ANALYZING TURKISH SHIP MANAGEMENT COMPANIES' EXPECTATIONS FOR THE STUDENTS OF DOKUZ EYLÜL UNIVERSITY MARITIME FACULTY[*]

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ABSTRACT

Bologna process is a European reform process which aims to create European Higher Education Area by 2010. In this period, the education institutions are expected to develop programs considering determined knowledge, skill and abilities for the graduates. The aim of this study is to determine the knowledge, skills and abilities required for the graduates which will be graduated from Dokuz Eylül University Maritime Faculty through Bologna principles. Within this framework, 20 ship management companies, called as external stakeholders, were asked to give feedbacks for the graduates who have worked in their companies. Also these companies were asked about the expectation and suggestions for the knowledge, skills and abilities of the students. Besides they were asked regarding the advice they could give for the Faculty. In this research, structured interview questions have been used. In consideration of the obtained data, it is aimed to determine studies and programs required within Bologna process period by revealing negative and positive aspects, overcoming the deficiencies and improving the abilities.

Keywords: Bologna process, stakeholder analysis, graduates of MET.

TÜRK GEMİ İŞLETME ŞİRKETLERİNİN DOKUZ EYLÜL ÜNİVERSİTESİ DENİZCİLİK FAKÜLTESİ ÖĞRENCİLERİNDEN BEKLENTİLERİNİN ANALİZİ

ÖZET
Bologna süreci, 2010 yılına kadar Avrupa Yükseköğretim Alanı yaratmayı hedefleyen bir Avrupa reform sürecidir. Bu süreç içinde eğitim kurumlarından beklenen paydaşları (işveren, öğrenci, mezun, akademisyen) ile birlikte; ulusal ve sektörel yeterlilik

doğrultusunda, kurum misyonuna ve akreditasyon ölçütlerine uygun, kalite güvence sistemiyle denetlenebilen yeterliliklere dayanan, bilgi, beceri ve yetkinliklere sahip programlar geliştirmeleridir.

Bu çalışma, Bologna ilkeleri doğrultusunda Dokuz Eylül Üniversitesi Denizcilik Fakültesi mezunlarının sahip olması beklenen bilgi, beceri ve yetkinliklerinin ortaya çıkarılması sürecini kapsamaktadır. Bu kapsamda çalışmamıza katılan 20 gemi işletmesine bu gemi işletmelerinde çalışan mezunlarımız, staj yapan öğrencilerimiz hakkında bilgi, beceri, yetenek ve örf-adet konularında öğrencilerimizi puanlamaları istenmiş, ayrıca okulumuza ne gibi tavsiyelerde bulanabilecekleri hakkında sorular yöneltilmiştir. Elde edilen veriler ışığında mezunlarımızın ve aktif olarak eğitim gören öğrencilerimizin eksik yönleri ve artılarını ortaya çıkararak, okulumuzun bu eksiklikleri gidermek ve artı yönlerin daha geliştirilmesini sağlamak amacıyla Bologna süreci kapsamında okulumuzun ne gibi çalışmalar ve programlar geliştirebileceğini ortaya çıkarmak amaçlanmıştır.

Anahtar Kelimeler: Bologna süreci, paydaş analizi, DEF mezunları

1. INTRODUCTION

The Bologna process commenced in 1999 with the signing of 29 European Ministers of Higher Education on the Bologna Declaration. The main aim of the process is to create a European Higher Education Area (EHEA) based on international cooperation and standardization in Higher Education (EACEA, 2009). The Bologna process is a far-reaching reform that aims at creating by 2010 a European higher education area, expected to foster the mobility of citizens, the employability of graduates, and the overall development of the Continent. Among the central features of the Bologna reform is a re-definition of the curricula, a student-centered learning, the definition of learning-outcomes, the development of competencies, and the implementation of a two-tier system, where a 3-year shorter first cycle (Bachelor), is followed by a one year and a half or 2-year second cycle (Master) (European Ministers of Education, 1999).

The Bologna Declaration acknowledges that "a Europe of Knowledge is now widely recognized as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competencies to the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space (Bologna Declaration, 1999). The Bologna Declaration's intention to promote the employability of graduates on the European labor market has been widely endorsed at national level because it has been seen as underpinning national plans aimed at enhancing employability (Haug, The Public Responsibility of Higher Education; 2-3).

With labor markets increasingly relying on higher skill levels and transversal competences, higher education should equip students with the advanced

knowledge, skills and competences they need throughout their professional lives. Employability empowers the individual to fully seize the opportunities in changing labor markets (Bologna 6th Ministerial Conference, 2009). In order to breathe life into the concept of employability universities strive to design innovative curricula, teaching methods and training programs, which include broader employment-related skills along with more discipline-specific knowledge and competence (4th Forum European Higher Education Area*,* 2008).

