI but a kind of invocation or thanksgiving for all the success PMMA has brought the individual alumnus.

The alumni should not consider this to be an act charity, but an urgent necessity for them to save their own Alma Mater, their heritage and their country. As the only Philippines' state maritime academy that provided most of the alumnus brilliant and successful career both at sea and ashore, the long overdue privilege has come to participate in its rehabilitation. The alumni are being given an opportunity to create a stable PMMA, which is vital to them for their existence and exigency not to mention the great incompetence they are in a position to prevent. The mechanism to create a lasting highly qualified Corps of Professors is at hand, what is needed is an individual honest commitment and great sympathy to the grave need of PMMA. Therefore an appeal

should be made to the whole 4729 PMMA Alumnus to create an endowment fund for alumni who will support the Corps of Professors on a permanent basis.

Imagine how great could be made if the 4729 individual members of PMMAAA contribute 1% of their annual salary to this endowment fund, highly qualified maritime educators can be secured today for all time.

The main aim is to recruit, train and retain the most qualified maritime educators for the service of the PMMA with perpetuity. Endowments may be a consensual amount of one (1) percent or greater of the annual income of each Alumnus and deposited into a local account under the Board of Trustees. At the present 4729 PMMA Alumnus, the annual contributions of Php 3000 (assuming a very conservative estimate of Php 300, 000 annual income of each Alumni) will yield Php 14, 187,000 (USD 354,675 at USD 1 /Php 40). The amount is sufficient to cover the proposed initial USD 1000 per month cash gift for five (5) key positions handled by PMMA graduates and USD 500 for all maritime educators in the three (3) Colleges. Similarly, faculty training needs can be enhanced, back up of qualified of maritime educators will exist, PMMA graduates will be most qualified and Philippine seafaring industry will continue to rise.

#### **8.3.4 The PMMA Alumni Association Professorial Chair Program**

PMMA Alumni Association should sponsor full-time or part-time Professors. It is generally believed that by sponsoring the monthly salary of one professor (master/chief engineer) of Php 60,0000.00 (\$ 1500), the PMMAAAI has still sufficient money retained for other purposes (See Appendix 10). In addition, the cost-benefit of sponsoring a professorial chair for faculty strapped PMMA does not only address the objective of the Association but the assurance of quality education of midshipmen and graduates of which they too will benefit through the battle for turf in the lucrative maritime manning industry.

### **8.3.5 The role of simulator training as a source of income**

The Philippines is one of the signatories to the IMO Conventions. Part of the duties and responsibilities is therefore the commitment to upgrade its maritime education and training. The necessity of acquiring simulator as a mandatory part of the officers training determines the Philippines inclusion on the IMO, “white list “of acceptable standards of seafarer competence.

In 1999, about 204,986 (POEA, 2000) Filipino seafarers who are remitting \$2.6 billion a year will lose their jobs if the country is excluded from the IMO white list. Foreign shipping companies will not employ seafarers from countries excluded from the white list. Under STCW 95 Section 1/8 maritime schools are required to conduct simulator training as part of their seafarers competence and knowledge. As part of PMMA’s adherence to quality education, it requires all its midshipmen to undergo various training through an agreement with maritime training centers like IDESS and Maritime Training Center of the Philippines. All midshipmen are required to shoulder the various training expenses themselves, which range from \$75 - \$200.

Because of the huge amount involved in procuring the much-needed simulator based training, private maritime schools can hardly acquire the requirements save for the few foreign funded training centers. PMMA, a state-run institution has the capability to acquire expensive simulator and training facilities through government sponsored loans. Maritime schools and shipping companies in the country, which are unable to purchase the expensive training equipment, will share (for a fee) that equipment to train faculties, students and trainees.

#### **8.3.5.1 The present simulator training at PMMA**

In November 26, 1999 the Academy inaugurated its newly acquired state- of- the- art

GMDSS and Radar/ARPA simulators as well as the new Chemistry and Physics Laboratory facilities. The source of the equipment was part of the PMMA budget for the procurement and development of its aging training equipment. The first batch of the ARPA training program completed the 2- week course last April 2000 which was four months after the inauguration of the simulator due to unavailability of instructors to handle the course.

The primary purpose of acquiring the maritime simulator equipment is to train PMMA graduating cadets in order for them to equally competitive with their local and international counterparts. Based on the operational capabilities of the simulator, the above mentioned equipment can handle various courses which can generate substantial income for the PMMA. Granting that PMMA utilizes the simulators to train it's midshipmen and graduates and other seafarers.

**Table 8.3.5.1 Simulator training as a source of income for PMMA.**

<b>Main courses</b>	<b>Main equipment</b>	<b>Duration of course</b>	<b>Fees per course, trainee (USD)</b>	<b>Max. Trainees per course</b>	<b>Course per year</b>	<b>Estimated income per year</b>
<b>Bridge management/ship-handling or pilot training</b>	<b>Shiphandling simulator</b>	<b>5</b>	<b>350</b>	<b>6</b>	<b>20</b>	<b>42,000</b>
<b>Radar observer/ARPA simulator course</b>	<b>Radar/ARPA simulator</b>	<b>5</b>	<b>150</b>	<b>8</b>	<b>20</b>	<b>24,000</b>
<b>GMDSS training</b>	<b>GMDSS simulator</b>	<b>5</b>	<b>90</b>	<b>10</b>	<b>20</b>	<b>18,000</b>
<b>Diesel engine operation</b>	<b>Engine simulator</b>	<b>5</b>	<b>150</b>	<b>10</b>	<b>20</b>	<b>30,000</b>
<b>Advanced tanker training (PIC) courses</b>	<b>Liquid cargo simulator</b>	<b>10</b>	<b>150</b>	<b>10</b>	<b>10</b>	<b>15,000</b>
<b>Advanced survival</b>	<b>Lifeboat trainer/lifecraft</b>	<b>5</b>	<b>80</b>	<b>10</b>	<b>20</b>	<b>16,000</b>
<b>Advanced firefighting</b>	<b>Firefighting trainer</b>	<b>5</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>40,000</b>
<b>Estimated total simulator income per annum</b>						<b>US\$195,000</b>

(Source: PMMA, 2000)

On the above table, PMMA must realize the need to hire and train 3 specialists to handle shiphandling simulator, Radar/ARPA and GMDSS simulators. Based on the proposed training scheme for the three courses, the estimated income per year \$84,000 and 360,000 at PhP40 per USD. The amount can cover more than enough to pay the salaries of the Instructors at shipboard level. Debt payment for loan acquired can also be taken from the earnings, thus taxpayers money will be spent to other government projects instead of letting the equipment dust covered and used as display. Consequently, national pride of having well-trained seafarers who can be equated with the more developed world's seafarers will put the Philippines a haven of truly qualified mariners.

#### **8.3.5.2 How can PMMA achieve this?**

1. To fully utilize the benefits of simulator training equipment, PMMA must be able to efficiently manage the new equipment. Management structure should include a training division to handle all training and supervision. Only qualified personnel should man this division. Training staff recruited, trained and sufficiently paid to maintain the training operations.
2. Faculty members sent to study simulator handling must be utilized to the fullest by giving them the opportunity to manage and handle the training by not assigning them on job which they were not trained.
3. PMMA should apply for accreditation of training courses to the Maritime Training Council. Approval of the Council means recognition of the certificates by the endorsing body, Maritime Industry Authority and Professional Regulations Commission of all the certificates issued by PMMA. With the qualifications of the instructors, standards of the equipment and being a government institution, it should take less beaureacy for approval.
4. PMMA must encourage Alumni in shipping/manning companies to send in their seafarers to train at PMMA through proper representations and commendations.



