Evaluating the Contribution of Parañaque Aeronautical Schools' BS in Air Transportation Curriculum to Pilot Training and Career Progression

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DOI: https://doi.org/10.47772/IJRISS.2026.1026EDU0271

Received: 04 May 2026; Accepted: 10 May 2026; Published: 27 May 2026

ABSTRACT

The study analyzes and explores the influence of the Paranaque-based Aeronautical school's curriculum, known as Bachelor of Science in Air Transportation (BSAT), on students' success in pursuing a career as a pilot in the aviation industry. Along with the abilities acquired from the curriculum, some of the primary influencing elements that determine a student's performance include personal, academic, and financial. The study used a mixed-method approach, combining quantitative and qualitative techniques. collecting information and data by combining the correlational technique using questionnaires created by the researcher with the thematic analysis using one-on-one interviews. The information gathered indicates that a person's cognitive and psychomotor skills have an impact on their success in becoming a pilot. Additionally, the respondents agree that the academic support systems of the BSAT curriculum assist them in managing their present responsibilities and generally succeeding as pilots. It is also demonstrated that they were unable to pursue a career as pilots due to financial challenges, which is why financial planning is believed to be essential. Another crucial element of a pilot's performance is their abilities, specifically their non-technical and decision-making skills, which the researchers' respondents said were beneficial. Success is also overshadowed by financial constraints and connections. The impact of the curriculum was assessed using cross-tabulation and theme analysis. Lastly, recommendations are made to further help and support the curriculum and have a better success rate for pilots.

Keywords: Cognitive Abilities, Psychomotor Skills, Academic Support Systems, Financial Constraint, Financial Planning, Non-Technical Skills, Decision-Making Skills, Personal Factors.

INTRODUCTION

The goal of the Bachelor of Science in Air Transportation degree is to give students experience in the operational, legal, and technical facets of the aviation sector in addition to a solid academic basis in aviation fundamentals. It is crucial to assess how academic programs like these affect students' preparedness and capacity to pursue careers in professional aviation, given the aviation industry's worldwide need for certified pilots. Many collegiate graduates suggest the Bachelor of Science in Air Transportation (BSAT) as one of the most direct and practical routes for those aspiring to be a pilot. Students frequently grapple with uncertainty over their college choices, as plenty of degrees outside the BSAT can still open doors to thriving aviation careers. That's why our research team decided to dig into the Air Transportation program at the Aeronautical School in Parañaque, scrutinizing its layout, coursework, and match-up against the practical skills that tomorrow's pilots truly require. What ultimately determines if a student lands a solid piloting job boils down to a mix of strong academics, traits like grit and sharp judgment under pressure, plus steady financial support to weather the training costs. All these pieces work together to help hopeful pilots push through the industry's tough realities and come out ahead.

A complicated interaction of marketing tactics, individual influences, institutional features, and training program elements shapes student pilots' school choices. In a comparative study, Jin (2024) examined how these characteristics affected the choices made by teenage, conventional, and nontraditional student pilots. The study found that when choosing a flight school, all three groups gave top priority to training quality, safety records, the availability of flying chances, and the reputation of flight instructors. According to Osman. (2022), students who achieve an outstanding GPA during their high school years, credit hours, and high ACT math scores are expected to have higher academic success. Factors such as age, credit hours, and family's gross income influence the persistence of students in achieving success in collegiate flight programs and aviation classes. Flight simulation is widely used in aviation training for its cost-effectiveness, safety, and ability to prepare students before actual flight (Suarez, Ramos, & Fernandez, 2021). While it enhances procedural skills and confidence, limitations such as reduced realism and simulator sickness can affect skill transfer (Myers et al., 2018; Zhang, 2022).

