

Preparedness of the BS Air Transportation Program of an Aeronautical College for International On-the-Job Training (OJT)

Jan Michael L. Almeida¹, Janna Pauline L. Aquisap¹, Jorhel Josh D. Armas¹, Miguel Sebastien S. Enriquez¹, Manari Angel B. Ogawa¹, Ivan A. Pornoso¹, Alexandra Loraine C. Punzal¹, Brian Ben C. Coronel²

¹BS in Air Transportation, PATTS College of Aeronautics, Parañaque City, Metro Manila, Philippines-1700

²Research and Languages Department, PATTS College of Aeronautics, Parañaque City, Metro Manila, Philippines-1700

Email address: janmichaelalmeida11@gmail.com, aquisapjanna@gmail.com, jorheljosharmas@gmail.com, miguel.enriquez0583@gmail.com, ogawamanari1@gmail.com, ivanpornoso2002@gmail.com, sandrapunzal@gmail.com, brian.coronel@patts.edu.ph

Abstract—In today's interconnected world, the future of aviation demands professionals who are not only skilled but also globally aware. This study examined how ready the third-year students of the Bachelor of Science in Air Transportation (BSAT) program at a prominent aeronautical college are in preparing their students for international On-the-Job Training (OJT) opportunities. The study utilized a mixed-method research design that combined both quantitative and qualitative. Integrating a combination of surveys and interviews with BSAT students, as well as the institution's key personnel. The study sheds light on the student's awareness of international OJT opportunities, their readiness to take on the challenges of working abroad, and the institutional barriers that stood in their way. The results showed that students were well-prepared with strong technical skills, personal adaptability, cultural openness, and financial capability. In addition, the study identified a strong connection between students' awareness and their perceived readiness for international OJT. Moreover, many students were fully aware of the Commission on Higher Education requirements (CHED) and the details of the OJT process. However, the research uncovered gaps in areas such as financial support, inadequate pre-departure preparation, and limited international partnerships which could limit their ability to succeed internationally. The study suggested strengthening partnerships with global aviation companies, offering more pre-departure training, providing financial assistance, and creating a supportive ecosystem for these aspiring professionals. By addressing these needs, the institution has the opportunity to transform its BSAT program and help its students to succeed internationally. This research is a call to action for enhancing the program and equipping the next generation of aviation leaders with the skills, experience, and confidence to soar beyond borders.

Keywords— Air transportation, aviation, global, international, OJT, preparation.

I. INTRODUCTION

An aeronautical college founded in 1969 is one of the well-known schools in Metro Manila that offers aviation education in the Philippines. The Institution provides high-quality aviation education and equips its graduates to meet the growing demands of the global aviation industry. The Bachelor of Science in Air Transportation (BSAT) is one of

the programs the institution offers that trains students who want to work in airline management, air traffic control, flight operations, and cargo transportation. On-the-job training (OJT) is part of the BSAT program curriculum that allows students to gain real-world experience. OJT is a practical approach where interns learn specific skills and knowledge as they perform their roles in the workplace. As the study of Nguyen and Van (2023) emphasizes, OJT programs affect student's future professional careers, personal development, and capacities. Students exposed to real challenges and responsibilities in a job experience help them understand the importance of their role and create career goals (Sitti et al., 2023).

However, local internships may limit students' opportunities to a national or regional scale which can be restrictive when finding job opportunities in a globalized aviation industry. International on-the-job training provides a broader opportunity for students to be globally competitive. According to a study by Kozak and Hao (2019), the successful implementation of international programs to expose students to a foreign country improves their technical and problem-solving skills. Knowing that the BSAT program's curriculum does not offer international on-the-job training (OJT) opportunities, it has encouraged the researchers to evaluate the program's readiness to introduce international on-the-job training to improve students' global competencies. It would be beneficial for them to gain a better understanding of intercultural issues, particularly when seeking employment with international companies.

This study would act as a foundation for developing international on-the-job training for the BSAT program that aligns with the CHED Memorandum Order Number 10 Series of 2023. The researchers would identify the alignment and gaps of the current curriculum to the demands of international OJT. The researchers will look into the challenges and possible improvements to the system that supports the program. This study will consider the perspectives of the program's chairperson, vice chairperson, OJT and Placement

Officer, and 3rd-year students, evaluating their readiness for international on-the-job training (OJT).