Many of European Countries have challenged adapting the national qualifications framework for higher education to the overarching European Frameworks by 2005. They designed the framework to meet the needs of employers and higher education institutions, as well as other organizations, stakeholders and individuals (EACEA, 2009).

During implementation of Bologna reforms, some of the task must be fulfilled by the higher education institutions. The expectations and needs of stakeholders from HE institutions have to be determined. At this process Dokuz Eylül University Maritime Faculty focused on stakeholders' needs and expectations to improve quality of MET (Maritime Education Training) in the Faculty. In 2004, Faculty determined the students as an internal stakeholder to develop learning environment (Nas, 2004). Also in 2004 Faculty determined the maritime industry as an external stakeholder to develop learning outcomes (Nas *et al.* 2004). In 2012, graduates, formerly called as internal stakeholders - currently called as external stakeholders, were participated to monitor MET quality in Dokuz Eylül University, Maritime Faculty (Nas and Köseoğlu, 2012). In this research ship management companies were determined as an external stakeholder to gather their feedbacks for employed graduates and expectations from new graduates.

2. METHODOLOGY

2.1. The Aim of the Study

The aim of these research questions asked in the interviews is to gather feedback about our students and graduates worked or have been working in these ship management companies and explore the expectations and recommendations of these ship management companies to improve the quality of MET.

2.2. Data Collection Method

Structured interview form was used as the data collection method. Structured interview form comprise of three research questions. The detailed research questions are:

1. What is your opinion about our students who have completed their internship in your company?
2. What is your opinion about our graduates who have worked in your company?
3. What do you recommend to our Maritime Faculty to improve the education quality and meet the needs of the industry?

2.3. Sample Size

In December 2011, 20 ship management companies were invited to attend the 16. Winter Career Days of Dokuz Eylül University Maritime Faculty where all interviews were held. These 20 ship management companies were interviewed to gather the data as mentioned before in this article. These ship management companies have 273 ships totally comprising of tanker ships, chemical ships, bulk carriers and container ships.

Turkish merchant shipping fleet comprises of 1156 ships when taken in consideration ships which have 1000 GRT and over capacity. Abeyasekera (2000:11) indicates that where the sample size is adequate and the sample has been appropriately chosen to represent the target population of interest, the application of statistical methods will provide greater validity to research conclusions. Thus different ship management companies were chosen delicately to represent the Turkish shipping industry properly. This study represents 23% percent of Turkish merchant shipping fleet.

The participants to this study were one general manager and 18 human resources managers   worked mostly as a/an master, officer or engineer in ships. Most of the participants had human resources education through courses or had bachelor degree in human resources field.

In Table 1, fleet of ship management companies were shown. 20 ship management companies have totally 125 tanker ships, 108 bulk carriers and 53 container ships and also deadweight capacities of fleet of ship management companies were shown except İçdaş and Kaptanoğlu.

2.4. Profiles of Ship Management Companies

Table 1. Fleet of Ship Management Companies

	Tanker	*Bulk*	*Container*	*Deadweight*
Genel	29	16		3.393.159
Yasa	11	17		2.374.485
İçdaş		8		
Kaptanoğlu	11			
Armona	9			45.807
Akar	3	4	1	81.550
Deniz Nak.		4		257.172
Transal	9			81.166
Atlantik	8			396.636
Nemtaş		5		252.959
Akmar	8			433.144
Mardaş		7		331.179
Chemfleet	23			186.507
Kıran		24		862.791
Arkas			33	569.767
Turkon			19	133.978
Beşiktaş	14	4		1.159.000
İnce		8		524.797
İDÇ		4		210.007
Densa		7		338.600
TOTAL	**125**	**108**	**53**	

Table 2. Seafarers of Ship Management Companies

	Active	*Stand-By*
Genel	855	400
Yasa	340	250
İçdaş	120	40
Kaptanoğlu	160	40
Armona	117	15
Akar	190	7

Table 2. Seafarers of Ship Management Companies (Cont.)

	Active	*Stand-By*
Deniz Nak.	*110*	*10*
Transal	*200*	*50*
Atlantik	*160*	*60*
Nemtaş	*104*	*35*
Akmar	*200*	*60*
Mardaş	*175*	*60*
Chemfleet	*400*	*300*
Kıran	*500*	*200*
Arkas	*800*	*260*
Turkon	*242*	*80*
Beşiktaş	*320*	*100*
İnce	*125*	*50*
İDÇ	*84*	*45*
Densa	*154*	*50*
TOTAL	*5356*	*2642*

Table 2 shows the number of seafarers of 20 ship management companies. Seafarers were divided in two groups; active seafarers and stand-by seafarers in the Table 2. 20 ship management companies have totally 5336 active and 2642 stand-by seafarers.

