

A Study on the Employability of Fresh Air Transportation Graduates: Alignment of Academic Learnings with the Skills Demanded By the Philippine Aviation Industry

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DOI: <https://doi.org/10.51244/IJRSI.2026.1306000435>

Received: 28 June 2026; Accepted: 03 July 2026; Published: 16 July 2026

ABSTRACT

The goal of this research paper was to assess the level of academic training in the relevant skills and competencies in the Philippine aviation industry to measure the employability of BS Air Transportation Graduates and how they were equipped and prepared for the labor market. As the aviation industry continued to evolve, the expectations for newly hired personnel also became more specialized. This created the need to have academic programs that not only provided a solid theoretical base but also practical skills appropriate to the industry that would enable students to excel in the industry. This alignment was significant in knowing the level of preparedness of the graduates to meet the challenges of their future careers in the aviation industry. To address the objectives of the study, the researchers employed a mixed-methods approach that combined quantitative survey data with qualitative interviews. A descriptive and correlational research design was applied to examine the relationship between academic preparation and the employability of graduates. Purposive sampling was used to gather responses from thirty (30) recent graduates of the BS Air Transportation program. In addition, interviews with two (2) instructors and one (1) graduate respondent were conducted to gain deeper insight into the strengths and gaps of the current academic training. The quantitative data were analyzed using weighted mean, percentage, and one-way ANOVA, while the qualitative responses were analyzed through thematic analysis to gain deeper insights into the experiences and perspectives of the interviewees. The findings indicate how academic learning contributes to the employability of BS Air Transportation graduates in the aviation sector and identify areas where curriculum enhancement may further improve industry readiness. After all, the study was intended to offer information that could be used to improve the current curriculum, improve the relationships between schools and the aviation industry, and the training and competitiveness of the future aviation workers.

Keywords: Competencies, Curriculum, Graduate Employability, Industry Readiness, Skills Alignment

INTRODUCTION

The Philippine aviation industry is growing rapidly due to increasing demand for travel, technological innovations, and improved infrastructure. This growth has resulted in a higher demand for specialized professionals across different areas of aviation. These professionals are prepared by the educational institutions; thus, there is a necessity to assess how well academic programs prepare individuals to work in this fast-paced industry. A school in San Isidro, Parañaque, which is the selected aviation institution, is entrusted with students who not just learn aviation theories but also apply the practical skills needed by employers. Yet, for all the number of new graduates pouring in every year, there is an issue regarding their employability. This research study hopes to evaluate the job readiness of recent aviation school graduates and their academic readiness in comparison to industry demands. Through reviews of feedback from employers and graduates, the results could help strengthen the link between education and work, increasing employability readiness for the aviation sector and promoting improved working relationships within the industry.

Despite the growing demand for aviation professionals, questions remain regarding whether academic preparation sufficiently equips graduates with the competencies expected by employers. This study addresses that gap by examining graduates' perceptions of their academic preparation and its alignment with current industry requirements.

The rapidly changing landscape within the aviation industry demands increased alignment between the academic curriculum and that within industry-based practice for graduate employability. Indeed, several studies noted that while technical skills are still considered core attributes, such skills in isolation today can no longer be considered sufficient; the modern aviation professional also needs to develop digital competencies and other soft skills, including communication, teamwork, problem-solving, adaptability, and resilience (Gibson, 2019; Mulder, 2017). Further, the absence of standardized frameworks in areas such as Aviation Management further increases the chasm between the curriculum design and real-world curriculum requirements, hence forcing institutions to face immense challenges in adequately preparing students against the demands of the workplace (Crysogelos, 2025). Global research, coupled with partnerships with IATA, has shown that aviation positions are continuing to evolve, with updated training requirements, roles, and demands identified for future-oriented skill development against the emerging job opportunities and technological advances within the industry (Ovsiannikova & Zakharov, 2021). Findings from vocational and technical programs demonstrate that during practical training, students usually face challenges in areas such as service delivery and emergency response, associated with psychological resilience, which leads to strong calls for further collaboration between schools and industry to enhance the acquisition of skills and increase employability prospects (Pu et al., 2025). Aviation maintenance education students express confidence in their curriculum and training, particularly when this is supplemented through co-curricular activities of workshops and hands-on programs, to address the need to combine academic learning with practice in the workplace. The broader definition of graduate employability covers not only the securing of work but also sustaining meaningful work, adapting to change, and demonstrating job readiness through relevant knowledge and skills (Yorke, 2006). From a Philippine context, CHED initiatives also support the need for globally competitive programs linked with industry that strengthen the competencies of students. Overall, current research supports that aviation graduates can achieve better and faster employment and also career fit if the students are exposed to practical training, industry-relevant curricula, internships, and cadetship pathways that connect academic preparation with professional requirements.

Aviation education and employability are substantially curtailed by relevant curriculum concerns, industry appropriateness, and socioeconomic factors outside of the aviation sphere. With rapid population growth, youth participation in the labor force increased. However, even university graduates between the ages of 18 and 25 years still suffer high unemployment rates, job insecurity, and often have to work outside their fields due to limited opportunities, thus depicting a mismatch between educational preparation and employment availability that has been persistent (International Journal of Entrepreneurship and Management Inquiries, 2019). Curriculum alignment thus has been a very important solution. For example, the 2020 evaluation of Aircraft Maintenance Training Organization 147 had concluded that aligning programs with the requirements of CASR Parts 147 & 65 and ICAO Annex 1 ensures that graduates possess industry-required competency and clear skill profiles, thereby enabling employers to find immediate, job-ready technicians. Despite these efforts, skill gaps and incidents related to human error continue. Research related to Aircraft Maintenance in Industry 4.0, 2022, had emphasized the need to continuously upskill and reskill and to modernize training in line with emergent aviation technologies. In the Philippines, high-end aviation schools are mainly significant in offering special Air Transportation courses. The COVID-19 pandemic disrupted the employability prospects of AT graduates by delaying career entry and minimizing job opportunities across all technical fields within aviation (National Center for Education Statistics, 2022). On the other hand, research studies that analyze student motivation and course valuing, such as those utilizing Nehari and Bender's Course Valuing Inventory, demonstrate that the cognitive, affective, and behavioral valuing factors are unassociated significantly with the final grades of aviation students, and therefore other factors such as instructional quality, hands-on learning, or industry driven aspirations might be more predictive of academic performance (Smith, 2025). While students valued the foundational knowledge and networking opportunities that their programs provided, many graduates still needed further training and to develop their skills to fully meet industry standards and expectations (Chrysogelos, 2025). Overall, the preparedness of the students for aviation careers depends highly

upon the quality of the curriculum, access to modern facilities, hands-on training, and industrial exposure through internships, seminars, and workshops, which altogether strengthen the students' competence and confidence and enhance employability in aviation (Garcia & Dela Cruz, 2022).

Widening gap between the competencies of aviation graduates and the expectations of the industry, with a strong call for closer integration of soft skills, industrial collaboration, and curriculum renewal. A 2022 Slovakian study showed that while generally, the graduates had adequate technical skills, there was a severe deficiency in important soft skills such as communication, responsibility, negotiation, and adaptability, leading to problems in employability and job dissatisfaction, and hence called for a collaborative approach by the universities, employers, and policymakers to make education more attuned to the labor market demand. Research from Chiang Mai Rajabhat University (2025), indicating strong technical training for students in aviation, showed that the students were still poor in communication, teamwork, and problem-solving, but the use of problem-based learning enhanced these competencies significantly. Indonesian studies on vocational school graduates within the Industry 4.0 landscape further pointed out persistent mismatch issues: while technical competence was observed, there was insufficient focus on collaboration and analytical capability that resulted in unemployment, although these findings revealed that digital communication functions as a key mediator in connecting technical skills to innovation and career development, hence signaling the importance of ICT-driven, group-based learning. Hoque, Ahmad, Mamun, and Uddin (2025) found, in the Bangladesh setting, that communications, teamwork, problem solving, leadership, and integrity, alongside academic performance, were critical signals in employability, emphasizing that effective university-industry partnership plays an instrumental role in the development of these attributes and shapes hiring decisions. In the context of PCAR Part 3 aviation education, a 2024 mixed-methods study showed the relative strengths in propulsion and safety but noted significant gaps in avionics, diagnostics, and soft skills, with students with airline OJT showing stronger work readiness; thus, the study recommended adopting competency-based frameworks, structured OJT, clear certification pathways, and continuous curriculum evaluation. BS Aeronautical Engineering tracer studies further depict generally positive employment prospects that most graduates get employed as engineers, supervisors, pilots, and instructors shortly after licensure, but compensation usually falls below ₱20,000, which indicates that there is not only a need for improved alignment between academics.

Background of the Study

The researchers examined the employability of fourth-year students from the selected aviation institution in the Philippines to determine what awaited graduates after completing their academic requirements. The aviation institution was established in 1969 and offered training in various aviation fields, including air transportation, aircraft mechanics, tourism, and aviation technology. Since its establishment, it has produced graduates who worked in different sectors of the aviation industry both locally and internationally.

From 2018 to 2025, the BS Air Transportation program was headed by Engr. Joy Cosme G. Amores Jr. for the academic year 2025–2026, the program was under the leadership of Mr. Cyril R. Dela Calzada, MAEM. Both chairpersons oversaw the implementation of the curriculum and maintained academic standards for the program.

It received recognition from the Civil Aviation Authority of the Philippines and from various international aviation organizations for standards that adhered to aviation requirements set out by relevant global organizations. The Institute provided theoretical and practical instructions that would eventually lead students to prepare themselves for employment in aviation-related occupations.

Since graduating its first class in the early 1970s, the aviation school has been present in the aviation sector. Each graduating class contributed to the available workforce in aviation. Employment of graduates supported the industry as it adapted to new regulations and global developments. Graduates were qualified by means of continued training, certifications, and further studies.

Therefore, graduates of the flying school were hired within and outside the country. Over the years, the institution has consistently contributed graduates to the aviation workforce, highlighting its continuing role in preparing professionals for the industry.

This study focused on the employability of fourth-year BS Air Transportation students from a long-standing aviation institution in the Philippines. It examined how the school's curriculum, leadership, training standards, and industry recognitions shaped the graduates' readiness for employment. The study considered the period from 2018 to 2026 and explored the opportunities available to graduates in both local and international aviation sectors.

The study was limited to students from the BS Air Transportation program and did not include graduates from other courses, such as Aircraft Maintenance Technology, Tourism, or Aviation Technology. Employment information relied on available records and graduate responses, which may not fully capture all employment outcomes. The study also did not cover long-term career development, job satisfaction, or the influence of external factors such as economic shifts, global events, or changes in aviation policies. As a result, the findings may not fully represent the experiences of graduates from other aviation institutions. These limitations should be considered when interpreting and generalizing the findings of the study.

Theoretical Framework

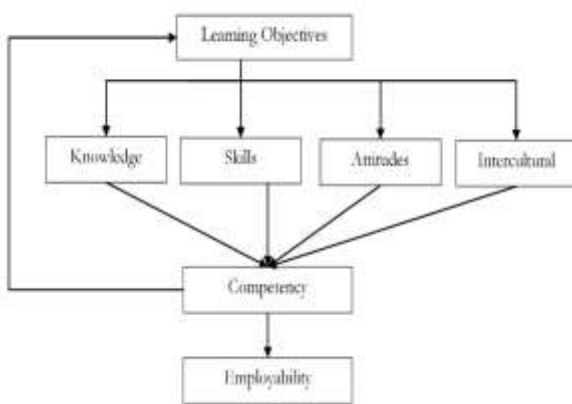


Fig. 1: Aviation learning outcomes and employability in aviation

The selected aviation institution is an aviation school in Parañaque, known to produce quality graduates who enter the aviation industry. This section presents the theoretical framework on how the activities offered under the Air Transportation program develop the soft and hard skills of the graduates. It can be argued that by participating in aviation career development activities, internships, and on-the-job training, learning essential aviation-related knowledge, developing generic skills, and acquiring emotional intelligence, all of which are embedded in the curriculum structure for Air Transportation of the selected aviation institution, graduates are most likely to attain employability within the aviation field. Hairia, Nasri, & Affandi (2019)

Conceptual Framework



Fig. 2: Pathway from Learning to Employability

Figure 2 presents the conceptual framework developed for this study. It highlights how the scholarly studies in the selected aviation institution relate to skills acquired by graduates, which form the basis of employability. The framework is informed by three fundamental aspects: skills matching industry needs, employment rate, barriers, and the response of aviation employers. These are directly connected with the success of graduates in moving out of the academic training into the work market. In general, the framework underlines that graduate employability is determined by academic training as well as industry-readiness appraisal.

Statement of the Problem

The study aimed to discuss the employability of the fresh graduates of the selected aviation institution, alignment of academic learning with the skills demanded by the Philippine Aviation Industry, and sought answers to the following questions:

1. How does the alignment of skills acquired by graduates from an aviation institute in Parañaque influence their employment rate, as reflected in the feedback provided by the aviation industry?
2. How does the employment rate of graduates from an aviation institute in Parañaque relate to the alignment of their academic skills with industry requirements and the feedback of aviation employers?
3. How does industry feedback on the work readiness of graduates from an aviation institute in Parañaque reveal the relationship between their skills alignment and actual employment outcomes?
4. Is there a significant difference in the skills acquired, industry feedback, and overall employability indicators among fresh Air Transportation graduates from an aviation institute in Parañaque?
5. How does hands-on training, additional training beyond undergraduates, and advanced review courses help fresh graduates increase their employability rate?
6. Based on the gathered data, how does the institution enforce hands-on training, additional training beyond undergraduates, and advanced review courses to increase the employability rate?