1.1. Statement of the Problem

The study aimed to assess the current level of preparedness of the BS Air Transportation program in facilitating international On-the-Job Training (OJT) opportunities for its students.

Specifically, the study sought to have answers to the following questions:

1. What are the BSAT students' level of awareness in terms of:
 - 1.1. CHED Requirements, and
 - 1.2. OJT and Placement Office?
2. What are the BSAT students' level of preparedness in terms of:
 - 2.1. Skills and competencies;
 - 2.2. Personal adaptability;
 - 2.3. Multicultural adaptability; and
 - 2.4. Financial capability?
3. Is there a significant relationship between the student's level of awareness and level of preparedness?
4. What are the gaps faced by the institution in implementing international OJT for the BS Air Transportation program?
5. What improvements should be made based on the study?

1.2. Theoretical Framework



Fig. 1: Stufflebeam's CIPP Evaluation Model (1960s)

This research employs Daniel Stufflebeam's CIPP Evaluation Model—Context, Input, Process, and Product—as its base to determine the readiness of the BSAT program for international On-the-Job Training (OJT). Based on the principle of "learning by doing" and designed "not to prove, but to improve" (Stufflebeam, 2021), the model is suitable for the research questions of this study to evaluate the program as a whole.

Context evaluation checks the conformity of the BSAT program to CHED standards (CMO No. 10, s. 2023), such as curriculum content and the effectiveness of the OJT and Placement Office. It provides the basis for determining areas of need and improvement (Anh V., 2024). Input evaluation measures the quality and availability of resources—human,

financial, and infrastructural—and also the readiness of the institution and students for international internships (Aziz et al., 2018) Process evaluation tracks how well the program enhances the students' hard and soft skills, their flexibility to multicultural and new workplaces (Basaran et al., 2021). Finally, product evaluation is concerned with the results—gauge how effective the program prepares students for international OJT placement and determining any other gaps between academic readiness and industry requirements.

1.3. Conceptual Framework

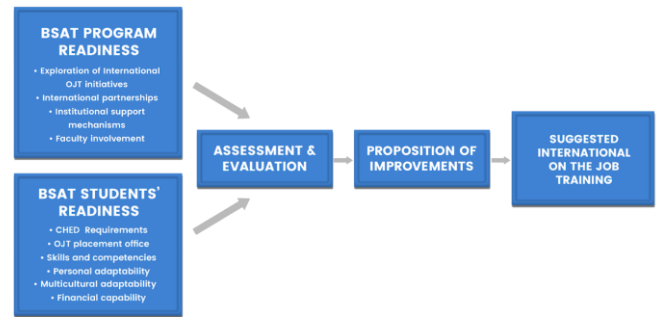


Fig. 2: Conceptual Framework of the Study

The study seeks to assess the readiness of the BSAT program and its students for international OJT through analyzing several key factors. For the program, the researchers examine international OJT initiatives, global partnerships, institutional support mechanisms, and faculty involvement. For students, they consider CHED requirements, OJT placement office, students' skills and competencies, personal, multicultural and financial capability. Data will be collected through questionnaires and interviews, validated by a statistician. The study aims to evaluate the level of preparedness, awareness, and challenges faced, ultimately leading to recommendations for implementing international OJT in the BSAT program.

1.4. Scope and Limitations of the Study

The research involved the Bachelor of Science in Air Transportation (BSAT) program, excluding other aviation-related programs at an aeronautical college.

The research only involved the 3rd year students of the BSAT program at the Institution.

The researchers only conducted initial survey questions and semi-structured interviews to the 3rd-year students of the BSAT program, as well as relevant faculties in the Institution, including the chairperson and Vice chairperson of the BSAT program and OJT and Placement Officer.

The study was limited to evaluating the level of compliance of the BSAT program with CHED requirements for international OJT, excluding other external accrediting bodies.

The preparedness of the OJT and Placement Office for international placements, not domestic ones for the BSAT program.

The students' preparedness was examined in terms of skills, adaptability, finances, and personal attributes.

The study identified gaps in international OJT implementation based on 3rd-year students, Chairperson, Vice-Chairperson, and the OJT and Placement Officer’s perspectives but does not include employer feedback.

1.5. Definition of Terms

To enhance comprehension of this research, the following terms are defined within the context of this study:

Accreditation. This refers to the process of certifying that an institution or program meets certain standards.