#### **8.3.5.3 The PMMA upgrading project**

In December 1999, the German Government indicated its willingness to make DM 73.8 million (PhP 1.8 billion) credit facility available to finance projects in the Philippine maritime industry, the PMMA in particular since it is the only state maritime academy. The project dubbed as the “Upgrading of the Philippine Merchant Marine Academy Project” is foreseen to be totally completed in 3 years once approved. Under the Kreditanstalt für Wiederaufbau (KfW) project proposal, the equipment and facilities once completed will be able to offer a wide range of training.

The realization of the KfW-Hermes assisted project should express the commitment of the Philippine Government to improve the quality of maritime education in the Philippines. This will result to a greater demand for Filipino seafarers by the international shipping. The upgrading of the PMMA will put the Philippines in the white list of the IMO, by ensuring the foreign employment of 500,000 presently registered seafarers and also the new merchant marine graduates. At upgraded PMMA, it is expected that once the training course offering has started, a total of \$3,138,400 will be generated out of the training fees. Aside from the foreseeable fulfillment of the retentive factors mentioned in Chapter 5, exposure to high technology will foster new challenges for the maritime educators to join the Academy. In national level, aside from national pride, government will continue to collect taxes, so long as the Philippines continue to remain in the IMO white list, thus the most important source of revenue will be secured from this PMMA Project. (KfW Project proposal, See appendix 15).

#### **8.3.6 Research and consultancy**

PMMA should indulge in more research and consultancy activities to move forward. And attract government and public interest. Research results should be beneficial to the industry and government. Consultancy services should be set to be able to undertake both national and international projects. As experienced by institution like WMU, these will generate the much-needed finances not only to PMMA but also to improve the social

status of its maritime educators. A 40-40-20 sharing scheme between PMMA-faculty involved and common fund may be developed to encourage maritime faculty get involved in the research and consultancy activities.

Published research works should also be given emphasis in the merit system of promotion. It will help in the staff motivation and exposure. As practiced in China MET institutions, holders of operational level certificates were able to attain the higher educators' rank due to the provision of research based activities. It did not only benefited the persons but made them known research oriented institutions. Adopting the practice in PMMA will make its staff stay in service knowing that there is a vertical mobility in their teaching career and a change to be recognized. To achieve this, allow faculty to invest their out of classroom hours in research works. The Office of Research and Development should also focus on research projects geared towards not only the educational needs of the midshipmen but on the maritime industry's needs as well.

The PMMA through its President should invite former maritime educators who graduated from WMU and presently working with the private organizations. These graduates have initiated several sensible projects, which they brought with them when they left. Create among them a consultative council who can offer the Administration sound advises. The primordial reason of their exodus being the discontentment with the past administration, as an alumni, there is a great tendency that they will readily accept the offer. (Martinez, 2000).

Additionally, a maritime academy like PMMA must take pride in cultivating academic research on maritime studies. Merchant marine professionals like captains and marine engineers are not encouraged to contribute their expertise to maritime industry. More often our policies rely much on the expertise of other nations.

### **8.3.7 The Shipping Company Professorial chair program**

PMMA and Shipping/Manning Companies should strengthen ties by engaging in

partnership conference. PMMA should consider making an initiative to shipping companies taking number of cadets to sponsor professorial chairs. This can be done through conference. Proposal should be made on how shipping companies can be able to offer assistance to PMMA's education and training. For instance, the better utilization of cadet's stipend allowances. The exhaustion of stipend allowances for the cadets is a clear evidence of shipping companies continuing support to PMMA, despite knowing that academic integrity and discipline of the cadets/graduates in the past years are waning.

Nevertheless, shipping/manning companies should not stand aside and let alone PMMA do the honing of which they can greatly improve. Shipping/manning companies should consider the qualifications of the crew they absorb based on the caliber of the maritime educators the maritime institutions have. Knowing that the problem of recruitment and retention of qualified maritime educators is primarily due to incapacity of PMMA to provide attractive salary and the benefits has a direct relation with the quality of officers/manpower they desired.

The author believes that, while the shipping companies are providing stipend allowances and cash gifts to the cadets, it should also consider the desirable logic in sponsoring a professorial chair. That is, a company spending money for a qualified mentor is far more desirable than spending money for the product of questionable outcome. Although the author never rejects the idea of giving allowances to attract cadets, a percentage of such can greatly changed the perception of the maritime educators as a downcast, low salaried personnel of the maritime sector. Such that the two schemes can co-exist and provides better opportunities to the beneficiaries.

In order to achieve this, PMMA-Shipping/Manning Company Memorandum of Agreement on apprenticeship program can be utilized. With all the provisions concerning the shipboard placement of the cadets from sea-phase training to after graduation. The creation of a non-stock, non-profit Foundation duly incorporated and registered with the Securities and Exchange Commission (SEC) must be made. The members comprised of

PMMA and various shipping/manning companies shall determine the composition of the Foundation.

In general the purpose is to establish an institutional arm through which PMMA can effectively and efficiently pursue a quality education and training process that satisfy national and international requirement. This would ensure continuous supply of qualified and competent merchant marine officers that would serve and meet requirement of shipping/manning companies whom are members of the Foundation. The foundation aims to enhance operational efficiency of shipping/manning companies through co-operative exchanges of manpower such as company officials, faculty, midshipmen and merchant marine officers.

#### **8.3.8 The faculty co-operative participation**

PMMAEC needs support for long term undertakings and temporary financial help to overcome the situation. There should be an over all pooling of financial resources in order to consciously use them for new development purposes. PMMAEC officers should be transparent in encouraging the members how the annual dividends, if any, can be used at the members advantage. This should create bigger funds to support the foresighted capital intensive activities.

In the same manner that as initial free investment, the PMMA President being one of the members of the Co-operative movement can open a tree planting program from all shipping companies that the beneficiaries will be the PMMA employees. There are so many opportunities open for Co-operative development in the PMMA socialized community. If PMMAEC wants to increase the influx of the risk capital, they will have to reconsider their position. Bearing in mind that a co-operative society is clearly defined within its constitution. It was never an idea that other people or group should profit from the activities of co-operatives but the eradication of poverty among members and employees and more widely throughout the PMMA in which they operate.

There are plenty of income generating activities that are taken for granted which outsiders grossly profit. PMMAEC officers should consider engaging in the following ventures:

### **1. Uniforms and paraphernalia**

PMMA requires that all members of the Department of Midshipmen Affairs staff and Corps of Midshipmen be in proper uniform designated for the day. Tactical officers of DMA have at least four (4) sets of uniform while the midshipmen have six (6) for the different purposes and functionaries.

The Corps of Midshipmen is composed of no less than 750 cadets per year, comprising 300 First, 200 Second and 150 Fourth year respectively. Of these number First and Fourth year midshipmen get their uniform through the tailor who won the bidding conducted by the DMA Uniform Committee composed of Tactical Officers. Normally First year midshipmen wear their uniforms until their second year. Each individual midshipman is required to pay for their sets of uniforms and paraphernalia. In 1999, each first and second year Midshipman paid about PhP 12,000 for the 6 sets of uniforms.