Hypothesis

There is no significant difference in the skills acquired, industry feedback, and overall employability indicators among the aviation institution's fresh Air Transportation graduates.

Significance of the Study

School - This study will help evaluate how effective their academic programs prepare students for employment in the aviation industry. The findings can help the institution for improvements in curriculum development, training programs, and career support services.

Students - This study will help students understand the employability trends and expectations about the aviation sector. It can help them better prepare for the job market by focusing on the relevant skills and professional development opportunities.

Teachers/Professors - This study will help the teachers by gaining insights into how their teaching impacts students and job readiness after graduation. These insights can encourage enhancement in their teaching skills and methods in line with the current industry standards.

Aviation Organizations - This study will provide aviation companies and organizations with data on the readiness and skill level of fresh graduates entering the industry. The information can support recruitment strategies and collaborative training with educational institutions.

METHODOLOGY

Research Design

The researchers used mixed method research design in this study, integrating quantitative and qualitative methods to gather and analyze data. Surveys were used in order to collect quantitative data to determine the pattern and relationship between variables, and case studies were used to collect qualitative data to get a better understanding of the experiences of the participants. The research design was a combination of descriptive, correlational, and case study research. The descriptive design allowed us to summarize all the data, the correlational design allowed us to examine how variables were related to one another, and the case study design allowed us to explore specific examples in detail for better understanding.

Respondents

This study also examined the employment status of recent graduates from the aviation institution to better understand the post-graduation outcomes of those who completed the BS Air Transportation program. Employment trends among graduates provide valuable insight into the extent to which academic training aligns with industry demands and how effectively graduates transition into aviation-related careers. A sample size of 122 was computed using Slovin's formula from a total population of 175 recent graduates. Of this sample, 30 graduates responded and provided data on their employment status. Although the computed sample size was 122 respondents, only 30 graduates completed the survey, resulting in a 24.59% response rate. This lower response rate may have been influenced by the voluntary nature of participation and the limited accessibility of recent graduates during the data collection period. While the responses provided valuable insights into the graduates' experiences, the relatively small number of respondents may limit the generalizability of the findings and should therefore be considered when interpreting the results. Their distribution is presented in Table 1. Because the study obtained responses from only 30 graduates, the findings represent the experiences of the respondents included in the study and may not fully represent the perspectives of the entire graduating population.

Employment Status	Frequency	Percentage
Not Employed	17	56.67%
Employed in Non-Aviation Field	10	33.33%
Employed in Aviation Field	3	10.00%
Total	30	100%

Table 1: Distribution of Respondents According to Employment Status

Table 1 presents the employment status of the 30 recent graduates from the BS Air Transportation program of an aviation institution who participated in this study. The total population of recent graduates for the year was 175, from which a sample size of 122 was determined using Slovin's formula. Out of this target sample, 30 graduates responded and provided information regarding their employment status.

The results show that more than half of the respondents (17 graduates or 56.67%) were not yet employed at the time of data collection. Meanwhile, 10 graduates (33.33%) reported being employed in non-aviation industries, indicating that although they had secured work, it was not directly aligned with their aviation-related academic training. Only 3 respondents (10.00%) were employed in the aviation field, representing a small proportion of graduates who had successfully entered industry-related positions.

The employment distribution indicates that a considerable proportion of respondents had not yet secured aviation-related employment at the time of the survey. The low number of aviation-employed graduates may reflect factors such as limited entry-level openings, competitive qualification requirements, or broader industry

hiring trends. On the other hand, the graduates employed in non-aviation roles demonstrate adaptability and willingness to pursue alternative or temporary employment while awaiting opportunities in the aviation sector. Overall, the table provides an initial view of early career outcomes for BS Air Transportation graduates and highlights the need for strengthened industry linkages and employability support within the institution.

Settings

The study was conducted at an aviation school in Parañaque City. Participants were selected through purposive sampling. To ensure balanced representation of the graduates batch 2024-2025 BS Air Transportation program, students were asked to answer a survey. This approach allowed for an equitable assessment of the employability perspectives and experiences of fresh graduate students.

The total population of the batch 2024-2025 graduates of BS Air Transportation students served as the sampling frame. Within each stratum, participants were selected using purposive sampling to avoid bias and provide equal opportunities for participation. This method was applied to maintain fairness and proportionality across all academic levels.

The aviation school in Parañaque was chosen as the setting because of its specialized focus on aviation education and training. Its unique academic environment provided a suitable context for examining how institutional resources and programs influence the employability of fresh graduates in the aviation industry.

Instrumentation

The study utilized a purposive sampling technique to specifically target fresh graduates of the BS Air Transportation (BSAT) program, as they are the most relevant group for assessing employability and skills alignment with industry requirements. A 20-item questionnaire was constructed by the researchers based on the Review of Related Literature and the Statement of the Problem. The questionnaire underwent content validation by aviation professionals to ensure that the items were relevant, clear, and aligned with the objectives of the study. A pilot test was conducted before the actual data collection to identify ambiguous or unclear items and improve the overall clarity of the questionnaire. The revised instrument was then administered to the target respondents. The survey was administered using Google Forms with a 4-point Likert Scale (Strongly Agree, Agree, Disagree, and Strongly Disagree) to systematically evaluate the respondents' views on the essential areas of the study.

For the interview phase, participants were selected based on the lowest weighted mean per SOP, as these items reflected the less favorable responses. These respondents were asked to provide their professional insights on why such ratings were given and what recommendations they could offer to help improve future graduates' perceptions and performance in those areas.

Data Analysis

The collected data were analyzed using descriptive and inferential statistics to address the research question and test the hypothesis. Descriptive statistics, including frequency, percentage, weighted mean, and standard deviation, summarized respondents' profiles and perceptions on Skills Alignment, Industry Feedback, and Employability. Composite scores for each construct were calculated by averaging the relevant survey items. A one-way ANOVA was conducted to determine whether significant differences existed in these indicators among graduates based on employment status (employed in aviation, non-aviation, or unemployed). Any qualitative insights from open-ended responses, if available, were analyzed thematically to complement the quantitative findings. The statistical analysis focused on descriptive statistics and one-way ANOVA to address the objectives of the study. Because of the limited number of responses, assumption testing and effect size estimation were not included in the analysis. This should be considered when interpreting the statistical findings. The statistical analysis was limited to descriptive statistics and one-way ANOVA to address the objectives of the study. Because the study was based on a relatively small number of respondents, additional statistical procedures such as assumption testing and effect size estimation were not performed. These limitations should be considered when interpreting the statistical findings.

Ethical Considerations

The researchers carefully followed all ethical principles throughout the study. Participants were informed about the purpose, objectives, and scope of the research before filling out the Google Form survey, which included a brief introduction at the beginning of the form. The participation was purely voluntary, and respondents were not obligated to answer any question or drop out at any point in time without any unfavorable consequences.

All data gathered, both survey and qualitative stories, were kept strictly confidential and used only for educational purposes. No identifying or personal information was obtained, and data was safely stored to safeguard participants' privacy.

RESULT AND ANALYSIS

Perceived Alignment of Academic Skills with Graduate Employment

Questions	S.D.	W. M.	Remarks
1.1 Did your aviation school provide you with opportunities to develop both technical and soft skills?	0.6687	3.37	Strongly Agree
1.2 Did you feel that the training you received at your aviation institution aligned well with the skills required in the aviation industry?	1.0828	2.00	Agree
1.3 Did you believe that your aviation institution prepared you to meet future aviation needs through updated and relevant training?	0.5632	1.40	Strongly Disagree
1.4 Did you feel that the hands-on training provided by your aviation school enhanced your job readiness?	0.5467	1.33	Strongly Disagree
1.5 Did the training facilities at your aviation school adequately prepare you for your current role in the aviation industry?	0.6288	3.13	Agree
1.6 Do you think your aviation school helped you develop the skills needed to be globally competitive in the aviation job market?	0.6074	3.10	Agree
1.7 Were internship or industry-linked programs at your aviation school helpful in securing your first aviation-related job?	0.8683	3.07	Agree
Total:	0.3326	2.49	Disagree

Legend: 3.25-4.00 - strongly agree 2.50-3.24 - agree 1.75-2.49 - disagree 1.00-1.74 - strongly disagree

Table 2: Respondents' perceptions of skills alignment and its influence on employment rate

Table 2 presents the respondents' perceptions of the alignment between the skills they acquired during their academic training and the requirements of the aviation industry. The overall weighted mean of 2.49, interpreted as 'Disagree,' indicates that respondents generally perceived that their academic preparation did not sufficiently align with the skills required for employment in the aviation industry.

Among individual items, the highest-rated question was 1.1: "Did your aviation school provide you with opportunities to develop both technical and soft skills?" This had a weighted mean of 3.37 and the remark "Strongly Agree." This indicates that respondents generally perceive the institute as providing good opportunities to develop both technical knowledge and soft skills. Other items, such as 1.5, 1.6, and 1.7, which

relate to the sufficiency of training facilities, the development of globally competitive skills, and the usefulness of internships or industry-linked programs, respectively, also scored above 3.0, reflecting general agreement on these areas.

In contrast, the lowest-rated items were 1.3, "Did you believe that your aviation institution prepared you to meet future aviation needs through updated and relevant training?" and 1.4, "Did you feel that the hands-on training provided by your aviation school enhanced your job readiness?" with weighted means of 1.40 and 1.33, respectively, both marked as "Strongly Disagree." These low scores are indicative of huge gaps in practical, forward-looking training and may suggest that graduates are indeed not properly equipped to address emerging industry demands or to translate those skills into immediate job readiness.

These findings support the literature reviewed in this study, which emphasizes the importance of aligning aviation education with current industry requirements through updated curricula and practical training. The contrast between the high ratings for general skill development and the low ratings for practical and future-oriented training suggests that respondents recognized the value of their academic foundation but perceived deficiencies in practical preparation for current industry demands.

Academic Preparation and Graduate Employment

Questions	S.D.	W.M.	Remarks
2.1 Do you believe your education at your aviation school helped bridge the gap between school learning and actual aviation jobs?	0.7397	3.27	Strongly Agree
2.2 Did the Air Transportation program and training at your aviation school directly prepare you for your aviation career?	0.6215	3.40	Strongly Agree
2.3 Did you feel that your undergraduate training at your aviation school adequately prepared you to meet job requirements without needing extensive additional training?	0.6065	1.33	Strongly Disagree
2.4 Do you believe that despite the challenges of the COVID-19 pandemic, the Air Transportation program at your aviation school still prepared graduates with the necessary skills to pursue career opportunities in the aviation sector?	0.7589	3.10	Agree
2.5 Do you believe that your academic program provides a strong foundation that, when combined with additional training, can fully prepare you to meet the demands of the aviation industry?	0.5683	3.57	Strongly Agree
2.6 Did you feel that your undergraduate training at your aviation school provided enough skills so that further education or training was not necessary to improve your competence?	0.7303	1.53	Strongly Disagree
2.7 Do you believe that combining quality curriculum, training facilities, and industry exposure at your aviation school effectively prepares Air Transportation students for successful employment in the aviation sector?	0.5561	3.63	Strongly Agree
Total:	0.2601	2.83	Agree

Legend: Legend: 3.25-4.00 - strongly agree 2.50-3.24 - agree 1.75-2.49 - disagree 1.00-1.74 - strongly disagree

Table 3: Academic Skills Alignment and Employment Outcomes

Table 3 summarizes the respondents' perceptions regarding the relationship between their academic preparation and employment outcomes. The overall weighted mean of 2.83 ('Agree') indicates that respondents generally believed their academic preparation contributed to their employability, although additional preparation remained necessary.

Of all individual items, the highest-rated question was 2.7, "Do you believe that combining quality curriculum, training facilities, and industry exposure at your aviation school effectively prepares Air Transportation students for successful employment in the aviation sector," was rated with a weighted mean of 3.63 and the remark "Strongly Agree." Similarly, question 2.5 about the combination of academic foundation with additional training to meet the demands of the industry scored 3.57 and was marked "Strongly Agree." Question 2.2, whether or not the program in Air Transportation directly prepared them for their aviation career, scored 3.40 and was also classified as "Strongly Agree." These findings suggest that respondents viewed the curriculum, training facilities, and industry exposure as important strengths of the program.

On the other hand, the items receiving the lowest rating were 2.3, "Did you feel that your undergraduate training at your aviation school adequately prepared you to meet job requirements without needing extensive additional training," and 2.6, "Did you feel that your undergraduate training at your aviation school provided enough skills so that further education or training was not necessary to improve your competence," with weighted means of 1.33 and 1.53, respectively. Both were classified under "Strongly Disagree." The low ratings for Questions 2.3 and 2.6 suggest that while respondents recognized the value of their undergraduate education, they did not believe it was sufficient to prepare them for employment without additional training. This implies that theoretical knowledge alone may not fully address the practical competencies expected by employers in the aviation industry. This finding is consistent with the studies cited in this research, which emphasize that curriculum quality should be complemented by internships, workshops, and industry exposure to reduce the gap between academic preparation and workplace requirements. The findings therefore suggest that strengthening practical training may improve graduates' confidence in their readiness for aviation careers.