Bachelor of Science in Air Transportation. It refers to the academic program at the Aeronautical School that focuses on flying, management, operations, technology, and aviation regulations.

CHED. This stands for Commission on Higher Education. It’s a government agency in the Philippines responsible for overseeing and regulating all higher education institutions and programs in the country.

CHED Requirements. Guidelines and standards set by the Commission on Higher Education (CHED) in the Philippines that govern the curriculum, faculty qualifications, and operational procedures of higher education institutions, particularly those offering programs in air transportation.

Cultural Awareness/Responsiveness. The ability of students to understand, respect, and adapt to different cultural contexts, which is crucial for successful interactions in international internships.

Financial Capability. The financial resources and planning required by students to support themselves during their international internships, including costs for travel, accommodation, and living expenses.

International On-the-Job Training. A specific type of on-the-job training conducted in a foreign country, exposing them to diverse cultural contexts and global aviation practices.

On-the-Job Training. A practical training method where students gain hands-on experience in a professional environment, enabling them to apply their theoretical knowledge to real-world situations.

OJT and Placement Office. A department within the aeronautical college responsible for managing the OJT program, coordinating with companies, overseeing student placements, and ensuring compliance with OJT requirements.

Personal Adaptability. The capability of students to adjust to new environments, challenges, and situations, particularly during international OJT, where they may encounter unfamiliar settings.

Technical Skills. Specific abilities and competencies related to the aviation industry, including knowledge of flight operations, air traffic management, and cargo logistics, that are essential for successful performance in international OJT.

II. METHODOLOGY

2.1. Research Design

It was stated by the National Institutes of Health (n.a.), Mixed-Methods Research is a kind of design that integrates quantitative and qualitative methods of research to draw strengths from each. This kind of design eliminates the limitation that is exclusively for one method only which is

essential in obtaining a more comprehensive understanding of the research data. Singh (2023) defined Descriptive Research as a methodological approach that acts as a foundation tool to let the researchers analyze, observe, and record a certain topic’s intricate details. Moreover, Business Research Methodology (n.a.) discussed Exploratory Research as a design that explores the research topic via various levels of depth and does not provide final and conclusive solutions to problems that are already existing. This study utilized a Mixed-Methods Research Design (quantitative and qualitative) wherein qualities of a descriptive research design and exploratory research design were used as instruments in gathering data needed from the respondents. The respondents are the 3rd year BSAT for the Academic Year 2024-2025, the Chairperson and Vice-Chairperson of the BS Air Transportation, and OJT and Placement Officer of an aeronautical college.

2.2. Respondents

Profile of Respondents in Terms of Position

$$n = \frac{N}{1+(Ne^2)}$$

$$n = \frac{201}{1+(201 \times 0.05^2)}$$

n = 133.78 ≈ 134 3rd Year BSAT Student Respondents

Fig. 3: Number of Respondents using Slovin’s Formula

The respondents of this study were the 3rd year BSAT students of an aeronautical college in the Philippines. They were chosen based on:

- Year level that accumulated the sufficient essential skills;
- Year level with sufficient time of preparation; and
- Year level that has sufficient qualifications in terms of qualifying for the requirements imposed by both CHED and OJT and the Placement Office.

The number of respondents was determined using Slovin’s Formula with the corresponding given data:

n = Sample size needed (134 Respondents)
 N = Population size (201 3rd Year BSAT students)
 e = acceptable margin of error (5% or 0.05)

According to Bobbitt, Z. (2023), Slovin’s formula is a statistical tool utilized to obtain a sample size needed in the estimation of a statistic based on an acceptable margin of error.

Moreover, participants of the study were also invited to be interviewed. They are the Chairperson, and Vice-Chairperson of the BSAT program, having the adequate knowledge regarding the program’s curriculum, capabilities, and certifications, and OJT and Placement Office Officer who possesses the information regarding the qualifications for the BSAT program in terms of international practicum eligibility of the aeronautical college. These key figures have the appropriate expertise that are essential in determining the preparedness of the BSAT program.