### **2. Midshipmen's food provision, school and office supplies**

A vital part of the PMMA training curriculum is the free residential berthing and lodging of the entire Corps of Midshipmen for five days (5) each week. Some sixty percent of PMMA annual budget is allotted to the messing of the whole Corps, DMA tactical officers and Officers of the day. Huge amount of basic commodities like rice eggs, sugar coffee, milk pork, meat, and fish are consumed each week. At present outsiders whom did the Bidding Committee award for the said purpose are supplying these staples. Some of the members of the Bidding Committee are officers of the PMMAEC. Additionally, PMMA school and office supplies are procured through the Office of the Supply officer from the outside entrepreneurs. Most of the transactions never pass the PMMA bids and awards committee because usually the supplies are purchased on a need basis thus the amount seldom exceeds the requirement of the government for compulsory bidding. Personnel at the Office of Supply are all members of the PMMAEC. Under this favorable

situation for the PMMAEC, as permitted by PMMA rules on bids and awards should be aggressive in pursuing this profitable venture at hand.

### **3. Agro-forest project**

The development of PMMA vacant lot into a fruit tree presentation would be another source of income for both PMMA and PMMAEC. At an initial target of planting 2,000 mango trees, in seven years time huge profit can be generated. The fruits of a mango tree are usually at a whole sale price of PhP 20,000.00/tree (\$500) even at the flowering stage. A total of PhP 40 million (about \$1 million at PhP40/US\$) per harvest can make the faculty members re consider even their retirement plan!

### **4. Other miscellaneous undertakings**

Aside from the above mentioned worth taking ventures, PMMAEC of which the entire faculty should participate includes:

- a. PMMA Transport Co-operative- to transport the employees and cadets for the weekly home leaves at a pre agreed fee.
- b. PMMA Credit Co-operative- to support the employees financial needs. Payment made through salary deductions with the corresponding consensual low interest rates.
- c. Catering Services- to provide food and restaurant services during the various gatherings of the PMMA such as the Corps of Midshipmen's Acquaintance Party, Christmas Party, Ring Hop and Graduation Ball. PMMAEC should also encourage mass gatherings in PMMA grounds such as sports festivals. As experienced, as PMMA conducts the sports festival, each employee was given one set of athletic uniforms, expectators and athletes alike are spending generously for the softdrinks and snacks, and these can be viewed as another income opportunity.

### **8.3.9 The alternate ship-shore program**

The ship-shore program is a proposal made for alternating between teaching and seafaring in regular intervals. (See e.g. Martinez, 1998 and Pimentel, 1996). The program

requires shipping company's commitment to sponsor and pay part of their salaries while teaching. The scheme can be accomplished by hiring two sets of selected instructors of different competency levels. These educators must have strong and genuine interest in teaching to fully satisfy the continuance of the program. (Zade, 1998).

In PMMA to be fully covered with this program, the Academy must hire an additional set of different levels of maritime faculty both in deck and engine department. The PMMA must create an agreement with several shipping companies as to the number of maritime faculty it wishes to include in the program. The role of the shipping company is to grant allowance to faculty who is currently teaching and hiring the other one (alternate) for shipboard job. Once the salary problem is settled, this scheme hopes to make alternate teaching and boarding advantageous according to Martinez (1996) because:

1. The involvement of shipping companies hiring two alternate officers means they will have a steady source of regular officer for a ship duty.
2. The raise scale of the instructors will increase, thus making the living standard competitive with other professions and consequently the PMMA will have a wide selection of maritime faculty due to this attraction.
3. There is a chance to update the know how of the maritime faculty in terms of technological advancements in shipping practices.
4. There is an opportunity for vertical mobility in terms of shipboard rank due to the accomplishment of required sea service, which is a pre-requisite to next ranks' examination.
5. There is a continuance of better career and employment opportunities both in land and at sea.

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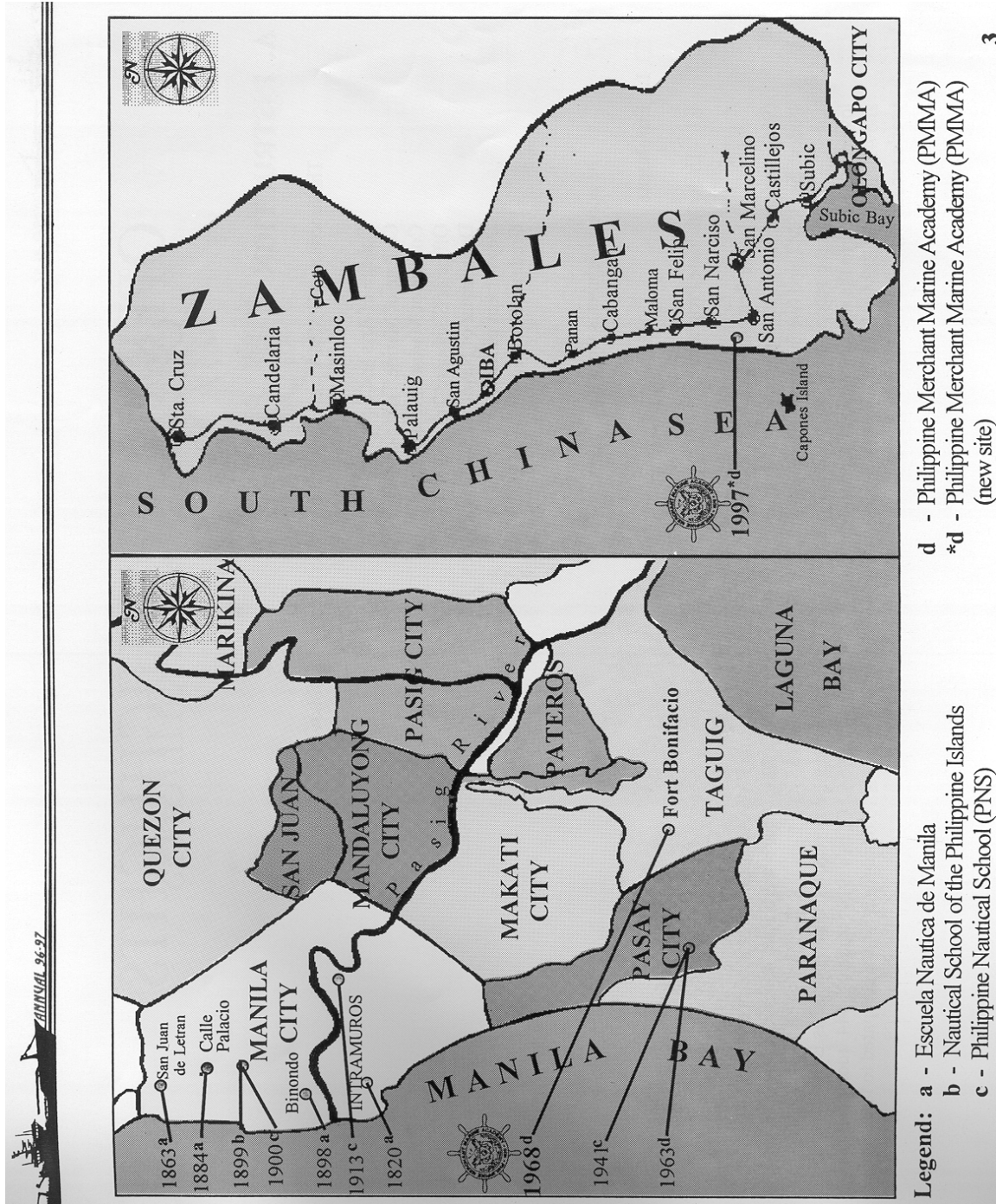