Industry Feedback on Graduate Work Readiness

Questions	S.D.	W.M.	Remarks
3.1 Did your aviation school help you improve soft skills such as communication, responsibility, negotiation, and adaptability?	0.7184	3.37	Strongly Agree
3.2 Would using real-life problems or active group work in classes help you get better at teamwork and problem-solving?	0.4795	3.67	Strongly Agree
3.3 Do you think using computers and having group projects would help you be more creative and ready for aviation jobs?	0.4983	3.60	Strongly Agree
3.4 Did your aviation school give you enough chances to practice communication, teamwork, problem-solving, leadership, and honesty for future jobs?	0.6815	3.53	Strongly Agree
3.5 I believe that the institution's current lessons, on-the-job training opportunities, and course reviews are effective in addressing skills such as flight operations and flight planning.	0.4498	1.27	Strongly Disagree
3.6 Do you think your aviation school prepared you well for aviation jobs and the pay you can expect after graduating?	0.6747	3.40	Strongly Agree
Total:	0.3449	3.14	Agree

Legend: Legend: 3.25-4.00 - strongly agree 2.50-3.24 - agree 1.75-2.49 - disagree 1.00-1.74 - strongly disagree

Table 4: Industry Feedback on Work Readiness and Skills Alignment

Table 4 presents respondents' perceptions regarding industry feedback on graduate work readiness. The overall weighted mean of 3.14 ('Agree') indicates that respondents generally believed they possessed the soft skills and competencies expected in the aviation workplace.

The individual items rated the highest were 3.2, "Would using real-life problems or active group work in classes help you get better at teamwork and problem-solving," with a weighted mean of 3.67, while 3.3, "Do you think using computers and having group projects would help you to be more creative and ready for aviation jobs," came in second with 3.60. Other items that received a high rating were 3.1, 3.4, and 3.6, concerned respectively with the development of soft skills, opportunities to practice teamwork and leadership, and preparation for aviation jobs and expected pay. These findings indicate that respondents viewed the institution as effective in developing communication, teamwork, leadership, and other interpersonal competencies.

The lowest rated was 3.5, "I believe that the institution's current lessons, on-the-job training opportunities, and course reviews are effective in addressing such skills as flight operations and flight planning," with a weighted mean of 1.27, which falls into the classification of "Strongly Disagree." The low rating suggests that respondents perceived practical training in specialized technical areas to be insufficient despite the positive ratings for soft-skill development. These findings are validated by the literature, which cites communication, teamwork, problem-solving, leadership, and integrity as some of the key soft skills that make graduates employable in aviation. It is also seen from available studies that incorporating problem-based learning, ICT-enabled group projects, and structured on-the-job training strengthens the linkage between technical skills and work readiness. Tracer studies likewise inform that while graduates are immediately employed upon graduation, there is still a need for better alignment of academic training with industry requirements for optimum career outcomes. Overall, the feedback suggests that the graduates of the aviation institute in Parañaque have adequate preparation in soft skills but need more practical and technical training to fully meet the standards of the industry.

Differences in Perceptions of Program Preparedness Based on Employment Status

Employment						
Statements	Category	Sum of Square	Mean Square	f	Sig.	Decision
Did the Air Transportation program and training at your aviation school directly prepare you for your aviation career?	Between Groups	2.965	1.482	4.860	0.016	Reject
	Within Groups	8.235	.305			
	Total	11.200				

Table 5: Significant Difference Between Employment Status

Statement	Sig.	Decision
Did the Air Transportation program and training at your aviation school directly prepare you for your aviation career?	0.016	Reject
Employed in Non-Aviation Field, Employed in Aviation Field		

Legend: ≤ 0.05 Reject, > 0.05 Accept*, ≤ 0.01 Very significant**

Table 6 : Effect of Air Transportation Training on Employment Outcomes

Table 5 presents the ANOVA results testing whether there are significant differences in graduates' perceptions of how the Air Transportation program and training at their aviation institute in Parañaque directly prepared them for their aviation careers across different employment groups. This analysis addresses the research question: "Is there a significant difference in the skills acquired, industry feedback, and overall employability indicators among fresh Air Transportation graduates from the aviation institute in Parañaque?" The corresponding hypothesis is: "There is no significant difference in the skills acquired, industry feedback, and overall employability indicators among fresh Air Transportation graduates from the aviation institute in Parañaque."

A one-way ANOVA was conducted to compare responses to the statement, "Did the Air Transportation program and training at your aviation school directly prepare you for your aviation career?" across employment categories (employed in aviation, employed in non-aviation sectors, and unemployed). The calculated significance value was 0.016, which is below the 0.05 threshold. Therefore, the null hypothesis was rejected, indicating a significant difference in how graduates from different employment groups perceived their career preparation. Post-hoc analysis confirmed that the significant difference occurred between graduates employed in the aviation field and those employed outside the aviation industry. The results indicate that graduates from different employment groups did not evaluate the program in the same way. However, the analysis only identifies differences in perception among groups and should not be interpreted as evidence that employment status directly caused these differences.

These findings suggest that graduates employed in the aviation sector generally reported more favorable perceptions of the program's preparation for aviation careers than those employed outside the industry. In contrast, respondents employed outside the aviation industry reported lower perceptions of how well their academic preparation aligned with industry expectations. This emphasizes the importance of continuously updating academic programs to meet industry standards to ensure all graduates are suitably prepared for aviation careers.

The findings align with previous literature emphasizing the impact of practical training and industry exposure on employability. Studies by Chrysogelos (2025) and Garcia and Dela Cruz (2022) indicate that graduates feel better prepared for their careers when academic programs are complemented with practical experience, internships, and industry-linked training. Overall, these findings reinforce the importance of continuously reviewing the curriculum and strengthening industry exposure to improve graduates' confidence in their academic preparation.

Employability Strongly Improved by Additional Training but Limited by Practical Exposure.

Master Theme	Superordinate Theme
Hands-on training to be more job-ready	Lack of Practical Exposure
	Inadequate Equipment and Training Resources
Additional training beyond undergraduate education to meet job requirements	Additional Training Needed for Industry Competitiveness
	Competition With Other Institutions Requires Further Training
Advanced lessons and review courses to fix gaps in skills	Need for Curriculum Updating and Modernization
	Lack of Adequate and Meaningful OJT

Table 7: Master and Superordinate Themes Related to Graduate Employability

Master Theme 1: Hands-on training to be more job-ready

SuperOrdinate Theme 1.1: Lack of Practical Exposure

Informant 1: "There is no hands-on training... what we need are skills, not just knowledge... our graduates... lack training."

Informant 2: "Graduates are not highly satisfied... the school should... offer additional equipment... one of the reasons kung bakit medyo mababa yung answers."

Informant 3: Activities... are not relatable to the actual field... more on hands-on activities... students should see real operations."

Informants consistently identified that graduates are not adequately trained in hands-on activities, rendering them incapable of accomplishing tasks within aviation. For example, Informant 1 identified that "what we need are skills, not just knowledge... our graduates... lack training," where Informant 2 maintained that more equipment and practical opportunities would increase satisfaction and outcomes. Finally, Informant 3 pointed out that "these activities are not relatable to the actual field" and recommended that students should be taken to see actual operations to understand workflows within the industry. Together, the responses of the informants indicate that graduates perceive a gap between classroom instruction and actual aviation practice. This observation supports the studies cited in this research, which emphasize the importance of competency-based learning and practical experience in improving graduate employability (Garcia & Dela Cruz, 2022; Skill Set Issues in Aircraft Maintenance, 2022).

Superordinate Theme 1.2: Inadequate Equipment and Training Resources

Informant 1: "[confidential] is a bit lacking in that area... There is no hands-on training."

Informant 2: The school should... invest more or offer additional equipment or tools for hands-on training."

Informant 3: "Students should... observe real workflows and understand what truly happens in the job."

Graduates' preparedness is further limited by limited access to training resources. For example, Informant 1 identified that [confidential] "is a bit lacking in that area... there is no hands-on training," while Informant 2 suggested that the institution needed to invest more in equipment and tools. In addition, Informant 3 said that students should "observe real workflows and understand what truly happens in the job." Collectively, these responses suggest that improving both instructional practices and access to training resources would strengthen the development of practical competencies needed in the aviation industry.

Master Theme 2: Additional training beyond undergraduate education to meet job requirements

Superordinate Theme 2.1: Additional Training Needed for Industry Competitiveness

Informant 1: "Additional training... will be your edge... since [confidential] does not offer all needed training."

Informant 2: How can they believe in additional training... if hands-on training is not enough?"

Informant 3: "It is needed to have additional training... after graduation you need specialization."

All of them agreed that more specialized training on top of the undergraduate training is needed to make them employable. As Informant 1 averred, "additional training... will be your edge... since [confidential] does not offer all needed training." Similarly, Informant 2 has questioned how the students would gain further training when exposure in a hands-on environment was found inadequate. Informant 3 has also reiterated the same

idea: "after graduation, you need specialization." Overall, the informants agreed that undergraduate education alone is not sufficient to meet current industry expectations. Their responses support the studies cited in this research, which emphasize the value of specialized training and continuous professional development in improving employability (Chrysogelos, 2025; Ovsiannikova & Zakharov, 2021).

Superordinate 2.2: Competition With Other Institutions Requires Further Training

Informant 1: "There will be competition... many schools offer flight dispatcher or flight training... additional training becomes your edge."

Informant 2: Implies that graduates worry about "longer time in college" and lack of proper training compared to others.

Informant 3: "Other schools have more OJT... they know more about entering the industry."

As such, informants identified that graduates are faced with challenges or competition from other schools that offered them more practical exposure. Informant 1 noted, "Many schools offer flight dispatcher or flight training. Additional training becomes your edge," while Informant 3 mentioned that other programs with more OJT "know more about entering the industry." Informant 2 complemented this by suggesting that extended study time or feeling underprepared against peers are the concerns of graduates. These responses indicate that graduates perceive additional training as an important factor in remaining competitive with graduates from other institutions that provide greater practical exposure.

Master Theme 3: Advanced lessons and review courses to fix gaps in skills

Superordinate 3.1: Need for Curriculum Updating and Modernization

Informant 1: "[confidential] needs to revise the curriculum... our curriculum is behind standards."

Informant 2: "Updating is already there but learning is not enough... curriculum is general."

Informant 3: "Exposures in other schools give them advantage... [confidential] should update its OJT structure or add more hours."

The informants emphasized that the current curriculum needs to be revised and updated. For instance, Informant 1 mentioned that [confidential] "needs to revise the curriculum. Our curriculum is behind standards," while Informant 2 said that while updates take place, "learning is not enough. The curriculum is general." To add, Informant 3 suggested that increasing exposures and restructuring OJT hours will help students have an edge over others. Taken together, the informants' responses indicate that regular curriculum review and stronger integration of current industry practices are necessary to improve graduate preparedness. This observation is consistent with the studies cited in this research that recommend continuous curriculum alignment with aviation industry requirements (Pu et al., 2025; PCAR Part 3, 2024).

Superordinate 3.2: Lack of Adequate and Meaningful OJT

Informant 1: "Industry no longer uses OBE... preferred method is Competency-Based Training and Assessment (CBT-A)."

Informant 2: "Additional training must align with current industry updates."

Informant 3: Students should visualize real responsibilities... see actual workflows."

Informants uniformly agreed that OJT is not structured enough to meet the needs of industry. For example, Informant 1 reported that "industry no longer uses OBE... preferred method is Competency-Based Training and Assessment (CBT-A)," while Informant 2 suggested that "additional training must align with current industry updates." As Informant 3 stated, students need to "visualize real responsibilities... see actual

workflows." Overall, the interview responses highlight the importance of structured and industry-aligned OJT in narrowing the gap between academic preparation and workplace expectations.

Institutional Training Efforts and Graduate Employability

The qualitative findings indicate that the institution has implemented several initiatives intended to improve graduate employability; however, respondents consistently identified limitations in their implementation. Hands-on learning is primarily enforced through On-the-Job Training, yet informants report that practical exposure within the institution is limited, with graduates lacking real operational experience due to insufficient equipment, outdated activities, and minimal practice-based instruction. Although additional training is encouraged, the institution does not formally integrate specialized certifications or advanced skills into the curriculum, leaving students dependent on external providers for competencies required by the aviation industry. Review classes and curriculum updates are offered, but informants emphasize that they remain too general and do not adequately build foundational skills or prepare students for licensure or technical roles, especially since the school has not fully transitioned to competency-based training approaches now preferred in the industry. Overall, while the institution enforces these components to some extent, the limited practical exposure, lack of structured specialization, and outdated curriculum undermine their effectiveness, resulting in graduates who remain underprepared and less competitive in the aviation workforce.

DISCUSSION

Conclusions

The following conclusions have been drawn based on the results and analysis:

4.1.1. The findings indicate that there is a perceived gap between the competencies acquired by graduates of the aviation institute in Parañaque and the current requirements of the aviation industry. Although the institution was recognized for developing general technical and soft skills, respondents did not believe that these competencies alone were sufficient to improve their employability. The low ratings for hands-on training and preparation for future aviation demands suggest that graduates continue to face challenges in applying their academic knowledge to actual industry settings. These findings support the literature cited in this study, which emphasizes that curriculum relevance, practical exposure, and competency-based training are essential in preparing graduates for employment in the aviation industry. Strengthening these areas may help improve graduates' readiness for current and future industry requirements.

4.1.2. The findings suggest that respondents generally viewed their academic preparation as an important contributor to employability. High ratings for curriculum quality, training facilities, and industry exposure indicate that the institution provides a strong academic foundation for students pursuing aviation careers. However, the low ratings regarding readiness to perform job requirements without additional training indicate that respondents still perceive a need for further practical experience and specialized training after graduation. This observation is consistent with the literature reviewed in this study, which highlights that academic preparation is most effective when complemented by internships, workshops, industry exposure, and continuous curriculum improvement. Overall, the findings indicate that while the institution successfully develops foundational knowledge, additional practical learning opportunities are needed to strengthen graduates' confidence in meeting industry expectations.