2.3. Instrumentation

The survey questionnaire was a researcher-made questionnaire that was tested and validated. In Skills and competencies, the questions were primarily based on the institution’s Air Transportation curriculum as this has initially equipped students with the proper skills and competencies needed in the aviation industry. But on further basis,

The questions were derived from the I-ADAPT questionnaires by Ployhart and Bliese, for the Personal Adaptability questions. As stated in Samale’s investigation (2016), It is a theory that claims the predictors of adaptive performance are abilities, knowledge, skills, and other characteristics. The process of the theory is influenced by certain factors— such as knowledge acquisition, strategy selection, assessment of the situation, and coping.

The questions for multicultural adaptability were derived from the Cultural Intelligence (CQ) Theory. Ang and Linn Van Dyne (2015) soon described CQ as a person’s capacity to operate successfully in a variety of cultural contexts. It is broken down into four dimensions— metacognitive, cognitive, motivational, and behavioral.

The Financial Capability Framework developed by the Consumer Financial Protection Bureau (CFPB) and supported by the World Bank (2015). The framework is an evidence-based approach to assess an individual’s ability to manage their financial resources effectively. This framework emphasizes financial literacy, behavior, and access to resources as critical elements of financial capability. This framework determined the questions in Financial Capability.

The instrument is divided into three (3) major parts:

- Part 1 – CHED Requirements
- Part 2 – OJT and Placement Office
- Part 3 – BSAT students’ level of preparedness for international OJT

The answers for parts 1 and 2 were measured using the following scale:

- 4 = Very Aware
- 2 = Somewhat Aware
- 3 = Moderately Aware
- 1 = Not aware at all

TABLE 1: Value, Range, and Description of Scale CHED Requirements and OJT and Placement Office section

Value	Range	Description
4	3.51 - 4.00	Very Aware
3	2.51 - 3.50	Moderately Aware
2	1.51 - 2.50	Somewhat Aware
1	1.00 - 1.50	Not Aware at All

For part 3, the answers for the Skills and Competencies section were measured using the following scale:

- 4 = Well Equipped
- 3 = Equipped
- 2 = Somewhat Equipped
- 1 = Not Equipped at all

TABLE 2: Value, Range, and Description of Scale for Skills and Competencies section

Value	Range	Description
4	3.51 - 4.00	Well-Equipped
3	2.51 - 3.50	Moderately Equipped

2	1.51 - 2.50	Somewhat Equipped
1	1.00 - 1.50	Not Equipped at All

The questions provided were customized to assess multicultural adaptability based on common frameworks for evaluating intercultural competence and preparation for international work settings. On the other hand, the answers for Personal Adaptability, Multicultural Adaptability, and Financial Capability were measured using the following scale:

- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

TABLE 3: Value, Range, and Description of Scale for Personal Adaptability, Multicultural Adaptability, and Financial Capability

Value	Range	Description
4	3.51 - 4.00	Strongly Agree
3	2.51 - 3.50	Agree
2	1.51 - 2.50	Disagree
1	1.00 - 1.50	Strongly Disagree

2.4. Statistical Treatment of Data

The data to be gathered in this study will be subjected to the following statistical treatment:

For statement of the problem numbers 1 and 2:

Mean will be used by the researchers to understand the data set from questionnaire parts 1 and 2. This will be computed using the formula:

$$\bar{x} = \frac{\sum x}{n}$$

Fig. 4: Sample Mean Formula

Where:

- \bar{x} = sample mean
- $\sum x$ = sum of all observations
- n = number of observations

TABLE 4: Mean Range

Mean Range	Verbal Interpretation
1.00 - 1.74	Not aware at all
1.75 - 2.49	Somewhat Aware
2.50 - 3.24	Moderately Aware
3.25 - 4.00	Very Aware

The degree to which students are aware of the criteria set by the CHED and the OJT Placement Office will be assessed using the Likert scale. The scale that will be used is shown below.

Standard deviation will be used to determine how much individual data points differ from the mean of the data set. This will be computed using the formula:

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}}$$

Fig. 5: Standard Deviation Formula

Where:

s = standard deviation
 x = the value in the data distribution
 \bar{x} = sample mean
 n = number of observations
 For statement of the problem number 3:

Spearman correlation coefficient will be used to determine the relationship between the level of awareness and the level of preparedness among students using this formula:

$$r_s = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

Fig. 6: Spearman Correlation Coefficient Formula

Where:

r_s = Spearman correlation coefficient
 D^2 = difference between the subject ranks of the two
 n = total number of variables

The result of the computed relationship between the two variables will be interpreted based on the following Likert scale.