Skills and knowledge play a crucial role in the success of an individual in their career path as a pilot; the application and further improvement of these skills will benefit them in the future as they become part of the aviation industry. According to Sun et al. (2023), the CBTA concept identifies nine core competencies that pilots should possess, namely: application of knowledge; application of procedures and compliance with regulations; management of aircraft flight path (automation); management of aircraft flight path (manual control); communication; leadership and teamwork; workload management; problem-solving and decision-making skills; situation awareness; and information management. Assessing the quality of flying instruction is a crucial component of the program for the benefit of the students receiving pilot training. Brinly (2024) stated that providing students with the chance to practice practical and real-world skills is beneficial both for their aviation training and the aviation industry, as it boosts students' confidence and encourages critical thinking in challenging situations. Gölafsdóttir (2018) also noted that the knowledge and abilities needed to be a successful pilot in the modern era require both technical and non-technical traits. As the interviewed pilots stated, interpersonal skills are just as important as technical abilities, such as familiarity with the aircraft.

People who want to become pilots must first understand that they need to overcome a number of obstacles in order to succeed. Aviation students who successfully balance their academic work and flight training know that time management has always been and will always be essential (Affairs, 2023). Regular checks of emotional capacity are also important, as stress can affect students' ability to focus and make optimal decisions in critical situations (Luciani et al., 2022; Lee et al., 2015). Numerous coping strategies, such as relaxation, peer support, and religious activities, help reduce these tensions, as cited by Aina (2020). Yujie (2022) also noted that the growth of student pilots' flight training is influenced by a variety of factors, including meteorological and human aspects. The outcomes of flight instruction can be either positive or negative, which can impact a student's personal traits, such as their English proficiency, demeanor, mental toughness, and actual real-world flying ability. The weather can also delay students' schedules, as it is unpredictable and constantly changing.

A stepping stone for future pilots has long been provided by the Bachelor of Science in Air Transportation. This degree cultivates a wide range of skills essential to aviation, including cognitive aptitude, technical proficiency, and decision-making capabilities. Studies show that higher ACT math scores are likely to have higher academic success, reflecting their strong cognitive ability. According to a different study, a pilot's performance can also be accurately predicted by a personality test, hinting that psychological characteristics are somewhat crucial for pilot success. But because they take the simplest route, pilots can still lack a strong foundation in training standards, and there is an increasing need to improve both simulation and real flight training for a reasonable but worthy price. Pilots should also acquire specialized or non-technical skills like situational awareness and personal factors that have a significant impact to satisfy the demand of the modern aviation industry.

Background of the Study

The Bachelor of Science in Air Transportation (BSAT) program is one of a Parañaque-based aeronautical school's flagship undergraduate degrees today. The BSAT was established globally as part of aviation and aviation education development after World War II, with formal specialized schools starting around the mid to

late 20th century. In the Philippines, the BSAT is offered by key aviation institutions, including other aviation schools, which were originally established in 1968 and evolved through the 1970s and 1990s into their current form, offering specialized aviation degrees, including Air Transportation. Another notable institution is located in Parañaque, founded in 1969, which offered aviation programs, including the BSAT, during its development into a college by 1989.

The Parañaque-based aeronautical school's Air Transportation curriculum aims to combine theoretical foundations, such as aerodynamics, meteorology, and air traffic management, with practical communication through appropriate phraseology. These include flight planning lectures and laboratory instruction, which help graduates achieve successful pilot licensure. This study examines how the Parañaque-based aeronautical school's program impacts aspiring pilots' educational experiences, skill development, and job readiness. It also focuses on providing a better understanding of how students make decisions based on the different factors presented. The insights from this analysis are intended to help both alumni and BSAT students improve their pilot training paths.