4.1.3. The findings indicate that respondents generally perceived themselves as possessing adequate soft skills, particularly in communication, teamwork, leadership, creativity, and collaboration. These competencies were consistently identified as strengths of the academic program and were viewed as important for employment in the aviation industry. However, respondents expressed less confidence in their preparation for technical responsibilities such as flight operations and flight planning, suggesting that practical and technical competencies require further improvement. This finding supports the literature cited in this study, which emphasizes that soft skills alone are insufficient without structured practical training and meaningful industry exposure. Developing both technical competencies and interpersonal skills would better prepare graduates for the demands of aviation careers.

4.1.4. The significant difference in perceptions among employment groups indicates that graduates did not evaluate the effectiveness of the Air Transportation program in the same manner. Respondents employed in the aviation industry generally reported more favorable perceptions of their academic preparation than those employed outside the aviation field. This finding suggests that employment experiences may influence how graduates assess the relevance of their education to industry practice. The result is consistent with the studies cited in this research, which emphasize that industry exposure and practical experience strengthen graduates' appreciation of the competencies developed during their academic training. These findings reinforce the importance of continuously reviewing the curriculum and strengthening industry linkages to improve graduate preparedness.

4.1.5. The qualitative findings consistently highlight the importance of hands-on training, meaningful on-the-job training, and specialized learning opportunities in improving graduate employability. Informants agreed that limited practical exposure, inadequate training resources, and insufficient opportunities to experience actual aviation operations reduced graduates' readiness for employment. They also emphasized the growing need for additional certifications, specialized training, and curriculum updates to remain competitive in the aviation industry. These observations support the quantitative findings of the study and are consistent with the literature reviewed, which emphasizes that competency-based education and industry-aligned training play an important role in developing employable aviation graduates. Overall, the findings indicate that practical experience remains one of the most important factors influencing graduates' confidence and preparedness for employment.

4.1.6 The study indicates that while the institution has implemented initiatives to improve graduate employability through practical training, review courses, and additional learning opportunities, respondents perceived that these efforts remain insufficient to fully meet current industry expectations. Limited practical exposure, the lack of structured specialization, and the need for updated training approaches continue to affect graduates' readiness for employment. Informants also emphasized the importance of competency-based training, improved facilities, and stronger partnerships with industry to better align academic preparation with workplace requirements. These findings suggest that continuous curriculum improvement and increased opportunities for practical learning may further enhance graduate competitiveness within the aviation industry.

RECOMMENDATIONS

Based on the discussed conclusions, the recommendations are as follows:

4.2.1 The aviation institute should prioritize strengthening practical and experiential learning by expanding laboratory activities, simulation exercises, and industry-based operational training. Improving access to updated facilities and equipment will provide students with greater opportunities to develop technical competencies that are directly applicable to aviation operations. Continuous curriculum review should also be conducted in consultation with industry experts and regulatory bodies to ensure that course content remains aligned with current aviation standards and emerging industry requirements.

4.2.2 The institution should strengthen its partnerships with airlines, aviation companies, and training organizations to provide students with more structured internships and meaningful on-the-job training experiences. Increased exposure to actual aviation operations may help bridge the gap between classroom learning and workplace expectations while improving graduates' confidence and readiness for employment.

4.2.3 The curriculum should be continuously evaluated and updated to reflect current industry practices, technological developments, and competency requirements. Greater emphasis should be placed on integrating practical learning activities, specialized technical instruction, and competency-based training approaches that better prepare students for professional aviation careers.

4.2.4 The institution should establish a regular program evaluation process by gathering feedback from graduates, faculty members, employers, and industry partners. Continuous evaluation will help identify strengths and areas requiring improvement while ensuring that the academic program remains responsive to changes within the aviation industry.



4.2.5 Opportunities for professional development should be expanded through certification programs, review courses, workshops, and specialized training that complement undergraduate education. These learning opportunities may help graduates strengthen their technical competencies and improve their competitiveness in the aviation job market.

4.2.6 Future employability initiatives should focus on maintaining strong collaboration between the institution, aviation employers, and regulatory agencies to ensure that academic preparation remains consistent with industry expectations. Continued investment in practical training, curriculum enhancement, and competency-based instruction may further improve graduate preparedness and long-term employability in the aviation sector.

ACKNOWLEDGMENT

The researchers would like to express their heartfelt gratitude to everyone who contributed to the completion of this study, “The Employability of Fresh Air Transportation Graduates from PATTS College of Aeronautics: Alignment of Academic Learnings with the Skills Demanded by the Philippine Aviation Industry.”

First and above all, we offer our deepest thanks to God, whose guidance, wisdom, and blessings sustained us throughout this entire journey. His strength and grace gave us clarity during difficult moments and perseverance when challenges arose.

We also extend our profound appreciation to Dr. Marianne Shalimar G. Del Rosario, our Course Instructor, for her unwavering support, thoughtful guidance, and steady encouragement. Her patience and dedication greatly shaped the direction and quality of our research.

The researchers are sincerely grateful to all our validators, who willingly shared their time and expertise. Their insightful comments and constructive suggestions were invaluable in improving our study and ensuring its validity.

Our heartfelt thanks also go to PATTS College of Aeronautics, our academic home, for providing an environment that nurtured our skills, discipline, and love for aviation. The institution’s support and commitment to excellence inspired us to pursue this study with purpose and determination.

Lastly, we thank everyone, our families, friends, and classmates who offered assistance, motivation, or even simple words of encouragement. Each act of support, no matter how small, gave us the strength to keep moving forward.

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APPENDIX

Appendix A: Rrl Matrix

Review of related literature	Significance of the study	Questionnaire
RRL 1: Research underscores the importance of aligning training programs with evolving industry needs. Traditional technical skills remain necessary but are no longer sufficient; professionals now require advanced digital competencies alongside soft skills such as problem-solving, adaptability, and teamwork (Gibson, 2019). Continuous education and upskilling are identified as essential strategies to sustain employability in a rapidly changing aviation landscape (Mulder, 2017). RRL 2: The aviation industry requires skilled professionals for complex challenges, with Aviation Management playing a crucial role. However, the absence of established standards impacts curriculum design, increasing the disparity between academic preparedness and market requirements (Crysogelos, 2025) RRL 3: The aviation industry keeps evolving, affecting both employment and employee training. Based on the findings of Ovsiannikova and Zakharov (2021), this study, conducted in partnership with IATA, aims to investigate present and prospective job possibilities, skills, and training processes in the industry. The key aims are to examine the existing situation, define probable changes, and explore the future scenario in terms of skills, responsibilities, requirements, and training. RRL 4: As explored by Pu, Jamcharoen, Sriphannomwon, Napatthirachanchai, and	1. How does the alignment of skills acquired by graduates from an aviation institute in Parañaque influence their employment rate, as reflected in the feedback provided by the aviation industry? 2. How does the employment rate of graduates from an aviation institute in Parañaque relate to the alignment of their academic skills with industry requirements and the feedback of aviation employers?	RRL1. Did your aviation school provide you with opportunities to develop both technical and soft skills? RRL2. Did you feel that the training you received at your aviation institution aligned well with the skills required in the aviation industry? RRL3. Did you believe that your aviation institution prepared you to meet future aviation needs through updated and relevant training? RRL4. Did you feel that the hands-on training provided by your aviation school enhanced your job readiness? RRL5. Did the training facilities at your aviation school adequately prepare you for your current role in the aviation industry?* RRL6. Do you think your aviation school helped you develop the skills needed to be globally competitive in the aviation job market? RRL7. Were internship or industry-linked programs at your aviation school helpful in securing your first aviation-related job? RRL8. Do you believe your education at your aviation school helped bridge the gap between school learning and actual aviation jobs? RRL9. Did the Air Transportation program and training at your aviation school directly prepare you for your aviation career?* RRL10. Did you feel that your undergraduate training at your aviation school adequately prepared you to meet job requirements without needing



Witoonchat (2025), found that vocational aviation students have difficulties with service delivery, emergency response, and psychological resilience throughout practical training. Their findings also highlight the importance of school-enterprise collaboration in boosting professional skills, connecting training with industry needs, and increasing employability chances. RRL 5: The aviation industry needs skilled workers, especially in aircraft maintenance. A study found BSAMT students feel confident in their training, curriculum, and facilities. Co-curricular activities like workshops and training greatly help readiness. The research stresses combining academics with real-world experience to better prepare students for aviation careers. RRL 6: Graduate employability reflects how well universities prepare students for the job market. Yorke (2006) defines it as sustaining and adapting to work, not just getting hired. It involves job readiness, skills, and knowledge. In the Philippines, CHED promotes globally competitive graduates through industry-linked and employability-focused education programs. RRL 7 :Graduate employability involves the knowledge, skills, and attributes needed for meaningful work. In aviation, it's measured by time-to-employment and job fit. Studies show that practical training, industry-aligned curricula, and strong industry ties like internships and cadet programs lead to better and quicker job placements for aviation graduates. RRL 8: Rapid population growth increases youth participation in the		extensive additional training? RRL11. Do you believe that despite the challenges of the COVID-19 pandemic, the Air Transportation program at your aviation school still prepared graduates with the necessary skills to pursue career opportunities in the aviation sector? RRL12. Do you believe that your academic program provides a strong foundation that, when combined with additional training, can fully prepare you to meet the demands of the aviation industry? RRL13. Did you feel that your undergraduate training at your aviation school provided enough skills so that further education or training was not necessary to improve your competence? RRL14. Do you believe that combining quality curriculum, training facilities, and industry exposure at your aviation school effectively prepares Air Transportation students for successful employment in the aviation sector?*
3. How does industry feedback on the work readiness of graduates from an aviation institute in Parañaque reveal the relationship between their skills alignment and actual employment outcomes?		RRL15. Did your aviation school help you improve soft skills such as communication, responsibility, negotiation, and adaptability? RRL16. Would using real-life problems or active group work in classes help you get better at teamwork and problem-solving? RRL17. Do you think using computers and having group projects would help you be more creative and ready for aviation jobs? ** RRL18. Did your aviation school give you enough chances to practice communication, teamwork, problem-solving, leadership, and honesty for future jobs? RRL19. I believe that the institution's current lessons, on-the-job training opportunities, and course reviews are



labor force. According to the International Journal of Entrepreneurship and Management Inquiries (2019), university graduates aged 18–25 experience high unemployment and anxiety. Many are forced to work outside their fields due to limited job opportunities, revealing a gap between education and employment. RRL 9: According to the 2020 study Evaluation of the Learning Curriculum of the Aircraft Maintenance Training Organization 147, aligning the curriculum with CASR Parts 147 and 65 and ICAO Annex 1 ensures graduates meet industry needs. Clear graduate profiles with defined skills help employers identify job-ready licensed avionics technicians. RRL 10: Skill mismatches remain a major issue in aviation. According to Skill Set Issues in Aircraft Maintenance from Industrial Revolution 4.0 Context (2022), many incidents stem from human error and skill gaps. The study emphasizes training deficiencies, urging upskilling, reskilling, and continuous learning to meet evolving technological demands in aviation. RRL 11: The selected aviation institution is recognized as a priority institution because it offers the specialized Air Transportation program, one of the few programs specifically designed to prepare students for careers in the aviation sector. However, the COVID-19 pandemic disrupted employability and career advancement opportunities for AT graduates. According to the National Center for Education Statistics (2022), the pandemic negatively impacted employment rates of recent graduates in technical and		effective in addressing skills such as flight operations and flight planning. RRL20. Do you think your aviation school prepared you well for aviation jobs and the pay you can expect after graduating?
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aviation-related fields, with many AT students forced to postpone their career plans or delay job placements. RRL 12:Existing studies highlight the role of motivation, engagement, and perceived course value in influencing student performance, with Nehari and Bender's (1978) Course Valuing Inventory often used to measure these factors. While such correlations have been explored in other fields, little research exists in aeronautics education. A recent study applying this framework to undergraduate aeronautics students found no significant relationship between course valuing factors (cognitive, affective-personal, behavioral) and final grades, suggesting that other variables such as instructional methods, technical aptitude, or industry-driven motivation may better predict academic success in aviation programs. (Andrea Smith, 2025) RRL 13: According to Chrysogelos (2025), while students view their programs as providing foundational knowledge and networking opportunities, many graduates find that additional training beyond undergraduate education is necessary. This highlights a gap between academic preparation and industry expectations, showing that further skill development is essential to meet current aviation industry demands. RRL 14: Studies show that the preparedness of aircraft maintenance students depends on curriculum quality, training facilities, and industry exposure. A well-structured program that integrates theory and hands-on training develops both technical		
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skills and confidence. Internships, seminars, and workshops are also vital in bridging classroom learning with real-world practices, enhancing employability (Garcia & Dela Cruz, 2022). Overall, combining strong academic programs with industry engagement is essential in preparing students for the aviation sector. RRL 15: The 2022 Slovak study found that many graduates lacked essential soft skills such as communication, responsibility, negotiation, and adaptability, even though hard skills met expectations. Dissatisfaction stemmed from employability struggles, highlighting the urgent need for collaboration between universities, employers, and policymakers to better align education with labor market needs. RRL 16: A 2025 study at Chiang Mai Rajabhat University found that while aviation programs emphasize technical training, students struggle with soft skills like communication, teamwork, and problem-solving. Problem-based learning improved these competencies, suggesting that integrating active learning approaches into aviation curricula is essential to meet evolving industry demands and technological challenges. RRL 17: A study in Indonesia on vocational graduates within Industry 4.0 revealed persistent skill mismatches fueling unemployment. While technical training provided proficiency, it lacked sufficient problem-solving and collaboration focus. Digital communication emerged as the key mediator linking technical skills to innovation, emphasizing ICT-based group projects to enhance employability and career		
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development. RRL 18: Hoque, Ahmad, Mamun, and Uddin (2025) examined employability skills and work readiness in Bangladesh, identifying communication, teamwork, problem-solving, leadership, and integrity as essential. Employers valued these attributes alongside academic performance. The study emphasized collaboration between universities and industries to cultivate such competencies, highlighting employers' decisive role in graduate selection and employment outcomes. RRL 19: A 2024 mixed-methods study examined aviation education under PCAR Part 3, involving 85 participants. Results showed strengths in propulsion and safety but gaps in avionics, diagnostics, and soft skills. Graduates with airline OJT were more work-ready. The study recommended competency-based education, structured OJT, certification pathways, and continuous curriculum review. RRL 20: Tracer studies on BS Aeronautical Engineering graduates show most are male in their mid-twenties, employed soon after graduation and licensure. Many work in aviation as engineers, supervisors, pilots, or instructors, though salaries often remain below ₱20,000. Findings highlight employability but emphasize the need for improved industry alignment and compensation. RRL 21: Graduates' self-assessments reveal strong competencies in work-related values, interpersonal skills, communication, research, and education. However, technical areas such as design,		
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manufacturing, operations, and maintenance remain underdeveloped. These findings underscore the importance of enhancing practical training and technical instruction to ensure graduates are better equipped for aviation industry demands.		
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Appendix B: Validation And Pilot Test Results

Direction: Using the scale below, please evaluate each statement based on its clarity, relevance, and usefulness to the study. Select the number that best reflects your assessment.