TABLE 5: Interpretation Table of Spearman Rank-Order Correlation Coefficients (Dancey and Reidy, 2004)

Spearman ρ	Correlation
≥ 0.70	Very strong relationship
0.40 - 0.69	Strong relationship
0.30 - 0.39	Moderate relationship
0.20 - 0.29	Weak relationship
0.01 - 0.19	No or negligible relationship

For statement of the problem numbers 4 and 5:

To analyze the qualitative data collected from the interviews, thematic analysis will be employed. This method will enable the identification of recurring patterns and themes from the responses of participants.

2.5. Ethical Considerations

In conducting this research, the researchers adhered to ethical guidelines and principles to ensure the safety, confidentiality, and well-being of all participants. A consent letter was provided to all respondents, including 3rd-year BS Air Transportation (BSAT) students, key faculty members such as the chairperson and vice chairperson of the BSAT program, the chairperson of the BS Tourism program, and the OJT Placement Officer. The letter outlined the purpose, methodology, and intended use of the study in full compliance

with the Data Privacy Act of 2012. Participation was entirely voluntary, and respondents were given the option to withdraw at any point without repercussions.

The confidentiality of all collected information was prioritized. Personal data and responses were securely stored to prevent unauthorized access, ensuring protection against data breaches or hacking attempts. Data collection was conducted using an online Google Forms survey for 3rd-year BS Air Transportation (BSAT), as well as face-to-face interviews to gather in-depth insights from key respondents.

Before initiating the study, the researchers obtained formal permission from the institution. Coordination with school representatives was maintained to ensure proper oversight during both the survey and interview processes. The research tasks were planned to prioritize participants' schedules and prevent unnecessary inconvenience.

The researchers acknowledged that the study might involve sensitive topics that could cause discomfort to some respondents. These instances were handled with care and respect. However, the research posed no risk to the health or safety of participants and did not compromise the operations of the institution.

To address the social effects of the research, the team ensured that their activities minimally disrupted the daily operations of the institution. Moreover, the study aimed to provide valuable insights to help the institution understand and enhance its preparedness for international on-the-job training programs.

In terms of researcher safety, the team ensured coordination with relevant representatives and security personnel to address any unforeseen situations during the research activities.

Through strict adherence to these ethical standards, the research team ensured that the study was conducted responsibly, prioritizing the safety, confidentiality, and welfare of all involved.

III. RESULTS AND ANALYSIS

3.1. Findings

This section of the results addresses the statements of the problem which are:

The BSAT students' level of awareness in terms of:

- 1.1. CHED Requirements, and
- 1.2. OJT and Placement Office.

TABLE 6: Level of awareness of the BSAT students in terms of the CHED Requirements for International OJT

CHED Requirements	Mean	Std. Deviation	Verbal Interpretation
Must be a Filipino Citizen	3.76	0.54	Very Aware
Need to complete at least 75% of the units for the BS in Air Transportation Program to qualify for International OJT. Note: This can be found on your account at https://beta.pes.patts.edu.ph/login	3.33	0.83	Very Aware
Must be at least 20 years of age to participate in the international On-the-Job-Training (OJT) / practicum subject	3.51	0.75	Very Aware
Must be able to provide the pre-requirements of the International On-the-Job Training (OJT) / practicum subject that the institution will require.	3.58	0.67	Very Aware
Must be certified by the HEI as a student of good academic standing	3.31	0.84	Very Aware
Need to provide a DOH-accredited medical certificate for International On-the-Job Training (OJT)/practicum.	3.23	0.96	Moderately Aware
Level of English proficiency must be adequate for International On-the-Job Training (OJT)/practicum. Based on my	3.45	0.71	Very Aware

latest TOEIC score, indicates the following: A score of 785 - 900 corresponds to Working Proficiency Plus, and a score of 905 - 990 corresponds to International Professional Proficiency.			
Must provide a notarized affidavit of written consent from my guardian/spouse for the international On-the-Job Training (OJT)/practicum.	3.27	0.98	Very Aware
Composite Mean	3.43		Very Aware

TABLE 7: Level of awareness of the BSAT students in terms of the institution’s OJT and Placement Office requirements