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## Appendix 1



## **Appendix 2**

### **Philippine Merchant Marine Academy Alumni Association Incorporated (PMMAAAI)**



#### **Objectives:**

1. To organise, unite and co-ordinate the efforts of all PMMA alumni towards the fulfilment of the objectives of the PMMA, by living up to the ideals of the Alma Mater.
2. To help one another, as brother when the need arises, both professionally and personally.
3. To make concerted efforts for the maximum employment of PMMA Alumni, in profitable and dignified jobs.
4. To assist our Alma mater especially in her efforts geared towards enhancement of prestige and quality of training of PMMA crew and cadet seaman.
5. To work out proposals to the Congress of the Republic of the Philippines and local legislative authorities for the enactment of laws for the betterment of PMMA, its graduates and the marine profession in general: to support similar legislative measures, and to protect or oppose those which may be detrimental to the profession in general.

Source: PMMAriners, 2000

Appendix 3 PMMAAAI Financial Statement of Account

**STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS  
FOR THE YEAR ENDED DECEMBER 31, 1999**

Beginning Fund Balance, January 01, 1999		P 435,764.24
ADD :		
Membership/Annual Dues/ ID fees	P 47,790.00	
Donation/Pledges	89,204.68	
Ads of sponsors re STJ feature	14,000.00	
Interest earned in banks	21,500.00	P 172,494.68
Total Fund Balance		P 608,258.92
LESS :		
Allowances & Wages	P 32,958.23	
Transpo & Travel	500.00	
Professional/Legal Expenses	110,521.00	
Hosting of Federation Meeting	6,600.00	
Alumni Feature in STJ Newspaper	20,000.00	
Wreaths/Prov. Receipts/office supplies	12,054.00	
Add'l expenses - Alumni Homecoming	20,200.00	
Alumni Website Internet	30,000.00	
Sound system, Manila Hotel Reunion	5,000.00	
Printing of Christmas Cards	17,500.00	
Printing of ID cards	14,000.00	P 269,333.23
Net Cash Available, December 31, 1999		P 338,925.69
Submitted by:		
 <u>C/E FERDINAND G. MARCOS</u> Treasurer	 <u>CAPT. ADONIS B. DONATO</u> President	

Appendix 4

PM : PENTAGON SHIPPING

PHONE NO. : 632 097 3073

MS. 20 2000 11:24AM P



**PENTAGON SHIPPING**  
(PENTAGON INTERNATIONAL SHIPPING SERVICES INC.)

**NOL**

CAPT. JOE TAGLE '74

890-10-15

18 March 2000

HON. VIRGILIO ARIS

President

PHILIPPINE MERCHANT MARINE ACADEMY

San Narciso, Zambales

Dear Hon. Aris:

Greetings!

We are the exclusive Philippine Manning Agents of Neptank Bunkering Services, Pte. Ltd. The company is a 100% subsidiary of the NOL Group of Companies of Singapore which is now ranked as one of the five (5) biggest shipping companies in the world. Neptank is presently strengthening its pool of highly competent and motivated sea staff to complement its expansion program.

Inasmuch as your school is one of the few educational establishments which produces the quality of seamen that will meet the principal's standards, we would like to invite you to send us forty (40) of your students, twenty (20) of which nautical, the others engine students, preferably those who are ready to board as apprentice, to visit us on 27 - 28 March 2000.

Rest assure that qualified candidates will be given a thorough training in their chosen fields of specialization.


Thank you.