4 - Very useful

3 - Useful with Revisions

2 - Change Statement

1 - Remove Statement

Validation Result

1. How does the alignment of skills acquired by graduates from an aviation institute in Parañaque influence their employment rate, as reflected in the feedback provided by the aviation industry?	(4)	(3)	(2)	(1)
Q1. Did PATTS provide you with opportunities to develop both technical and soft skills?	3			
Q2. Did you feel that the training you received at your aviation institution aligned well with the skills required in the aviation industry?	3			
Q3. Did you believe that your aviation institution prepared you to meet future aviation needs through updated and relevant training?	3			
Q4. Did you feel that hands-on training provided by the institution enhanced your job readiness?	1	2		
Q5. Did the training facilities at PATTS adequately prepare you for your current role in the aviation industry? *	1	2		
Q6. Do you think PATTS helped you develop the skills needed to be globally competitive in the aviation job market?	3			
Q7. Were internship or industry-linked programs at PATTS helpful in securing your first aviation-related job?	2		1	
2. How does the employment rate of graduates from an aviation institute in Parañaque relate to the alignment of their academic skills with industry requirements and the feedback of aviation employers?	(4)	(3)	(2)	(1)
Q8. Do you believe your education at PATTS helped bridge the gap between school and actual aviation jobs?	3			



Q9. Did you choose courses or training at PATTS that directly prepare you for your aviation career? *		2	1	
Q10. Did you feel that your undergraduate training adequately prepared you to meet job requirements without needing significant additional training?	3			
Q11. Do you believe that despite the challenges of the COVID-19 pandemic, the Air Transportation program has still prepared graduates with the necessary skills to pursue career opportunities in the aviation sector?		3		
Q12. Do you believe that your academic program provides a strong foundation that, when combined with additional training, can fully prepare you to meet the demands of the aviation industry?	2	1		
Q13. Did you feel that your undergraduate training provided enough skills so that further education or training was not necessary to improve your competence?	3			
Q14. Do you believe that combining quality curriculum, training facilities, and industry exposure effectively prepares aircraft maintenance students for successful employment in the aviation sector? *		2	1	
3. How does industry feedback on the work readiness of graduates from an aviation institute in Parañaque reveal the relationship between their skills alignment and actual employment outcomes?	(4)	(3)	(2)	(1)
Q15. Did PATTS help you improve soft skills like talking with others, being responsible, negotiating, and adapting to changes?	1	2		
Q16. Would using real-life problems or active group work in classes help you get better at teamwork and problem-solving?	1	2		
Q17. Do you think using computers and group projects would help you be more creative and ready for aviation jobs? *		3		
Q18. Did PATTS give you enough chances to practice communication, teamwork, problem-solving, leadership, and honesty for future jobs?	3			
Q19. I believe that the institution's current lessons, on-the-job training opportunities, and course reviews are effective in addressing skills such as flight operations and flight planning.	1	2		
Q20. Do you think PATTS prepared you well for aviation jobs and the pay you can expect after graduating?	2	1		
Q21. Should PATTS give more hands-on practice and technical lessons in areas like design, manufacturing, operations, and maintenance to prepare students for work? *				

Pilot Testing Result

Direction: Using the scale below, please rate each item according to its validity, clarity, and relevance to the study. Place a check mark (✓) on the number that best represents your evaluation.

4 - EXCELLENT VALIDITY

3 - VERY VALID



2 - MODERATELY VALID

1 - NOT VALID

1. How does the alignment of skills acquired by graduates from an aviation institute in Parañaque influence their employment rate, as reflected in the feedback provided by the aviation industry?	(4)	(3)	(2)	(1)
Q1. Did your aviation school provide you with opportunities to develop both technical and soft skills?	17	13	3	
Q2. Did you feel that the training you received at your aviation institution aligned well with the skills required in the aviation industry?	15	8	6	4
Q3. Did you believe that your aviation institution prepared you to meet future aviation needs through updated and relevant training?	22	10	1	
Q4. Did you feel that the hands-on training provided by your aviation school enhanced your job readiness?	24	8	1	
Q5. Did the training facilities at your aviation school adequately prepare you for your current role in the aviation industry?	10	19	4	
Q6. Do you think your aviation school helped you develop the skills needed to be globally competitive in the aviation job market?	9	20	4	
Q7. Were internship or industry-linked programs at your aviation school helpful in securing your first aviation-related job?	12	14	5	2
2. How does the employment rate of graduates from an aviation institute in Parañaque relate to the alignment of their academic skills with industry requirements and the feedback of aviation employers?	(4)	(3)	(2)	(1)
Q8. Do you believe your education at your aviation school helped bridge the gap between school learning and actual aviation jobs?	15	13	5	
Q9. Did the Air Transportation program and training at your aviation school directly prepare you for your aviation career?	16	15	2	
Q10. Did you feel that your undergraduate training at your aviation school adequately prepared you to meet job requirements without needing extensive additional training?	24	7	2	
Q11. Do you believe that despite the challenges of the COVID-19 pandemic, the Air Transportation program at your aviation school still prepared graduates with the necessary skills to pursue career opportunities in the aviation sector?	12	14	7	
Q12. Do you believe that your academic program provides a strong foundation that, when combined with additional training, can fully prepare you to meet the demands of the aviation industry?	20	12	1	
Q13. Did you feel that your undergraduate training at your aviation school provided enough skills so that further education or training was not necessary to improve your competence?	19	12	1	1



Q14. Do you believe that combining quality curriculum, training facilities, and industry exposure at your aviation school effectively prepares Air Transportation students for successful employment in the aviation sector?	22	10	1	
3. How does industry feedback on the work readiness of graduates from an aviation institute in Parañaque reveal the relationship between their skills alignment and actual employment outcomes?	(4)	(3)	(2)	(1)
Q15. Did your aviation school help you improve soft skills such as communication, responsibility, negotiation, and adaptability?	16	15	1	1
Q16. Would using real-life problems or active group work in classes help you get better at teamwork and problem-solving?	22	11		
Q17. Do you think using computers and having group projects would help you be more creative and ready for aviation jobs?	20	13		
Q18. Did your aviation school give you enough chances to practice communication, teamwork, problem-solving, leadership, and honesty for future jobs?	21	9	3	
Q19. I believe that the institution's current lessons, on-the-job training opportunities, and course reviews are effective in addressing skills such as flight operations and flight planning.	24	9		
Q20. Do you think your aviation school prepared you well for aviation jobs and the pay you can expect after graduating?	17	13	3	

Appendix C: Final Instruments

4 - EXCELLENT VALIDITY

3 - VERY VALID

2 - MODERATELY VALID

1 - NOT VALID

1. How does the alignment of skills acquired by graduates from an aviation institute in Parañaque influence their employment rate, as reflected in the feedback provided by the aviation industry?	(4)	(3)	(2)	(1)
Q1. Did your aviation school provide you with opportunities to develop both technical and soft skills?	14	13	3	
Q2. Did you feel that the training you received at your aviation institution aligned well with the skills required in the aviation industry?	4	5	8	13
Q3. Did you believe that your aviation institution prepared you to meet future aviation needs through updated and relevant training?		1	10	19
Q4. Did you feel that the hands-on training provided by your aviation school enhanced your job readiness?		1	8	21
Q5. Did the training facilities at your aviation school adequately prepare you for your	8	18	4	



current role in the aviation industry?				
Q6. Do you think your aviation school helped you develop the skills needed to be globally competitive in the aviation job market?	7	19	4	
Q7 Were internship or industry-linked programs at your aviation school helpful in securing your first aviation-related job?	10	14	4	2
2. How does the employment rate of graduates from an aviation institute in Parañaque relate to the alignment of their academic skills with industry requirements and the feedback of aviation employers?	(4)	(3)	(2)	(1)
Q8. Do you believe your education at your aviation school helped bridge the gap between school learning and actual aviation jobs?	13	12	5	
Q9. Did the Air Transportation program and training at your aviation school directly prepare you for your aviation career?	14	14	2	
Q10. Did you feel that your undergraduate training at your aviation school adequately prepared you to meet job requirements without needing extensive additional training?		2	6	22
Q11. Do you believe that despite the challenges of the COVID-19 pandemic, the Air Transportation program at your aviation school still prepared graduates with the necessary skills to pursue career opportunities in the aviation sector?	10	13	7	
Q12. Do you believe that your academic program provides a strong foundation that, when combined with additional training, can fully prepare you to meet the demands of the aviation industry?	18	11	1	
Q13. Did you feel that your undergraduate training at your aviation school provided enough skills so that further education or training was not necessary to improve your competence?	1	1	11	17
Q14. Do you believe that combining quality curriculum, training facilities, and industry exposure at your aviation school effectively prepares Air Transportation students for successful employment in the aviation sector?	20	9	1	
3. How does industry feedback on the work readiness of graduates from an aviation institute in Parañaque reveal the relationship between their skills alignment and actual employment outcomes?	(4)	(3)	(2)	(1)
Q15. Did your aviation school help you improve soft skills such as communication, responsibility, negotiation, and adaptability?	14	14	1	1
Q16. Would using real-life problems or active group work in classes help you get better at teamwork and problem-solving?	20	10		
Q17. Do you think using computers and having group projects would help you be more creative and ready for aviation jobs?	18	12		
Q18. Did your aviation school give you enough chances to practice communication, teamwork, problem-solving, leadership, and honesty for future jobs?	19	8	3	



Q19. I believe that the institution's current lessons, on-the-job training opportunities, and course reviews are effective in addressing skills such as flight operations and flight planning.			8	22
Q20. Do you think your aviation school prepared you well for aviation jobs and the pay you can expect after graduating?	15	12	3	

Appendix D: Letters



September 24, 2025

Engr. Joy Cosme G. Amores Jr.
Former Air Transportation Chairperson

Good day, Engr. Amores,

The undersigned are students from PATTS College of Aeronautics conducting a research study titled *"A Study on the Employability of Fresh Graduates from PATTS College of Aeronautics: Alignment of Academic Learnings with the Skills Demanded by the Philippine Aviation Industry."*

As part of this study, the researchers respectfully seek your insights regarding your chairmanship during your term. Your leadership experiences and reflections will provide valuable contributions to the enrichment of this research.

The researchers look forward to your favorable response. Thank you very much for your time and support.

Respectfully yours,

Ryan Felipe A. Marmeto
Asher Clyde Alegata
Darranco Lester T. De Leon
John Kendrick O. Esperanza
Sean Matthew B. Mutia
Nereus Kane A. Oben
Laur Angelo S. Valencia
Researchers

Noted by:

Dr. Marianne Shalimar Del Rosario
Research Teacher



September 18, 2025

Mr.
PATTS Alumni / Licensed Aircraft Mechanic

Good Day!

We are students from PATTS College of Aeronautics currently conducting a research study entitled: *"A Study on the Employability of Fresh Graduates from PATTS College of Aeronautics: Alignment of Academic Learnings with the Skills Demanded by the Philippine Aviation Industry."*

We are requesting your permission to guide us by validating our questionnaire. Your comments and suggestions will be of great help in improving our study.

We are looking forward to your positive response regarding this matter.
Thank you very much for your time and support.

Respectfully yours,

Ryan Felipe A. Marmeto
Asher Clyde Alegata
Darranco Lester T. De Leon
John Kendrick O. Esperanza
Sean Matthew B. Mutia
Nereus Kane A. Oben
Laur Angelo S. Valencia
Researchers

Noted by:

Dr. Marianne Shalimar Del Rosario
Research Teacher

Accepted by: 
Mr. Nathan Vincent C. Uy
Validator



November 14, 2025

Ms. Jackie Krystle Lumosbog
Air Transportation Instructor

Good Day!

We are students from PATTS College of Aeronautics currently conducting a research study entitled: "A Study on the Employability of Fresh Graduates from PATTS College of Aeronautics: Alignment of Academic Learnings with the Skills Demanded by the Philippine Aviation Industry."

We would like to request your consent to conduct an interview with you as part of our data collection. The interview will be conducted at a time during your free time via Google meet, at the most convenient time. Your experience and knowledge in the aviation industry will be of a great help in the quality of our research. Rest guaranteed the confidentiality of all information that you would provide and that it will only be used in the academic sphere.