OJT and Placement Office	Mean	Std. Deviation	Verbal Interpretation
Need to attend the Virtual Orientation.	3.48	0.70	Very Aware
Need to provide the most recent copy of my Job180 Resume, which can be found at https://www.jobs180.com/	2.92	0.98	Moderately Aware
Must provide a completely filled-out OJT Waiver in triplicate, which can be accessed at https://drive.google.com/file/d/1h3U8v61n2RSquFUwGuatCgDi-IP614B8/view .	3.30	0.89	Very Aware
Need to provide the original NBI Clearance as part of my requirements.	3.54	0.67	Very Aware
Must provide a Barangay Certificate.	3.39	0.74	Very Aware
Need to provide Proof of Residency, such as utility bills showing my address for a minimum of six months.	3.27	0.90	Very Aware
Must be able to provide a Cedula or Community Tax Receipt	3.11	1.02	Moderately Aware
Must provide the Acceptance Form, which is downloadable at https://drive.google.com/file/d/1CKnQdxMw15ijmsCd3fqTLLe8Hnw1XdbP7/view	3.36	0.83	Very Aware
Composite Mean	3.30		Very Aware

2. BSAT students’ level of preparedness in terms of:

- 2.1. Skills and competencies;
- 2.2. Personal adaptability;
- 2.3. Multicultural adaptability; and
- 2.4. Financial capability.

TABLE 8: Level of preparedness of the BSAT students in terms of their skills and competencies

Skills and competencies	Mean	Std. Deviation	Verbal Interpretation
Application of air transportation to industry contexts such as flight scheduling.	3.43	0.66	Well Equipped
Ability to understand the current trends of air transportation in the aviation industry.	3.49	0.67	Well Equipped
Proficiency in aviation communication systems (e.g. radiotelephony).	3.27	0.74	Well Equipped
Analytical skills in processing flight data for operational use.	3.40	0.68	Well Equipped
Competency in managing aircraft movements and airspace coordination.	3.32	0.83	Well Equipped
Ability to interpret and manage flight data.	3.43	0.70	Well Equipped
Ability to interpret and use aeronautical charts.	3.38	0.71	Well Equipped
Ability to perform accurate time and distance calculations for navigation.	3.45	0.73	Well Equipped
Knowledge of aircraft cockpit instruments and their functions.	3.46	0.69	Well Equipped
Ability to interpret data from flight instruments.	3.45	0.70	Well Equipped
Knowledge regarding dangerous goods.	3.43	0.66	Well Equipped
Analytical skills in performing load and weight calculations.	3.42	0.73	Well Equipped
Expertise in flight dispatching, including fuel and weather planning.	3.36	0.81	Well Equipped
Ability to apply the concepts of safety management systems (SMS) in operational contexts.	3.36	0.81	Well Equipped
Knowledge of airport infrastructure and facilities management.	3.47	0.74	Well Equipped
Knowledge of airline organizational structures and functions.	3.38	0.78	Well Equipped
Understanding of airline marketing and customer service techniques.	3.27	0.87	Well Equipped
Composite Mean	3.40		Well Equipped

TABLE 9: Level of confidence of the BSAT students in terms of their adaptability

Personal Adaptability	Mean	Std. Deviation	Verbal Interpretation
In an emergency, I can put aside emotional feelings to handle important tasks.	3.50	0.58	Strongly Agree
I enjoy learning new approaches to conducting work.	3.65	0.54	Strongly Agree
I enjoy the variety and learning experiences that come from working with people of different backgrounds.	3.64	0.53	Strongly Agree
I feel comfortable interacting with others who have different values and customs.	3.59	0.59	Strongly Agree
If my environment is not comfortable (e.g., cleanliness), I cannot perform well.	3.40	0.72	Strongly Agree
I take action to improve work performance deficiencies.	3.61	0.52	Strongly Agree
I quickly learn new methods to solve problems.	3.47	0.58	Strongly Agree
Composite Mean	3.55		Strongly Agree

TABLE 10: Level of confidence of the BSAT students in terms of their multicultural adaptability

Multicultural Adaptability	Mean	Std. Deviation	Verbal Interpretation
I feel comfortable interacting with people from cultures different from my own.	3.56	0.57	Strongly Agree
I am motivated to work in multicultural environments.	3.58	0.54	Strongly Agree
I understand that there are various cultural norms, values, and practices of other cultures.	3.67	0.50	Strongly Agree
I take the time to learn about cultural differences before interacting with someone from another culture.	3.62	0.54	Strongly Agree