Very truly yours,

MEYNARDO I. BUGTA, JR.  
Executive Vice-President

**P M M A**

OFFICE OF THE PRESIDENT  
FAX

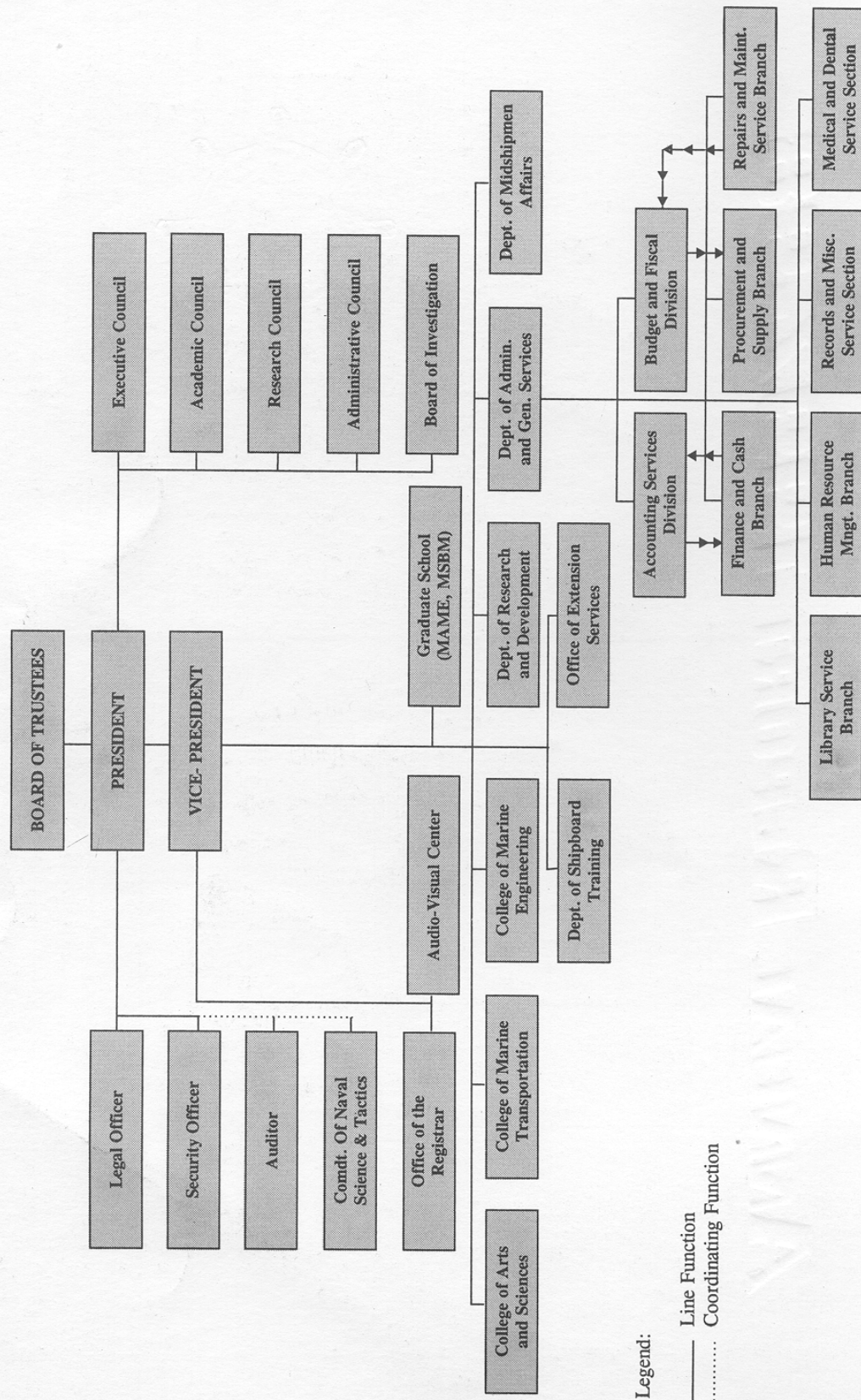
RECEIVED BY:   
DATE: MARCH 20, 2000

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4581 Baron Street corner Solchuaga Street, Makati City, Philippines  
P.O. Box 3149 MCC Makati City  
Tel. Nos. (632) 890-1078 / 890-1015 / 890-1050 / 897-4078 / 897-1826  
Fax Nos. (632) 897-3273 / 897-1500  
E-mail: pentagon@mktwebline.com







## Appendix 6

### Summary of the present PMMA faculty profile (2<sup>nd</sup> semester SY1998-99)

<b>College of Marine Transportation</b>	<b>No.</b>	<b>College of Marine Engineering</b>	<b>No.</b>
Professor IV	1	Professor 1	1
Associate Professor 1	4	Associate Professor 1	3
Assistant Professor	0	Assistant Professor	7
Instructor	8	Instructor	6
Part time Lecturer	2	Part time Lecturer	1
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>18</b>
<b>Seafarers</b>	<b>14</b>	<b>Seafarers</b>	<b>8</b>

<b>College of Arts and Sciences</b>	<b>No.</b>	<b>Dept. of Midshipmen</b>	<b>No.</b>
Professor 1	2	Asst. Professor	2
Asso. Professor	3	Instructor	8
Asst. Professor	1		
Instructor	10	<b>Total</b>	<b>10</b>
<b>Total</b>	<b>16</b>	<b>Seafarers</b>	<b>10</b>

<b>Department of Shipboard Training</b>	<b>No.</b>	<b>Graduate School</b>	<b>No.</b>
Asso. Professor	1	Asso. Professor	1
Instructor	3	Part time Lecturer	5
<b>Total</b>	<b>4</b>	<b>Total</b>	<b>6</b>
<b>Seafarers</b>	<b>4</b>		

<b>Status</b>	<b>No.</b>
Total number of faculty in full-time status (permanent/temporary)	61
Total number of faculty in part-time status	8
Total number of faculty staff present	69
Faculty staff on scholarship	3

Appendix 7

**Salary Schedule for Civilian Personnel  
Effective January 1, 2000**

SG	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	SG
1	4,840	4,961	5,085	5,212	5,343	5,476	5,613	5,753	1
2	5,276	5,408	5,543	5,682	5,823	5,969	6,118	6,271	2
3	5,751	5,894	6,041	6,193	6,347	6,507	6,668	6,835	3
4	6,211	6,366	6,525	6,688	6,855	7,027	7,202	7,382	4
5	6,708	6,875	7,047	7,223	7,404	7,589	7,778	7,973	5
6	7,244	7,425	7,611	7,801	7,996	8,196	8,401	8,611	6
7	7,751	7,944	8,143	8,347	8,556	8,769	8,989	9,214	7
8	8,294	8,501	8,713	8,931	9,154	9,383	9,618	9,858	8
9	8,874	9,096	9,324	9,557	9,796	10,040	10,292	10,548	9
10	9,466	9,703	9,945	10,194	10,449	10,710	10,978	11,252	10
11	10,033	10,284	10,541	10,804	11,075	11,352	11,636	11,926	11
12	10,635	10,901	11,174	11,453	11,739	12,033	12,333	12,642	12
13	11,273	11,556	11,844	12,140	12,443	12,755	13,074	13,400	13
14	11,949	12,249	12,554	12,869	13,190	13,520	13,858	14,204	14
15	12,667	12,983	13,308	13,640	13,981	14,331	14,689	15,057	15
16	13,427	13,762	14,106	14,460	14,820	15,191	15,571	15,960	16
17	14,232	14,588	14,952	15,326	15,710	16,103	16,506	16,918	17
18	15,087	15,464	15,850	16,247	16,653	17,069	17,496	17,933	18
19	15,992	16,391	16,801	17,222	17,652	18,093	18,546	19,009	19
20	16,951	17,375	17,809	18,255	18,711	19,179	19,658	20,150	20
21	17,629	18,070	18,522	18,985	19,459	19,945	20,445	20,955	21
22	18,334	18,792	19,262	19,744	20,238	20,744	21,262	21,793	22
23	19,067	19,544	20,033	20,534	21,046	21,573	22,112	22,666	23
24	19,831	20,327	20,835	21,355	21,890	22,437	22,998	23,573	24
25	20,624	21,140	21,668	22,210	22,765	23,334	23,917	24,516	25
26	21,449	21,985	22,535	23,098	23,675	24,267	24,874	25,496	26
27	22,307	22,865	23,437	24,022	24,622	25,238	25,869	26,516	27
28	23,199	23,779	24,374	24,983	25,607	26,247	26,904	27,576	28
29	24,127	24,730	25,348	25,982	26,632	27,298	27,980	28,679	29
30	27,500	28,188	28,893	29,614	30,355	31,114	31,891	32,689	30
31	38,500	39,463	40,449	41,460	42,496	43,559	44,648	45,764	31
32	44,000	45,100	46,228	47,384	48,568	49,782	51,027	52,302	32
33	55,000								33



## **Appendix 8**

### **PMMA faculty qualifications for recruitment**

1. The College Dean must have:
  - (a). Master's degree in any field with a bachelor's degree relevant to the maritime programs;
  - (b) Holder of a management level certificate (at least a chief mate or a second engineer licensed).
  - c). Minimum of two (2) years teaching experience in accordance to CHED regulation
  
2. The Faculty Staff handling the 1<sup>st</sup> and 2nd Year Midshipmen maritime professional subjects or at least operational level certificate holders (3<sup>rd</sup> Mate or 4<sup>th</sup> Engineer) with:
  - (a) bachelor's degree I the particular field of specialisation
  - (b) At least one (1) year sea experience as 3<sup>rd</sup> mate or 4<sup>th</sup> Engineer.
  - (c) Completed appropriate training course for instructors
  - (d) Have received appropriate guidance in instructional techniques and have gained practical operational experience involving the use of simulators
  - (e) Exempted from civil service eligibility as an appointment prerequisite.
  
3. Faculty Members teaching 3<sup>rd</sup> and 4<sup>th</sup> year midshipmen maritime professional subjects and management level certificate holders (Captain/Chief Engineer/Chief Mate or 2<sup>nd</sup> Engineer) with:
  - (a) Bachelor's Degree in the particular field of specialisation
  - (b) At least one (1) year of sea experience on his professional level
  - (c) At least two (2) years teaching experience

- (d) Completed an appropriate training course for instructors.
- (e) Appropriate guidance in instructional techniques and gained practical operational experiences in the subjects with the use of simulators.
- (f) Exempted from the civil service eligibility as an appointment prerequisite.