We are looking forward to your positive response regarding this matter. Thank you very much for your time and support.

Respectfully yours,

Ryan Felipe A. Marmeto
Asher Clyde Alegata
Darrence Lester T. De Leon
John Kendrick O. Esperanza
Sean Matthew B. Mutia
Nereus Kane A. Obcu
Luiz Angelo S. Valencia
Researchers

Noted by:

Dr. Marianne Shalimar Del Rosario
Research Teacher

Accepted by:

Ms. Jackie Krystle Lumosbog
Validator



November 14, 2025

Capt. Jersey Leigh Pugay
PATTS Alumni / Licensed Pilot

Good Day!

We are students from PATTS College of Aeronautics currently conducting a research study entitled: "A Study on the Employability of Fresh Graduates from PATTS College of Aeronautics: Alignment of Academic Learnings with the Skills Demanded by the Philippine Aviation Industry."

We would like to request your consent to conduct an interview with you as part of our data collection. The interview will be conducted at a time during your free time via Google meet, at the most convenient time. Your experience and knowledge in the aviation industry will be of a great help in the quality of our research. Rest guaranteed the confidentiality of all information that you would provide and that it will only be used in the academic sphere.

We are looking forward to your positive response regarding this matter. Thank you very much for your time and support.

Respectfully yours,

Ryan Felipe A. Marmeto
Asher Clyde Alegata
Darrence Lester T. De Leon
John Kendrick O. Esperanza
Sean Matthew B. Mutia
Nereus Kane A. Obcu
Luiz Angelo S. Valencia
Researchers

Noted by:

Dr. Marianne Shalimar Del Rosario
Research Teacher

Accepted by:

Capt. Jersey Leigh Pugay
Validator



September 24 , 2025

Mr. Cyril R. Dela Calzada, MEAM
Air Transportation Chairperson

Good day, Mr. Calzada,

The undersigned are students from PATTS College of Aeronautics conducting a research study titled *"A Study on the Employability of Fresh Graduates from PATTS College of Aeronautics: Alignment of Academic Learnings with the Skills Demanded by the Philippine Aviation Industry."*

As part of this study, the researchers respectfully seek your insights on your chairmanship this year, particularly your leadership experiences and perspectives. Your reflections will provide valuable contributions to the enrichment of this research.

The researchers look forward to your favorable response. Thank you very much for your time and support.

Respectfully yours,

Ryan Felipe A. Marmeto
Asher Clyde Alegata
Darrance Dexter T. De Leon
John Kendrick O. Esperanza
Sian Matthew B. Mutia
Nereus Kane A. Obea
Luiz Angelo S. Valencia
Researchers

Noted by:

Dr. Marianne Shalimar Del Rosario
Research Teacher

Appendix E: SPSS Tables/Meta-Analysis Tables

						95% Confidence Interval	
Dependent Variable	(I) Employment	(J) Employment	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Did your aviation school provide you with opportunities to develop both technical and soft skills?	Not employed	Employed in Non-Aviation	-0.26471	0.26817	0.591	-0.9296	0.4002
		Employed in Aviation	-0.43137	0.42139	0.569	-1.4762	0.6134
	Employed in Non-Aviation	Not Employed	0.26471	0.26817	0.591	-0.4002	0.9296
		Employed in Aviation	-0.16667	0.44296	0.925	-1.2649	0.9316
	Employed in Aviation	Not Employed	0.43137	0.42139	0.569	-0.6134	1.4762
		Employed in Non-	0.16667	0.44296	0.925	-0.9316	1.2649



		Aviation					
Did you feel that the training you received at your aviation institution aligned well with the skills required in the aviation industry?	Not Employed	Employed in Non-Aviation	-0.20000	0.43566	0.891	-1.2802	0.8802
		Employed in Aviation	0.66667	0.68458	0.599	-1.0307	2.3640
	Employed in Non-Aviation	Not Employed	0.20000	0.43566	0.891	-0.8802	1.2802
		Employed in Aviation	0.86667	0.71962	0.461	-0.9176	2.6509
	Employed in Aviation	Not Employed	-0.66667	0.68458	0.599	-2.3640	1.0307
		Employed in Non-Aviation	-0.86667	0.71962	0.461	-2.6509	0.9176
Did you believe that your aviation institution prepared you to meet future aviation needs through updated and relevant training?	Not Employed	Employed in Non-Aviation	-0.46471	0.21455	0.096	-0.9967	0.0673
		Employed in Aviation	-0.09804	0.33713	0.955	-0.9339	0.7379
	Employed in Non-Aviation	Not Employed	0.46471	0.21455	0.096	-0.0673	0.9967
		Employed in Aviation	0.36667	0.35439	0.562	-0.5120	1.2454
	Employed in Aviation	Not Employed	0.09804	0.33713	0.955	-0.7379	0.9339
		Employed in Non-Aviation	-0.36667	0.35439	0.562	-1.2454	0.5120
Did you feel that the hands-on training provided by your aviation school enhanced your job readiness?	Not employed	Employed in Non-Aviation	0.05294	0.22556	0.970	-0.5063	0.6122
		Employed in Aviation	0.01961	0.35443	0.998	-0.8592	0.8984
	Employed in Non-Aviation	Not Employed	-0.05294	0.22556	0.970	-0.6122	0.5063
		Employed in Aviation	-0.03333	0.37257	0.996	-0.9571	0.8904



	Employed in Aviation	Not Employed	-0.01961	0.35443	0.998	-0.8984	0.8592
		Employed in Non-Aviation	0.03333	0.37257	0.996	-0.8904	0.9571
Did the training facilities at your aviation school adequately prepare you for your current role in the aviation industry?	Not Employed	Employed in Non-Aviation	-0.35882	0.23897	0.306	-0.9513	0.2337
		Employed in Aviation	-0.72549	0.37550	0.149	-1.6565	0.2055
	Employed in Non-Aviation	Not Employed	0.35882	0.23897	0.306	-0.2337	0.9513
		Employed in Aviation	-0.36667	0.39472	0.627	-1.3453	0.6120
	Employed in Aviation	Not Employed	0.72549	0.37550	0.149	-0.2055	1.6565
		Employed in Non-Aviation	0.36667	0.39472	0.627	-0.6120	1.3453
Do you think your aviation school helped you develop the skills needed to be globally competitive in the aviation job market?	Not Employed	Employed in Non-Aviation	0.11765	0.24771	0.884	-0.4965	0.7318
		Employed in Aviation	-0.21569	0.38924	0.845	-1.1808	0.7494
	Employed in Non-Aviation	Not Employed	-0.11765	0.24771	0.884	-0.7318	0.4965
		Employed in Aviation	-0.33333	0.40917	0.697	-1.3478	0.6812
	Employed in Aviation	Not Employed	0.21569	0.38924	0.845	-0.7494	1.1808
		Employed in Non-Aviation	0.33333	0.40917	0.697	-0.6812	1.3478
Were internship or industry-linked programs at your	Not employed	Employed in Non-Aviation	0.00000	0.34867	1.000	-0.8645	0.8645
		Employed in Aviation	-0.66667	0.54788	0.454	-0.8645	-0.6917



aviation school helpful in securing your first aviation-related job?	Employed in Non-Aviation	Not Employed	0.00000	0.34867	1.000	-2.0251	0.8645
		Employed in Aviation	-0.66667	0.57592	0.488	-0.8645	0.7613
	Employed in Aviation	Not Employed	0.66667	0.54788	0.454	-2.0946	2.0251
		Employed in Non-Aviation	0.66667	0.57592	0.488	-0.6917	2.0946
Do you believe your education at your aviation school helped bridge the gap between school learning and actual aviation jobs?	Not Employed	Employed in Non-Aviation	0.31176	0.29722	0.553	-0.4252	1.0487
		Employed in Aviation	0.41176	0.46703	0.656	-0.7462	1.5697
	Employed in Non-Aviation	Not Employed	-0.31176	0.29722	0.553	-1.0487	0.4252
		Employed in Aviation	0.10000	0.49094	0.977	-1.1173	1.3173
	Employed in Aviation	Not Employed	-0.41176	0.46703	0.656	-1.5697	0.7462
		Employed in Non-Aviation	-0.10000	0.49094	0.977	-1.3173	1.1173
Did the Air Transportation program and training at your aviation school directly prepare you for your aviation career?	Not Employed	Employed in Non-Aviation	0.52941	0.22010	0.059	-0.0163	1.0751
		Employed in Aviation	-0.47059	0.34585	0.375	-1.3281	0.3869
	Employed in Non-Aviation	Not Employed	-0.52941	0.22010	0.059	-1.0751	0.0163
		Employed in Aviation	-1.00000	0.36355	0.027	-1.9014	-0.0986
	Employed in Aviation	Not Employed	0.47059	0.34585	0.375	-0.3869	1.3281
		Employed in Non-Aviation	1.00000	0.36355	0.027	0.0986	1.9014
Did you feel that	Not employed	Employed in Non-	0.11176	0.24516	0.892	-0.4961	0.7196



your undergraduate training at your aviation school adequately prepared you to meet job requirements without needing extensive additional training?		Aviation					
		Employed in Aviation	0.41176	0.38523	0.541	-0.5434	1.3669
	Employed in Non-Aviation	Not Employed	-0.11176	0.24516	0.892	-0.7196	0.4961
		Employed in Aviation	0.30000	0.40495	0.742	-0.7040	1.3040
	Employed in Aviation	Not Employed	-0.41176	0.38523	0.541	-1.3669	0.5434
		Employed in Non-Aviation	-0.30000	0.40495	0.742	-1.3040	0.7040
Do you believe that despite the challenges of the COVID-19 pandemic, the Air Transportation program at your aviation school still prepared graduates with the necessary skills to pursue career opportunities in the aviation sector?	Not Employed	Employed in Non-Aviation	0.37647	0.29443	0.419	-0.3535	1.1065
		Employed in Aviation	-0.49020	0.46265	0.547	-1.6373	0.6569
	Employed in Non-Aviation	Not Employed	-0.37647	0.29443	0.419	-1.1065	0.3535
		Employed in Aviation	-0.86667	0.48634	0.195	-2.0725	0.3392
	Employed in Aviation	Not Employed	0.49020	0.46265	0.547	-0.6569	1.6373
		Employed in Non-Aviation	0.86667	0.48634	0.195	-0.3392	2.0725
Do you believe that your academic program provides a strong foundation that, when	Not Employed	Employed in Non-Aviation	0.18824	0.22384	0.681	-0.3668	0.7432
		Employed in Aviation	-0.41176	0.35173	0.480	-1.2838	0.4603
	Employed in Non-Aviation	Not Employed	-0.18824	0.22384	0.681	-0.7432	0.3668



combined with additional training, can fully prepare you to meet the demands of the aviation industry?		Employed in Aviation	-0.60000	0.36973	0.254	-1.5167	0.3167
	Employed in Aviation	Not Employed	0.41176	0.35173	0.480	-0.4603	1.2838
		Employed in Non-Aviation	0.60000	0.36973	0.254	-0.3167	1.5167
Did you feel that your undergraduate training at your aviation school provided enough skills so that further education or training was not necessary to improve your competence ?	Not Employed	Employed in Non-Aviation	-0.22941	0.29706	0.723	-0.9660	0.5071
		Employed in Aviation	0.13725	0.46679	0.954	-1.0201	1.2946
	Employed in Non-Aviation	Not Employed	0.22941	0.29706	0.723	-0.5071	0.9660
		Employed in Aviation	0.36667	0.49069	0.738	-0.8499	1.5833
	Employed in Aviation	Not Employed	-0.13725	0.46679	0.954	-1.2946	1.0201
		Employed in Non-Aviation	-0.36667	0.49069	0.738	-0.8499	1.5833
Do you believe that combining quality curriculum, training facilities, and industry exposure at your aviation school effectively prepares Air Transportation students for successful employment in the	Not Employed	Employed in Non-Aviation	0.30588	0.21597	0.347	-0.2296	0.8414
		Employed in Aviation	-0.29412	0.33937	0.665	-1.1355	0.5473
	Employed in Non-Aviation	Not Employed	-0.30588	0.21597	0.347	-0.8414	0.2296
		Employed in Aviation	-0.60000	0.35674	0.230	-1.4845	0.2845
	Employed in Aviation	Not Employed	0.29412	0.33937	0.665	-0.5473	1.1355
		Employed in Non-Aviation	0.60000	0.35674	0.230	-0.2845	1.4845



aviation sector?							
Did your aviation school help you improve soft skills such as communication, responsibility, negotiation, and adaptability?	Not Employed	Employed in Non-Aviation	-0.26471	0.28927	0.636	-0.9819	0.4524
		Employed in Aviation	-0.43137	0.45455	0.615	-1.5584	0.6959
	Employed in Non-Aviation	Not Employed	0.26471	0.28927	0.636	-0.4525	0.9819
		Employed in Aviation	-0.16667	0.47782	0.935	-1.3514	1.0180
	Employed in Aviation	Not Employed	0.43137	0.45455	0.615	-0.6956	1.5584
		Employed in Non-Aviation	0.16667	0.47782	0.935	-1.0180	1.3514
Would using real-life problems or active group work in classes help you get better at teamwork and problem-solving?	Not Employed	Employed in Non-Aviation	0.04706	0.19224	0.968	-0.4296	0.5237
		Employed in Aviation	-0.35294	0.30207	0.482	-1.0191	0.3960
	Employed in Non-Aviation	Not Employed	-0.04706	0.19224	0.968	-0.5237	0.4296
		Employed in Aviation	-0.40000	0.31753	0.430	-1.1873	0.3873
	Employed in Aviation	Not Employed	0.35294	0.30207	0.482	-0.3960	1.0191
		Employed in Non-Aviation	0.40000	0.31753	0.430	-0.3873	1.1873
Do you think using computers and having group projects would help you be more creative and ready	Not Employed	Employed in Non-Aviation	0.08824	0.19730	0.896	-0.4010	0.5774
		Employed in Aviation	-0.41176	0.31003	0.392	-1.1805	0.3569
	Employed in Non-Aviation	Not Employed	-0.08824	0.19730	0.896	-0.5774	0.4010
		Employed in Aviation	-0.50000	0.32590	0.291	-1.3080	0.3080