I plan ahead for interactions with people from different cultures.	3.51	0.61	Strongly Agree
I take steps to ensure clarity in communication across cultural differences.	3.61	0.55	Strongly Agree
I can modify my behavior to align with cultural expectations in professional or social settings.	3.64	0.51	Strongly Agree
Composite Mean	3.60		Strongly Agree

TABLE 11: Level of confidence of the BSAT students in terms of their financial capability

Financial Capability	Mean	Std. Deviation	Verbal Interpretation
I know how to create a budget plan for managing my expenses abroad.	3.16	0.79	Agree
I understand the process of estimating the cost of living in a foreign country.	3.38	0.68	Strongly Agree
I am familiar with exchange rates and how currency conversion works.	3.49	0.64	Strongly Agree
I feel prepared to handle unexpected financial emergencies abroad.	3.24	0.72	Agree
I am willing to adapt to a different financial culture (e.g., tipping norms, and tax systems) while abroad.	3.51	0.61	Strongly Agree
I am confident in my ability to minimize financial risks (e.g., fraud, and unexpected expenses) while living and working abroad.	3.46	0.64	Strongly Agree
I am aware of the necessary financial documents (e.g., international bank account, credit card, or proof of funds) required for living and working abroad.	3.39	0.69	Strongly Agree
Composite Mean	3.37		Strongly Agree

TABLE 12: Main themes and Superordinate themes in the Thematic Analysis

Main Theme	Superordinate Theme
Resource Constraints	Financial Limitations
International Challenges	Visa And Immigration Procedure
	Culture Difference
Program Design and Implementation	Insufficient International Partnerships
	Ground Training
	Insufficient Standardized Protocols and Curriculum
	Monitoring And Evaluation
Student-Related Factors	Homesickness
	Adaptability
Recommendations And Improvements	Competency Enhancement
	Cultural Sensitivity Training

IV. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

Based on the findings, the researchers conclude that:

1. The study revealed that BSAT students generally possess a solid understanding of CHED requirements (1.1) and the role of the OJT and Placement Office (1.2). They are knowledgeable about essential academic prerequisites such as coursework, grade maintenance, and required documentation, as well as the OJT and Placement Office’s functions in coordinating internships, providing pre-departure orientations, and monitoring progress. However, the study also identified gaps in students' understanding of specific international OJT requirements, procedural timelines, and additional certifications. These gaps indicate a need for more comprehensive information dissemination and consultations to ensure that students are thoroughly prepared for both local and international internship opportunities. Addressing SOP 2 in the context of the BS Air Transportation program's preparedness for international On-the-Job Training (OJT) highlights several key areas. As outlined in 2.1, flight operations and safety are integral to the curriculum, ensuring that students are well-prepared to manage aircraft operations and maintain safety standards, which aligns with the finding that students felt well-prepared for flight-related tasks during their OJT. In 2.2, the development of communication and interpersonal skills is emphasized, equipping students to effectively function in multicultural environments and

demonstrating proficiency in teamwork and conflict resolution. This was supported by the result indicating that communication skills were a significant strength for students during their OJT placements. Section 2.3 focuses on the technical and practical knowledge necessary for students to succeed in aviation, ensuring they are competent in dealing with various technical challenges in the industry. Lastly, 2.4 addresses the importance of financial and cultural preparedness, ensuring that students are equipped to manage their finances and adjust to diverse cultural contexts, both essential for a successful OJT experience. These considerations, as addressed in SOP 2, form a comprehensive foundation for preparing students for their international placements.

2. The findings from this study confirm a significant relationship between students' awareness and their preparedness for international On-the-Job Training (OJT). The analysis showed that students with a higher level of awareness about CHED requirements and OJT placement office guidelines felt more confident and adequately prepared for the challenges they might encounter during their international OJT experience. These students actively sought additional training, particularly in language proficiency and cultural sensitivity, to further enhance their readiness for international placements. Conversely, students with lower awareness levels expressed concerns about potential challenges, such as language barriers and unfamiliar cultural environments, which undermined their confidence in their preparedness.

The study highlights that well-informed students are better equipped to handle the demands of international training, as demonstrated by their higher levels of self-assurance and preparedness. This finding stresses the importance for institutions to prioritize student awareness, ensuring students are not only knowledgeable about the formal requirements but also confident in their ability to adapt to new challenges and cultural environments.