Source: Commission on Higher Education Handbook for Assessors of Maritime  
Education Programs. CHED Memo. Order No. 38 s. 1998

## Appendix 9

### Summary of the present PMMA faculty profile (2<sup>nd</sup> semester SY1998-99)

<b>College of Marine Transportation</b>	<b>No.</b>	<b>College of Marine Engineering</b>	<b>No.</b>
Professor IV	1	Professor 1	1
Asso. Professor 1	4	Asso. Professor 1	3
Asst. Professor	0	Asst. Professor	7
Instructor	8	Instructor	6
Part time Lecturer	2	Part time Lecturer	1
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>18</b>
<b>Seafarers</b>	<b>14</b>	<b>Seafarers</b>	<b>8</b>

<b>College of Arts and Sciences</b>	<b>No.</b>	<b>Dept. of Midshipmen</b>	<b>No.</b>
Professor 1	2	Asst. Professor	2
Asso. Professor	3	Instructor	8
Asst. Professor	1		
Instructor	10	<b>Total</b>	<b>10</b>
<b>Total</b>	<b>16</b>	<b>Seafarers</b>	<b>10</b>

<b>Department of Shipboard Training</b>	<b>No.</b>	<b>Graduate School</b>	<b>No.</b>
Asso. Professor	1	Asso. Professor	1
Instructor	3	Part time Lecturer	5
<b>Total</b>	<b>4</b>	<b>Total</b>	<b>6</b>
<b>Seafarers</b>	<b>4</b>		

<b>Status</b>	<b>No.</b>
Total number of faculty in full-time status (permanent/temporary)	54
Total number of faculty in part-time status	4
Total number of faculty staff present	58
Faculty staff on scholarship	3

Source: PMMA Personnel Department, June 2000

## **Appendix 10**

### **PMMA faculty qualifications for recruitment**

1. The College Dean must have:
  - (a). Master's degree in any field with a bachelor's degree relevant to the maritime programs;
  - (b) Holder of a management level certificate (at least a chief mate or a second engineer licensed).
  - c). Minimum of two (2) years teaching experience in accordance to CHED regulation
  
2. The Faculty Staff handling the 1<sup>st</sup> and 2nd Year Midshipmen maritime professional subjects or at least operational level certificate holders (3<sup>rd</sup> Mate or 4<sup>th</sup> Engineer) with:
  - (a) bachelor's degree I the particular field of specialisation
  - (b) At least one (1) year sea experience as 3<sup>rd</sup> mate or 4<sup>th</sup> Engineer.
  - (c) Completed appropriate training course for instructors
  - (d) Have received appropriate guidance in instructional techniques and have gained practical operational experience involving the use of simulators
  - (e) Exempted from civil service eligibility as an appointment prerequisite.
  
3. Faculty Members teaching 3<sup>rd</sup> and 4<sup>th</sup> year midshipmen maritime professional subjects and management level certificate holders (Captain/Chief Engineer/Chief Mate or 2<sup>nd</sup> Engineer) with:
  - (a) Bachelor's Degree in the particular field of specialisation
  - (b) At least one (1) year of sea experience on his professional level
  - (c) At least two (2) years teaching experience



- (d) Completed an appropriate training course for instructors.
- (e) Appropriate guidance in instructional techniques and gained practical operational experiences in the subjects with the use of simulators.
- (f) Exempted from the civil service eligibility as an appointment prerequisite.

Source: Commission on Higher Education Guidelines for Maritime Schools

## Appendix 11

### PMMA faculty bonus and allowances

1. **Excess Load Pay-** this is the excess working/teaching time of 15 hours a week. Computed based on the Department of Budget and Management constant multiplier (presently at 0.0078). For example 22 days x 0.0078 x no. hours = ELP
2. **Mid-year and Year-end Bonus-** otherwise known as the 13<sup>th</sup> Month Pay in private sector. This is a month basic salary plus a cash gift of Php 5000. Half of the cash gift is given on May as a mid-year bonus.
3. **Proportional Vacation Pay-** this is a two (2) –month vacation (April-May) with pay to those regular faculty members who render 6 hours teaching a day.
4. **Productivity Allowance-** this is given to faculty member who has given an effective and efficient teaching to students which amounts to Php 2000.00. This allowance goes to the highest ranked faculty member in the yearly faculty evaluation by the students.
5. **Rice Allowance-** A sack of rice (50 kilos) is given to a faculty staff annually which is convertible to cash when the supply is insufficient.

Source: PMMA Faculty Handbook

## **Appendix 12**

### **PMMA faculty members medical and insurance benefits**

#### **a). The Philippine Health Program**

There are programs that cover health benefits to the PMMA permanent faculty member. Philippine Health Program is a monthly contribution deducted from the basic salary of the employee. The PMMA as the employer pays the corresponding amount to allow the faculty member and his legal dependants to a 45 days hospital confinement in a year provided he has at least 3 monthly contributions within the immediate 12 months prior to the first day of confinement. The Philippine Health Program also shoulders a portion of the hospitalisation expenses including the room, medical expenses and doctor's professional fees.

#### **b). Employees Compensation Program (ECP)**

The medical benefits and other related services and tax exempt income benefit are adequately given if work related injury or death occurred to a permanent faculty member. Work related injury that resulted to disability or death is compensated if the incident happened during the working hours while in the performance of official function.

1. **Temporary total disability**- if a faculty member cannot work for a continuous period not exceeding 120 days, except when such require medical attendance beyond 120 days but not exceeding 240 days.
2. **Permanent partial disability** –Cause a permanent loss of the use of any part of the body. A monthly income benefit (MIB) not less than Php250 nor more than Php3, 240.00 is given to the member.
3. **Permanent fatal disability**- Disability that last more than the period prescribed for the temporary total disability and the member cannot pursue his work and such case, the monthly income benefit payable to the member

for life is not less than Php 250.00 and not more than Php 3,400 plus percentage of each of his dependent children but not exceeding 5 children.

4. **Medical related services-** during the period of disability, Philhealth may give medical services to the disabled member.
5. **Rehabilitation services-** Consisting of medical, surgical or hospital treatment may be availed by a permanently disabled member.

**c). Death, accidental death and burial benefits-** in case a member dies, death benefit is to be received by the beneficiaries. The beneficiary can also claim burial expenses from the Government Social Insurance System. The Employees Compensation Program also assists death and funeral benefits of the member to be claimed by the beneficiaries.

#### **Insurance and retirement benefits**

Government Social Insurance System (GSIS) provides life and retirement premiums to a faculty member who contributes 8.7% of his salary plus the counterpart share of 9.5% from the PMMA. A faculty member may receive benefits out of the following premises:

1. Maturity benefit can be enjoyed by the faculty as he claims the whole amount from the GSIS life insurance policy as it matures.
2. Cash surrender value is paid to the faculty member if he resigns from the work provided the policy has been enforced for one (1) year. If the faculty is dismissed, he receives only half of the value.
3. Dividends may be received by a faculty member once a year as a share to life insurance earnings provided he has contributed premiums for at least one (1) year.