for aviation jobs?		Aviation					
	Employed in Aviation	Not Employed	0.41176	0.31003	0.392	-0.3569	1.1805
		Employed in Non-Aviation	0.50000	0.32590	0.291	-0.3080	1.3080
Did your aviation school give you enough chances to practice communication, teamwork, problem-solving, leadership, and honesty for future jobs?	Not Employed	Employed in Non-Aviation	0.02941	0.28078	0.994	-0.6667	0.7256
		Employed in Aviation	-0.13725	0.44120	0.948	-1.2312	0.9567
	Employed in Non-Aviation	Not Employed	-0.02941	0.28078	0.994	-0.7256	0.6667
		Employed in Aviation	-0.16667	0.46378	0.931	-1.3166	0.9832
	Employed in Aviation	Not Employed	0.13725	0.44120	0.948	-0.9567	1.2312
		Employed in Non-Aviation	0.16667	0.46378	0.931	-0.9832	1.3166
I believe that the institution's current lessons, on-the-job training opportunities, and course reviews are effective in addressing skills such as flight operations and flight planning.	Not Employed	Employed in Non-Aviation	-0.16471	0.17919	0.633	-0.6090	0.2796
		Employed in Aviation	0.23529	0.28158	0.685	-0.4629	0.9334
	Employed in Non-Aviation	Not Employed	0.16471	0.17919	0.633	-0.2796	0.6090
		Employed in Aviation	0.40000	0.29599	0.380	-0.3339	1.1339
	Employed in Aviation	Not Employed	-0.23529	0.28158	0.685	-0.9334	0.4629
		Employed in Non-Aviation	-0.40000	0.29599	0.380	-1.1339	0.3339
Do you think your aviation school prepared	Not Employed	Employed in Non-Aviation	0.42941	0.26348	0.251	-0.2239	1.0827
		Employed in Aviation	-0.13725	0.41402	0.941	-1.1638	0.8893



you well for aviation jobs and the pay you can expect after graduating?		Aviation					
	Employed in Non-Aviation	Not Employed	-0.42941	0.26348	0.251	-1.0827	0.2239
		Employed in Aviation	-0.56667	0.43522	0.406	-1.6458	0.5124
	Employed in Aviation	Not Employed	0.13725	0.41402	0.941	-0.8893	1.1638
		Employed in Non-Aviation	0.56667	0.43522	0.406	-0.5124	1.6458

Appendix F: Interview Transcript

Informant 1

Researcher: Good morning, I'm the Researcher from Group 5 [inaudible]. I'm here to ask questions about our [inaudible] survey to validate our *uhm*, results so *uhm*, we can include them in our discussion. Just to inform you, some questions were reversed because they were negatively stated, when respondents answer negatively, it technically [inaudible] indicates a positive result. That is what I want to clarify. Then, based on the statements in *uhm*, our survey form and the *uhm*, data we gathered for [Inaudible] SOP 1 and SOP 3, we collected all the *uhm*, lowest scores. We are seeking to understand what you think may be wrong within the institution and to hear your honest review about it.

Informant 1: So in Q4, did you feel that the hands-on training provided by the institution enhanced your job readiness? Actually, yes, [Inaudible] because [Confidential] is a bit lacking in that area, but to be honest *uhm*, not to put [Confidential] down, It's really more about the idea [inaudible] behind the curriculum, which is centered on the idea of pure knowledge knowledge and technicalities of everything but there is no hands-on training, *uhm*, but there will be hands-on training *uhm*. It will be hands-on with the help of the institution through the On the Job Training. So, *uhm*, the gathered answer says it's no longer needed. But for me, it is actually needed. Since in the industry, what we need, or what the student needs, are skills, not just knowledge or everything. It is not what we learn while we are sitting in the classroom, it's more about the idea of how you would act in any expected or unexpected scenarios. So, being competent in those skills is what you really need and I think our graduates in [Confidential] are actually not that competent and lack training. Then, regarding Q10, do you believe that additional training beyond your undergraduate education was necessary to meet job requirements? Actually, yes. Is it right you are BS Air Transportation students?

Researcher: Yes, BS Air Transportation.

Informant 1: Since Air Transportation is broad, it has a management side and a technical side. So even though you didn't undergo additional training, there is a possibility that you can, but there is also a possibility that you may face competition for that, since when you graduate, all of you are in a competition. [Confidential] is not the only school offering programs, since on the management side of Air Transportation or tourism or HRM, and on the technical side, it is possible for aircraft mechanics with a license or Aeronautical Engineering graduates to go for flight dispatcher, so there will be competition. The edge you get is the training, because it is additional and not given by [Confidential], so that will add up. Many schools offer, for example, flight training or flight dispatcher courses, so those schools provide that, and it is not necessarily offered by [Confidential]. So the advantage for students is what you get from gathering additional training, skills, seminars, and so on, outside [Confidential], that will help you get a job, whatever job you want. And in our aviation industry, which is small, whoever can get it or have a job will have an edge. Anyway, number 19, should [Confidential] update its lessons, give more on-the-job training, and review courses often to fix gaps in skills like flight operations

and flight planning? So, yes, they need to update since our curriculum is a bit behind the curriculum standards. So *[Confidential]* needs to revise the curriculum, *[Inaudible]* they need to totally focus on OBE because in the aviation industry, even those you talk to in the industry, it is no longer OBE. The preferred method is CBT-A or Competency-Based Training and Assessment. So on that, you harness skills.

Then regarding your on-the-job training, your alliances will help you greatly, and thankfully there are many, so graduates have opportunities. Regarding review courses, even though we have review courses, the most common concern from students is that they cannot get a license after the course. So what is the sense? For them, I think it's not actually just review courses; it's more about the foundation, so that when the time comes that we are in the field and enrolled in other training, we can apply them since that will be your edge. Because whoever you ask, for flying, everyone can be a pilot. For flight dispatch, whoever has the money *[Inaudible]*, so for *[Confidential]*, they need to improve. But they should focus on the vision of becoming the center of excellence because there are many schools entering aviation. So the edge of *[Confidential]* is the name itself and the quality, which should be the standard.

Researcher: So technically, you are saying that recently, *[Confidential]* has many lapses in terms of education?

Informant 1: Yes, but it's not only in Air Transportation; other courses are also held to high standards. For example, in Aeronautical Engineering, when people know you are from *[Confidential]*, expectations are naturally higher, which really reflects the school's excellent reputation and the quality of its graduates.

Researcher: So you said clearly earlier, *uhm*, that *[Confidential]* had lapses, *uhm*, and you shared your insights and recommendations for *[Confidential]* and how it affects or hinders the employability of fresh graduates. So this is my last question for you. As an instructor who currently educates students and future aviators, what would you do if you were the one to set the rules for the quality of education, most especially in Air Transportation, since you already have an idea of what happens in the field? What things would you do, or what would you prioritize, *uhm*, regarding the employability rate of fresh graduates from *[Confidential]*?

Informant 1: For me, I would prioritize quality over quantity, because the true goal of education is to ensure students are fully prepared and competent. While there are areas where standards could be strengthened, addressing these will only enhance the reputation and effectiveness of the program. Aligning academic requirements with industry expectations is essential, as the aviation field demands precision and skill.

I believe our department could focus on refining the curriculum to highlight core principles and essential skills for Air Transportation. Streamlining subjects and emphasizing what is most important will help students gain confidence and practical expertise.

Access to tools such as flight plotters, flight computers, and charts should be optimized so that all students have the opportunity to practice and learn without limitations. By supporting students in this way, *[Confidential]* can ensure that graduates are highly skilled and competitive. Listening to instructors' insights and prioritizing practical skill-building will help *[Confidential]* continue to grow as a center of excellence and give students a meaningful advantage in their careers.

Researcher: Thank you for taking the time to meet with me today. I really appreciate your interest and enjoyed learning more about you.

Informant 2

Researcher: So *[inaudible]* Ma'am Good evening and of course thank you for having the time to meet us today well I'm the interviewer of our group *[inaudible]* were currently conducting our thesis and entitled A Study on the Employability of Fresh Air Transportation Graduates from *[Confidential]* College of Aeronautics: Alignment of Academic Learnings with the Skills Demanded by the Philippine Aviation Industry. So as the part of the research process we are validating the questionnaire that's already done and now we are validating and gaining some insights about the gather information from the survey questionnaire which are

validated by [inaudible] you ma'am and technically you're one of the validators. [inaudible] upon giving the sample survey ma'am *nakalagay po doon nabigyan ko [inaudible] na bigyan ko na po kayong sample ng survey based po* on your expertise and experience in the field and as teaching in [confidential], we have some questions about [inaudible] regarding the answers and the data we gathered. In SOP 1, tackles about To what extent does the alignment of skills acquired by [Confidential] graduates influence their employment rate, as reflected in the feedback provided by the aviation industry? In our Question number 4 which is Did you feel that the hands-on training provided by the institution enhanced your job readiness? Which gained the a low score of 1.33 a mean score of 1.33, What is your insight about it Ma'am?

Informant 2: [inaudible] Yung Question number 4 ninyo [inaudible] is One of the low score 'no? ...

Researcher: Yes ma'am

Informant 2: [Continuation] from the survey correct? So [inaudible] basically upon the reading the Q4 ninyo I think yung graduates are not highli satisfied with what they are [inaudible] with they have [inaudible] acquired in terms of hands-on training so basically hindi siguro sila na satisfied doon sa [inaudible] nabigay before sa kanila during the time so [inaudible] if thats the case [inaudible] as part of our recommendation siguro the school should somehow invest more or kahit papaano offer additional equipment [inaudible] tools or kung ano ba yung mga puwede magamit in terms of hands-on training and I think yun yung nakikita ko na one of the reason kung bakit medyo mababa yung ano yung [inaudible] answers 'no? Or yung nakuha ninyo result for the Q4

Researcher: So technically ma'am you're saying na it is the problem in the school itself, the institution itself rather.

Informant 2: [inaudible] somehow oo

Researcher: So [inaudible] given na nabigay ninyo na po yung recommendation about that [inaudible] moving forward sa SOP 2 po namin which tackles about How does the employment rate of the [Confidential] graduates relate to the alignment of their academic skills with the industry requirements and the feedback of the aviation employers? So in this [inaudible] SOP question number 10 got the lowest mean which is do you believe in additional training beyond undergraduate education was necessary to meet job requirements regarding this question maam, [inaudible] puwede ko po ba makuha yung insight niyo about why do you think at most of the graduates [inaudible] mababa po yung score nila dito?

Informant 2: [Inaudible] siguro ano first and foremost [inaudible] one thing that i can see or yung aking personal note is bakit siguro kayo naka receive ng low score is that same issue as the first one siguro the satisfaction did not [Inaudible] even meet their expectation kasi yun yung medyo mahirap as a student eh if may [Inaudible] hindi nakukuha yung ano expectation mo hindi na memeeet so in terms of additional training kasi diba [Inaudible] medyo kailangan natin ng equipment diyan so basically nagtanong kayo kasi kumbaga how can they believe that the additional training diba? Ito yung sa question number 10 diba? [Inaudible] Well, how can they believe the additional training in the first place kasi, there are no enough hands-on training provided. That's the first one, second.. [Inaudible] kapag nag additional training kasi they might.. the reason .. one of the reason kung bakit mababa yung naibigay nila kasi baka iniisip nila they might think na.. if we can see the additional training [Inaudible] it make [Inaudible] them longer time din sa college kumbaga mas mababa.. mas dumami yung units, dumami yung burden nila. So i think yan yung isa sa ano, isa sa magiging [Inaudible] isa sa naging personal note nila nung mga.. [Inaudible] binigyan niyo ng survey. So longer run sa college.. baka yan yung iniisip nila.

Researcher: Oh okay ma'am thanks. thank you for your answer. [Inaudible] Last is for our SOP 3, ma'am, which question 19 gained the lowest score [Inaudible] score or mean which is should [Confidential] update its lesson [Inaudible] on the job training and review courses [Inaudible] often to fix gaps and skills like flight operations and flight planning?

Informant 2: *[Inaudible]* ‘pag sa *[Confidential]* *[Inaudible]* updating kasi.. in terms of updating ng lesson, *[Inaudible]* from what i have experience, we are actually updating the lesson, per sem or kaya per year.. It depends din but *[Inaudible]* somehow since nag papalit ng instructor, so inuupdate talaga siya. However, siguro ang i guess ko *[Inaudible]* in term of lessons or subject, baka the learning ay hindi enough for the undergraduate. So basically, ako if you.. if you’re going to ask me about the recommendation or whatsoever kasi this is technically not about the *[Inaudible]* napansin ko kasi flight planing, ganyan-ganyan, wala namang kayong *[Inaudible]* wala naman tayong specific subject eh, it’s general. So, this is somehow against sa curriculum. So pasok siya sa lesson however kapag sinabi niyong recommendation or kapag tinanong niyo ako as instructor kung ano yung pwede kong *[Inaudible]* maibigay ‘no? Kasi updating is already there. Nandyan na yan siya eh kumbaga mandatory kasi yung updating, lesson and etc. Apart from that, It is also connected to my answer kanina na kailangan kapag nag update ka, updated din yung equipment, or whatever na gagamitin kasama na yung hands-on training. Yun nga lang the question is or my one of my recommendation is siguro as an instructor maybe the institution should somehow provide, provide us na provide additional training that mag aalign siya sa current situation or updates outside this institution o kaya sa industry na meron ngayon. So by doing that, siguro somehow we can deliver it properly doon sa mga undergraduates. So recommendation would be *[Inaudible]* giving or adding additional training doon sa *[Inaudible]* instructor so we can deliver it properly. So yun yung siguro sa on my personal note.