3. Despite students' confidence in their flight operations and technical knowledge, there is a recognized gap in practical exposure to international environments. The research indicates that many students are inadequately prepared to

handle complex tasks under pressure, which is a crucial aspect of their OJT experience. As noted in the findings, students expressed the need for more realistic scenarios, mentorship, and extended training, especially in high-pressure international settings.

The findings further highlight that financial barriers are a significant obstacle for many students wishing to pursue international placements.

In conclusion, addressing the gaps in practical exposure and financial support can better prepare students for their international OJT experiences.

4. The study identifies several areas requiring improvement in the BS Air Transportation program's international OJT framework. There is a clear recognition that strengthening partnerships with international aviation firms and appointing a dedicated internationalization officer would play a critical role in securing these placements. Additionally, enhancing pre-departure training to include language proficiency, cultural sensitivity, and aviation-specific communication skills emerged as essential for better preparing students to adapt to foreign work environments. There is also a clear need for stronger follow-up assistance during the OJT period to guide students through their international placements. Finally, ensuring the quality and authenticity of placements through improved monitoring and evaluation mechanisms, as well as implementing post-OJT debriefing sessions, will provide valuable insights for program enhancement.

4.2. Recommendations

In line with the findings and conclusions of the study, the following recommendations are hereby suggested:

1. Develop a Google Sites-based institutional platform to provide BSAT students with essential information on international OJT, while also making it accessible to other aviation-related programs as a reference for adopting or enhancing their own initiatives. Create a standardized checklist or toolkit outlining mandatory requirements, deadlines, contact information, and solutions to common issues to guide students through the international OJT process.
2. Implement comprehensive pre-departure training and soft skills development programs for BS Air Transportation (BSAT) students to enhance their adaptability to diverse cultural and professional environments. These programs should focus on problem-solving, teamwork, and adaptability. Conduct refresher courses before international OJT to reinforce essential skills and knowledge, covering technical subjects like industry protocols, safety measures, communication strategies, and cultural awareness. Should the school have the opportunity to provide financial aid for students who will undergo international On-the-Job Training (OJT), they should meet the criteria established by the institution including academic performance, financial need, extracurricular involvement, and any other specific requirements. In addition to internal scholarships, students are encouraged to actively seek external funding, such as government grants as well as financial support from non-governmental

organizations (NGOs), professional associations, and corporate sponsorships. Students should also explore cost-saving strategies. Develop partnerships with alumni networks to offer resources, mentorship, and guidance for navigating cultural differences and managing expenses effectively.

3. The program should develop a comprehensive orientation session that clearly outlines the program's objectives, requirements, and potential challenges, ensuring that all students have a solid understanding of what to expect. Additionally, targeted training programs focusing on language proficiency and cultural sensitivity should be offered to better equip students for the international work environment. These programs can help bridge gaps for students who may feel less confident about navigating language and cultural barriers. Furthermore, continuous support and resources, such as workshops or mentorship opportunities, should be provided to ensure students are well-prepared for the challenges of international OJT.
4. The Aeronautical College should continue and maintain compliance with PACUCOA Accreditation requirements to achieve Level IV reaccreditation. Establish and strengthen partnerships with international companies and aviation organizations to expand the scope of On-the-Job Training (OJT) opportunities that align with students' career aspirations and objectives. Regular evaluations through the current system of the OJT and Placement Office of these partnerships should be conducted to ensure they provide substantial value and effectively address the needs of the students, ensuring compliance with CHED guidelines, alignment with program learning outcomes.
5. The institution should focus on finding opportunities for the BSAT program in flight operations, cargo operations, and the like to cater to their needs in an international OJT setting. Partnerships with global companies should be prioritized by a designated individual, specifically an additional employee in the On-the-Job (OJT) and Placement Office to manage boosting the probability of implementing overseas practicum for the said program.

Financial aid such as grants or scholarships should also be considered as this will give more open windows for students of the BSAT program to participate in consideration of their qualifications as some show rather a concern in the support of their stay if financial stability will be a concern. The aeronautical college may also consider different types of scholarships that better fit the needs of the students and minimize the expenses for the school.

Also, guidance in the student's preparation shall be implemented alongside the international practicum program to ensure students' preparedness through pre-departure meetings, seminars, and training that focuses on different aspects such as culture, requirement procedures, and skills-relevant job preparation.

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