**Miscellaneous benefits**

1. Housing loans- The PAG-IBIG (Home Development Mutual Fund) helps faculty member to be granted of housing loan and home improvement loan. The GSIS housing loan through National Home Mortgage and Finance Corporation also aids to finance the acquisition of low cost housing for faculty members.
2. Calamity loans- This program allows faculty members to seek loan assistance under GSIS of a five (5) month salary loan payable in three (3) years if they are flood or typhoon victims.

Source: PMMA Faculty Handbook

## Appendix 13

### **PMMA Faculty Vacations and Leaves Privileges**

1. **Sabbatical leave-** A leave not more than one (1) year granted to a faculty member to engage in study and research to improve their competency for service to Academy.
2. **Cumulative leave-** Granted to faculty members with administrative functions such as research or other assignments which are beyond their normal work load, thus prevent them to take advantage of the teacher's vacation leave. This is only granted to those assigned with appointment approved by the PMMA President for at least one (1) academic year. After at least six (6) months of satisfactory service, faculty members enjoying cumulative leave credits may be entitled to vacation and sick leave both with pay for 30 days respectively. If leave is not taken, it will be carried over to succeeding years.
3. **Paternity and maternity leave-** A full time member can enjoy this 60 days leave with full pay after 2 or more years of service or half pay if service rendered is less than 2 years.
4. **Leave of absence with out pay-** can be granted only to a faculty member with a good cause such as shipboard employment and can return to the service the following year.
5. **Vacation service credit-** this can be granted to faculty members or tactical officers who render service on Saturdays, Sundays, holidays or during school vacation. This can be used to offset absence during school days.
6. **Terminal leave-** A faculty member on a cumulative leave credit can apply for a terminal leave if he/she retires or resigns. Under this scheme, unspent leave credits can be converted to cash based on the faculty member's current salary.

Source: PMMA Faculty Handbook

## Appendix 14 A

### **Questionnaire on the attraction, retention and fluctuation of maritime educators in various countries**

\_\_\_\_\_  
Name of institution, city, and country

\_\_\_\_\_  
Name of person who completed questionnaire

\_\_\_\_\_  
position in institution

Seafarer: \_\_\_\_\_, rank \_\_\_\_\_ Non-seafarer: \_\_\_\_\_

Highest educational attainment: \_\_\_\_\_.

Working in MET institution? \_\_\_\_\_.

Other than MET institution? Specify: \_\_\_\_\_.

#### **The attraction and retention of seafarers/non-seafarers in teaching as a career in MET institution**

How do you view teaching as a career in the MET institution?

Self motivating/fulfilling \_\_\_\_\_

Stressful \_\_\_\_\_

Financially rewarding/unrewarding \_\_\_\_\_

Boring \_\_\_\_\_

Others, specify \_\_\_\_\_

What do you think attracts seafarers/non-seafarers to the teaching career? (Pls. rate: no. 1 being the highest)

- Family and peers attachments: \_\_\_\_\_
- Salary: \_\_\_\_\_
- Personal calling: \_\_\_\_\_
- Others (Pls. Specify): \_\_\_\_\_.

Do you think career development and promotion is one reason why seafarers/non-seafarers enter a teaching career?

Yes: \_\_\_\_\_ No: \_\_\_\_\_

- If yes, give reason(s) why? \_\_\_\_\_.

Would you enter the teaching profession if there were an alternative on shore job opportunities?

Yes/No: \_\_\_\_\_

Pls. specify why: \_\_\_\_\_.

Was teaching your number one choice of profession after your career at sea/ you graduate from university? Yes/No. \_\_\_\_\_

If No, what was your first choice? Specify: \_\_\_\_\_.

If you are working in the MET institution, would you consider leaving the teaching profession anytime when there's an alternative offer in on shore job market? Yes/No: \_\_\_\_\_

Considering the pressures you acknowledged as a maritime educator, what coping techniques would you employ in response to pressures of school?

Selling goods or insurance policies to co-workers etc. \_\_\_\_\_

Absenteeism \_\_\_\_\_

Changing of profession \_\_\_\_\_

Early retirement \_\_\_\_\_

Others, specify \_\_\_\_\_

What do you think are the reasons why maritime educators stay in MET institution? (Pls. rate: no. 1 being the highest)

- Family and peers attachment: \_\_\_\_\_
- Salary: \_\_\_\_\_
- Other non-salary benefits: \_\_\_\_\_
- Personal calling: \_\_\_\_\_
- Career development and promotion: \_\_\_\_\_
- Others (Pls. Specify): \_\_\_\_\_

What do you think are the reasons why a maritime educator leaves the teaching career?

- Financial pressures: \_\_\_\_\_
- Organisational pressures: \_\_\_\_\_
- Heavy workloads: \_\_\_\_\_
- Poor communication: \_\_\_\_\_
- Difficult staff relationship: \_\_\_\_\_
- Career development and promotion: \_\_\_\_\_
- Traditional seafaring profession: \_\_\_\_\_
- Others (Pls. Specify): \_\_\_\_\_

Do you have any suggestions for improving the qualification and employment conditions of maritime educators?

Thank you for your co-operation.

Please return to Joel Yoto Abutal, S00049, WMU, Malmö, Sweden

Tel No. 073 64 173 64

Fax: +46-40-128-442.



## Appendix 14B

### Questionnaire on maritime educators at MET institution

\_\_\_\_\_  
Name of institution, city, and country

\_\_\_\_\_  
Name of person who completed questionnaire

\_\_\_\_\_  
position in institution

Seafarer: \_\_\_\_, rank \_\_\_\_\_ Non-seafarer: \_\_\_\_\_

Highest educational attainment: \_\_\_\_\_.

#### **Number and composition of teaching staff**

Total no. Teaching staff: \_\_\_\_

- No. Of full time teaching staff: \_\_\_\_
- No. Of part time teaching staff: \_\_\_\_
- No. Of seafarers in full time staff: \_\_\_\_ part time staff: \_\_\_\_
- No. Of non seafarers in full time staff: \_\_\_\_ part time staff: \_\_\_\_

No. Of part time or non-teaching academic management staffs (who were or could be full time lecturers): \_\_\_\_.

#### **Working hours /teaching hours**

No. Of obligatory work hours per week for Administration staff: \_\_\_\_ and other staff, (if any): \_\_\_\_

No. Of obligatory work hours per week for:

Full time: \_\_\_\_ part time: \_\_\_\_ lecturers.

Can lecturers be given a reduction of their normally obligatory no. of teaching hours for specified tasks? Yes/No: \_\_\_\_ if yes, which of the following:

- Academic management: \_\_\_\_ Research: \_\_\_\_
- Consultancy work: \_\_\_\_ Further studies: \_\_\_\_
- Other special tasks, if the latter, pls. Specify \_\_\_\_\_.

Are you receiving additional fee for the excess hours of work?

Yes: \_\_\_\_ No: \_\_\_\_

Do you think working hours attract seafarers to stay in the maritime academy?

Yes: \_\_\_\_ No: \_\_\_\_

At what age did you start working as a seafarer? \_\_\_\_; As a maritime educator? \_\_\_\_

#### **The social conditions of teaching staff in the respondents' maritime academy.**

Are educators in your institution employed on time contracts? Yes/no: \_\_\_\_\_. If yes, for how many months? \_\_\_\_\_

Are they employed for lifetime tenure? Yes/No: \_\_\_\_\_. If yes after a probationary period?