Researcher: *[Inaudible]* Well ma’am, you already talk about *[Inaudible]* your note as an instructor. But *[Inaudible]* I just want to know this *[Inaudible]* idea personally, ma’am, that *[Inaudible]* what do you think *[Inaudible]* do you think that the school has it’s own lapses in the education..., the quality of education that *[Inaudible]* that it provides for the graduates kaya po mostly ganito yung mga *[Inaudible]* scores, or is it the students itself na hindi nila vinalue yung education na binibigay ng *[Confidential]*?

Informant 2: Parang ano eh like, for me it a win-win ano eh... parang same eh 50/50 kasi *[Inaudible]* somehow naman si *[Confidential]* is napo-provide naman yung mga.. somehow kailangan however mga student naman sometimes even you provide those stuff or yung needed for the educations, may mga student naman din talaga na hindi.. Somehow vinalidate yung mga napo-provide however *[Inaudible]* graduate kasi or kayo as a students no *[Inaudible]* you are expecting or you are expecting more yun yung sinabi ko kanina in terms of satisfaction and expectations so... Si *[Confidential]* somehow ‘no na meron naman tayo no, nung mga *[Inaudible]* like laboratory or whatever meron tayong mga ganon, yun nga lang siguro nagkakaroon din ng lapses... nagkakaroon din ng kaunting kakulangan... and i cannot *[Inaudible]* give you the idea na complete naman tayo lahat which is hindi naman talaga complete ‘no? *[Inaudible]* Sa part naman ng ano... ng student *[inaudible]* some students are not that really invested or committed to the specific subjects. So siguro nagkakaroon ng ganon.. *[Inaudible]* ng idea behind this ‘ano.. behind this curriculum or behind this learning or institution.

Researcher: So technically, you’re saying that the employability rate of fresh graduates didn’t *[Inaudible]* isn’t just solely depends on the institution itself? Still depends on the eagerness of the students?

Informant 2: Yeah, for me oo. Ganon din naman. For me ganon ha it depends sa eagerness din talaga ng students. Whyever yun nga *[inaudible]* it cannot depend on the institution kung ano yung magiging career path mo. Hindi rin naman natin pwedeng ibigay ‘no solely sa institution.

Researcher: Last question to end this interview, ma’am. If you are given the chance na kayo po yung *[inaudible]* kumbaga nasa top part ng management ng *[Confidential]*, what will you do, ma’am, to boost the ratings or to boost the employability rate of fresh graduates of *[Confidential]*... of the institution?

Informant 2: *[inaudible]* siguro doon ako sa ano, project na train the trainer kumbaga train the instructor so that they can train properly the students kasi yun yung *[inaudible]* sa atin kasi sa atin dito, *[inaudible]* ibibigay or napo-provide ng tao na nasa industry or nasa field compare doon sa nasa loob ka lang ng academe, so *[inaudible]* give time or give specific or give additional training doon sa mga nag t-train ng mga youth.. *[inaudible]*.. young minds ‘no. In order na mas maging prepared sila. Okay. *[inaudible]* Yun sa aking personal note.



Researcher: Thank you for the time, ma'am. *[inaudible]* Helping us validate this *[inaudible]* gathered informations from our survey questionnaire and sharing your professional insights. Rest assured ma'am that *[inaudible]* all of..some of the words that you said, masusugar coat po namin siya sa paper. Is it okay lang po ba with you, ma'am?

Informant 2: Okay. No problem.

Researcher: Alright, thank you ma'am. *[inaudible]* Thank you for *[inaudible]* your expertise and thoughtful feedback really contributed to this *[inaudible]* research.. Thesis project rather, ma'am. We truly appreciated your support and valuable input so *[inaudible]* once again, ma'am, thank you po.

Informant 3

Researcher: NO AUDIO

Informant 3: Uhm, maybe the reason why respondents had a low score in that question, uhm, is that the activities sometimes from *[Confidential]* are not relatable to the actual field. It's like you can't use it or it's not applicable to real work. Then the expectations are different when it comes to the real world or in the field compared to what they teach. But some of them are good in teaching, it's just different when it comes to the expectations.

Researcher: NO AUDIO

Informant 3: More on hands on activities uhm, By strengthening collaborations with different companies, students won't only attend seminars they will also see real operations, observe real work flows, and understand what truly happens in the job. For example, in Air Transportation, it would be highly beneficial for the current batch to be exposed to actual airport and airline operations, so they can visualize the responsibilities, challenges, and decision-making processes involved in their future roles.

Researcher:

Informant 3:

Researcher:

(3:27- 4:20) NO AUDIO BLACK SCREEN

Informant 3: For me personally, yes, it is needed to have additional training, uhm, for example, if you want to get a license for FOO, it is much better to take a six-month training in any company. Because that is what you will learn or experience, what you need to do. Because what we learn in *[Confidential]* or what they teach is in general, but after you graduate, you need specialization in one of those aspects of aviation, so it is much better to take additional training.

Researcher:

Informant 3:

(5:23- 6:17) NO AUDIO

Researcher:

Informant 3: Maybe, *uhm*, because if we say *[Confidential]*, it has a big name in the aviation industry, and if you graduate from *[Confidential]*, *[Confidential]* is known. So academically, it will help you if you get a job after graduation. But pertaining to your previous question, graduates need additional trainings, but if it is for starting jobs or basic jobs only, they do not need it. Like, *uhm*, it will be based on your individual skills to get a job. Then, as part of updating *[Confidential]* academic core and their on-the-job training, maybe, *uhm*, because



when we were doing on-the-job training, I had batchmates in other schools; they did on-the-job training for two semesters, one in the second year and one in the fourth year. So in the fourth year, they have an edge or they know more about entering the industry. They know what to do, how operations work, and how to move, maybe that is their advantage because they have more on-the-job training. But maybe if they cannot, they could add more hours on the on-the-job training so we can catch up, because that is our downside, lack of experience.

Researcher:

(8:26- 8:50) NO AUDIO

Informant 3: For me, the first one is, I need to encourage them, or the students, *uhm*, to love aviation, because many aviation students in *[Confidential]*, *uhm*, they are just finishing the course, but the mindset of some of them is not in aviation. Like others, they may go on a different track or start their own business. Maybe the first thing that I can do is encourage them to love aviation. If the students love aviation, they will be more willing to pursue their dream or work in aviation, so that the employability in *[Confidential]* will rise.

Researcher:

(9:57- 10:07) NO AUDIO

Informant 3: Yes, it's different. Maybe other parts of the institution are also neglecting the students, causing them to drift away from aviation. They scare students by saying this is hard, or they discourage them because of the low salary. So maybe when students love aviation, they will be more motivated.

Researcher:

(10:50- 11:35) NO AUDIO

Researcher:

Informant 3: Thankyou

Appendix G: Plagiarism Check



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Grammar score **87%**

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4%
Similarity

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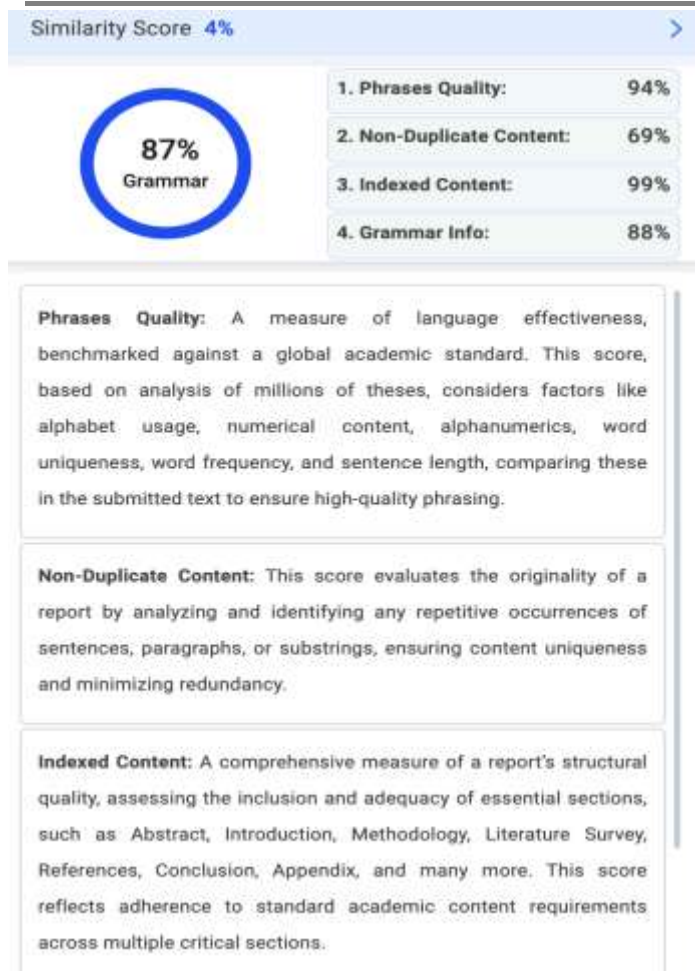
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Appendix H: Bionote



Ryan Pelipe A. Marmeto was born on November 4, 2003, in Muntinlupa City, Metro Manila. He completed his senior high school education at San Beda College Alabang under the STEM strand, graduating with honors. He is currently pursuing a Bachelor of Science in Air Transportation at PATTS College of Aeronautics, where he continues to strengthen his academic foundation and technical proficiency in aviation. He has also advanced his practical skills, having successfully completed the A320 Family General Familiarization course as well as the Run-Up and Taxi training.

Alongside his studies, He serves as the SK Chairperson of Barangay Tunasan and the SK Federation Vice President of Muntinlupa City. His leadership and active participation in youth development programs have contributed to his council being recognized as the Most Outstanding SK Council in the Philippines for three consecutive years. This distinction was awarded by the Philippine Sangguniang Kabataan Awards (PSKA), a partner organization of the National Youth Commission (NYC), highlighting his continued commitment to youth empowerment and community service.



Darrence Lexter T. De Leon is a fourth-year Bachelor of Science in Air Transportation student at PATTS College of Aeronautics. He has a strong interest in the aviation industry and aims to build a successful career in the field. His personal interests include engaging in activities that enhance strategic thinking, discipline, and coordination, such as recreational gaming and physical sports. He also values collaboration and demonstrates strong teamwork skills, which contribute to his academic development and professional readiness. He aspires to pursue opportunities in the aviation sector and aims to contribute to safe, efficient, and service-oriented air transport operations.



Alegata, Asher Clyde S., is a 4th-year college student at PATTS College of Aeronautics, specializing in a Bachelor of Science major in Air Transportation. He has experience in hands-on training and seminars regarding aviation and has been involved in feasibility projects, MROT classes, and run-up and taxiing training. His interests include taking time to participate in onsite activities, which influence his work in aviation. He aims to pursue a career in aviation and continue contributing to the field.



Nereus Kane A. Obea is a fourth-year aviation student at PATTS College of Aeronautics with a deep passion for aviation. He actively engages in aviation-related activities and has accomplished Run-Up and Taxi hands-on training, as well as participated in MROT Maintenance, Repair, and Overhaul training to further strengthen his skills. He aspires to become a commercial pilot, aiming to fly for major airlines while upholding safety and professionalism. Driven by dedication and enthusiasm for aviation, he continually seeks opportunities to expand his knowledge and hands-on experience. His ultimate goal is to build a successful aviation career that reflects both his passion for flight and his commitment to excellence.



John Kendrick O. Esperanza is a 4th-year aviation student at PATTS College of Aeronautics, enthusiastic about the aviation field. Attended MROT, completed Run-Up and taxi hands-on training, attended several aviation seminars, and contributed to a feasibility study that further improved the industry. Committed to becoming a commercial pilot, with the ambition to fly for major airlines while maintaining the highest standards of safety and professionalism. The passion of the aviation world makes its way into the pursuit of opportunities that would broaden the knowledge and practical skills, and the goal of the eye towards a successful and excellence-directed career in the aviation world.



Luiz Angelo Valencia is a fourth-year aviation student at PATTS College of Aeronautics who genuinely loves everything about flying. He stays active in aviation activities and has already completed hands-on Run-Up and Taxi training, along with MROT Maintenance, Repair, and Overhaul training to sharpen his abilities. His dream is to become a commercial pilot for a major airline, where he hopes to fly safely, professionally, and with pride. With strong dedication and genuine passion, he's always looking for ways to learn more and gain real-world experience. Ultimately, he wants to build a meaningful aviation career that reflects both his love for flight and his commitment to doing his best.



Sian Matthew B. Mutia is a fourth-year BS Air Transportation student currently enrolled at PATTS College of Aeronautics. He has finished vital aviation training, including Run-Up and Taxi, MROT, flight simulation, and General Familiarization, and has been part of feasibility studies that widened his industry understanding.



He is dedicated, diligent, and stays committed to honing his talents and building practical exposure. Some of his free-time interests include crafting and recreational sports, which help him enhance discipline and creativity. His goal is to become a commercial airline pilot and to practice the profession with professionalism, safety, and excellence.