2.5. Data Analysis and Findings

Data gathered from first and second research questions were analyzed by means of SPSS 16.0 program and ship management companies were asked to rank our students and graduates from 0 to 10 in terms of field knowledge, skill, ability, attitude and custom of the sea. Expectations and recommendations as an answer to third research question were analyzed by means of qualitative analysis method. Answers given to the third question were put in order as to importance of participations thought: 1 point (less important), 2 points (important) and 3 points (most important) and multiplied with frequency given the same answer by the ship management companies to calculate the intensity of the answer.

Table 3. Scores of Graduates

No	*Variables*	*Mean*	*St. Dev.*
1	*Knowledge*	*8,95*	*0,510*
2	*Ability*	*8,95*	*0,510*
3	*Skill*	*8,90*	*0,641*
4	*Attitude*	*8,90*	*0,641*
5	*Custom*	*8,95*	*0,510*

Table 4. Scores of Cadets

No	*Variables*	*Mean*	*St. Dev.*
1	*Knowledge*	*8,70*	*0,571*
2	*Ability*	*8,75*	*0,550*
3	*Skill*	*8,80*	*0,616*
4	*Attitude*	*8,65*	*0,875*
5	*Custom*	*8,90*	*0,718*

An examination of Table 3 reveals that, graduates have 8.95 mean in terms of knowledge, ability and custom and 8.90 mean in terms of skill and attitude. Scores for cadets as shown in Table 4, in terms of custom is 8.90 mean, skill is 8.80 mean, ability is 8.75 mean, knowledge is 8.70 mean and attitude is 8.65 mean. The results show that mean of variables both for graduates and cadets is fairly satisfactory. Mean scores of graduates is higher than mean scores of cadets, but there is no significant difference between these two groups.

Human resources managers of 20 ship management companies were asked '' What do you recommend to Maritime Faculty to improve education quality and meet the needs of industry? '' and obtained answers are as shown in Table 3.

Closer and firmer collaboration between maritime industry and maritime education institutions should be provided was stated by 80% percent of ship management companies. 80% percent of ship management companies, especially tanker ship management companies emphasized on inspections as they suffer from these inspections most. And related to the inspections such as SOLAS, MARPOL, TMSA, VIQ and ISGOT are essential and should be internalized by the students.

Table 5. Expectations and Recommendations of Ship Management Companies

No	*Clauses*	*Freq.*	*Intensity*
1	*More collaboration with the maritime industry*	*16*	*44*
2	*Knowledge of all kind of inspections types related to maritime industry*	*16*	*36*
3	*Commitment to maritime profession*	*14*	*36*
4	*Understanding the importance of maritime profession*	*13*	*34*
5	*More language practices*	*13*	*32*
6	*The importance of social life in the ship*	*13*	*31*
7	*Lessons about Communication, Management and Leadership*	*11*	*30*
8	*The importance of commitment and continuity to the ship management companies*	*11*	*25*
9	*More practices in the training period on board the ship*	*10*	*24*
10	*The importance of international conventions (SOLAS, MARPOL etc.)*	*9*	*21*
11	*An office internship should be arranged for students*	*7*	*14*
12	*The requirements and importance of the watchkeeping*	*6*	*14*
13	*The importance of organizational memory*	*6*	*13*
14	*More education about technical issues to the officers*	*5*	*13*
15	*Students should complete their internship thoroughly*	*5*	*11*
16	*Vision of the students should be enhanced*	*5*	*10*
17	*More management lessons*	*4*	*8*
18	*Accommodation of the students in the school*	*3*	*7*
19	*Sharing experiences of graduates with the students*	*2*	*4*
20	*Encouraging students to work with multinational crew*	*2*	*3*
21	*Pedagogic education should be given*	*1*	*2*

65% of interviewees stated that the importance of maritime profession should be taught to the students and more language practices should be done. More than half of the interviewees stated that the social life in the ship is worsening

gradually. This is accepted as the main problem that's why officers, masters and engineers don't want to work long period. Hence, the working environment should be enriched and the importance of the social life in the ship should be understood.

Communication, leadership and management issues are admitted inevitable and crucial qualifications for students. Half of the interviewees admitted that loyalty and commitment is required features in the process of recruiting. It is clear that both graduates and ship management companies would have benefits when the graduates commit to their work and company.

3. CONCLUSION

This study showed that collaboration between maritime education institutions and maritime industry is needed to be improved to prepare students to their professional life. The aim of the study was to gather feedback for our graduates and students from ship management companies as mentioned before. The results of survey revealed that scores of graduates and students are fairly satisfactory. Also, expectations and recommendations of maritime industry revealed with this study would be guide in the process of curriculum reconstruction for Bologna process. There is clear need for all of us to gain better understanding of education process and to realize that maritime industry's needs and expectations are changing from day to day. Therefore, further studies should be carried out to explore what industry expects from maritime education institutions. The data were gathered at a single point in time from maritime ship management companies. It is clear that there would be obvious merit in extending this study to a wider set of ship management companies.

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