Yes/No. \_\_\_\_\_. If yes, give the duration of probationary period in months: \_\_\_\_\_.

Do you have different levels of educators? Yes/No. \_\_\_\_\_. If yes, pls. mention the different levels, such as professor, associate professor, principal lecturer, senior lecturer, and lecturer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is there a limited percentage/number for each level? Yes/No. \_\_\_\_\_. If yes, pls. give the maximum percentage/number for each level?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who decides the promotion? \_\_\_\_\_.

On the basis of which criteria are lecturers promoted to a higher level?

Performance: \_\_\_\_\_ seniority: \_\_\_\_\_  
Availability of funds: \_\_\_\_\_ availability of vacancy: \_\_\_\_\_  
Other criteria please name them: \_\_\_\_\_

\_\_\_\_\_.  
If on the basis of performance: assesses the performance?

What is the average monthly salary of a lecturer in your institution? USD. \_\_\_\_\_.

What is this roughly equivalent to?

- The salary of a ship master? \_\_\_\_\_
- The salary of a chief mate of a chief engineer? \_\_\_\_\_
- The salary of a university professor in other MET institution? \_\_\_\_\_
- The salary of a university lecturer? \_\_\_\_\_
- The salary of a professor or lecturer or in a "non-maritime" polytechnic? \_\_\_\_\_
- Salary of other college graduates in other fields? \_\_\_\_\_
- Salary of non-college graduate in non-MET institution, i.e. sales clerks, factory workers etc.? \_\_\_\_\_.

Who decides the number of working hours in your maritime academy?

- Your institution: \_\_\_\_\_
- Maritime Administration: \_\_\_\_\_
- Educational authority/Department of Education: \_\_\_\_\_
- Another institution: \_\_\_\_\_

Are you provided by the MET institution with the following benefits?

Housing and accommodation? Yes/No: \_\_\_\_\_; if yes, free or partial.

Health and medical benefits? Yes/No: \_\_\_\_\_

Insurance and retirement benefits? Yes/No: \_\_\_\_\_

Miscellaneous benefits: (pls. specify) \_\_\_\_\_.

Aside from salary, do you receive other supplementary source(s) of income? Yes/No \_\_\_\_\_,

If yes, pls. Specify (from what source). \_\_\_\_\_

**The social conditions of the equivalent/counterpart employment opportunities in shore based non-MET-sector**

What do you think is the ratio of salary between the maritime educator and equivalent/ counterpart in shore based non-MET sector? i.e. MET professor (master mariner) to marine surveyor (master mariner): 1 : \_\_\_\_\_

What are the benefits given to the equivalent/counterpart in shore based non\_MET sector?

Housing and accommodation \_\_\_\_\_ free or partial: \_\_\_\_\_

Health and medical benefits: \_\_\_\_\_

Insurance and retirement benefits: \_\_\_\_\_

Miscellaneous fringe benefits: \_\_\_\_\_

Do you think benefits received by the equivalent/counterpart in shore based non-MET sector is better than in MET institution?

Yes/No: \_\_\_\_\_

**Number and qualification of full time teaching staffs**

Who decides on the number of lecturers?

- Your institution: \_\_\_\_\_
- Maritime Administration: \_\_\_\_\_
- Educational authority/Department of Education: \_\_\_\_\_

- Another institution: pls name it/them: \_\_\_\_\_

On the basis of which criterion/criteria is the number of lecturers at your institution decided?

- Number of students; if applicable, give the teaching staff:student ratio: 1 : \_\_\_\_\_
- Overall number of lectures to be given: \_\_\_\_\_
- Number of lectures to be given in certain subject: \_\_\_\_\_
- Finance available: \_\_\_\_\_
- Other criterion/criteria; name it/them: \_\_\_\_\_

Do you have lecturers with the following qualifications in your staff and if yes, how many?

- Unlimited master mariner or chief engineer certificate and served as master or chief engineer in world wide trade: no. \_\_\_\_\_
- Unlimited master mariner or chief engineer certificate without service as master or chief engineer: no. \_\_\_\_\_
- Limited certificate on competency: no. \_\_\_\_\_
- Unlimited certificate of competency and academic degree:
- BA/BSc equivalent, no. \_\_\_\_\_; MA/MSc equivalent, no. \_\_\_\_\_; PhD, no. : \_\_\_\_\_

Limited certificate of competency and academic degree:

BA/BSc equivalent, no. \_\_\_\_\_; MA/MSc equivalent, no. \_\_\_\_\_; PhD, no. \_\_\_\_\_

Academic degrees: BA/BSc equivalent, no. \_\_\_\_\_; MA/MSc equivalent, no. \_\_\_\_\_; PhD no: \_\_\_\_\_

Do you have any suggestions for improving the qualification and employment conditions of maritime educators?

Thank you for your co-operation.

Please return to Joel Yoto Abutal, S00049, WMU, Malmö, Sweden

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## Appendix 15

### SCHEDULE OF TRAINING COURSES

MAIN COURSES	MAIN EQUIPMENT	DURATION OF COURSE	FEES PER COURSE, TRAINEE (USD)	MAX. TRAINEES PER COURSE	COURSES PER YEAR	ESTIMATED INCOME PER YEAR
SOLAS		5	100	20	30	60,000
>personal survival techniques						
>fire prevention and fire fighting	Fire Fighting & Fire Prevention					
>elementary first aid	Ship Medical Facilities					
>personal safety and social responsibility						
Advance Safety		10	600	20	24	288,000
Basic Sea Survival		5	200	20	48	192,000
Proficiency in Survival Craft & Rescue Boat	Rescue Boats	5	300	15	24	108,000
Practical Fire Team Operations (Extended Fire Fighting)	Fire Fighting & cargo Handling Simulator	5	350	20	24	168,000
Share-Based Fire Fighting for Tanker Personnel	Fire Fighting & cargo Handling Simulator	5	400	20	24	192,000
Gas Fire Fighting		5	200	20	24	96,000
Pilot Training Course (specifically tailored for every Polotage Area of the Philippines. Must be required to take for every candidate for Pilot License	Radar/ARPA & Ship Handling Simulator	126	2,000	5	2	20,000
I.G.S./COW System Operations	Cargo Handling	5	250	20	24	120,000
Specialized Training in Oil Tanker Operations	Cargo Handling Simulators	10	520	20	24	249,000
Specialized Training in Chemical Tanker Operations	Cargo Handling Simulators	10	600	20	24	288,000
Specialized Training in LPG/LNG Tanker Operations	Cargo Handling Simulators	10	600	20	24	288,000
General Tanker Familiarization (with Tanker Fire Fighting)	Cargo Handling Simulators	10	520	20	24	249,000
Medical Emergency First Aid	Ship Medical	5	160	20	24	76,800
Medical Care		5	500	20	24	240,000
Marine Meteorology (CBT - Typhoon Avoidance)	CBT	5	200	20	24	96,000
Bad Weather: High Waves Ship Handling	Ship Handling Simulator	5	500	10	12	60,000
Helicopter and Ship Rescue	H & S Rescue Facilities	5	500	10	12	60,000
Maintenance & Repair Courses		5	300	20	12	72,000
ESTIMATED TOTAL SIMULATOR INCOME PER ANNUM						US\$2,293,400.00