Theoretical Framework

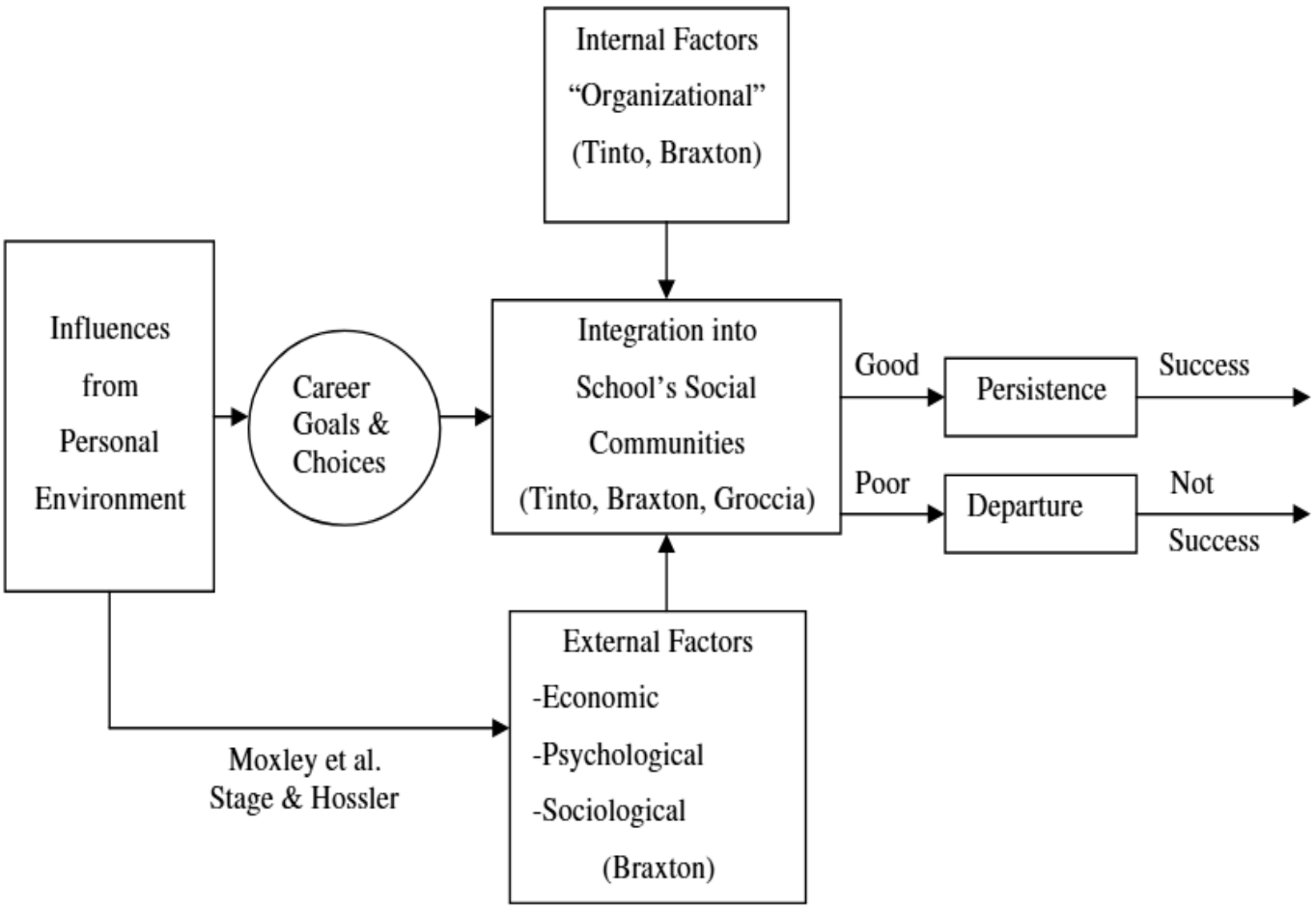

Fig. 1: Theoretical Framework of Career Choice, Social Integration, and Persistence in Aviation Education

The framework highlights the elements that influence students' decisions to pursue careers in the aviation sector. According to Tinto (1993), the study also highlighted the internal and environmental elements impacting students' academic achievement, with successful integration being one of the important persistence determinants. The framework serves to reinforce the external factors, such as the sociological, economic, organizational, and psychological factors that affect a student's perseverance. Pupils who were properly introduced and instructed by these elements were more likely to succeed academically. Examples of these external influences are parents, teachers, and peers.

Conceptual Framework

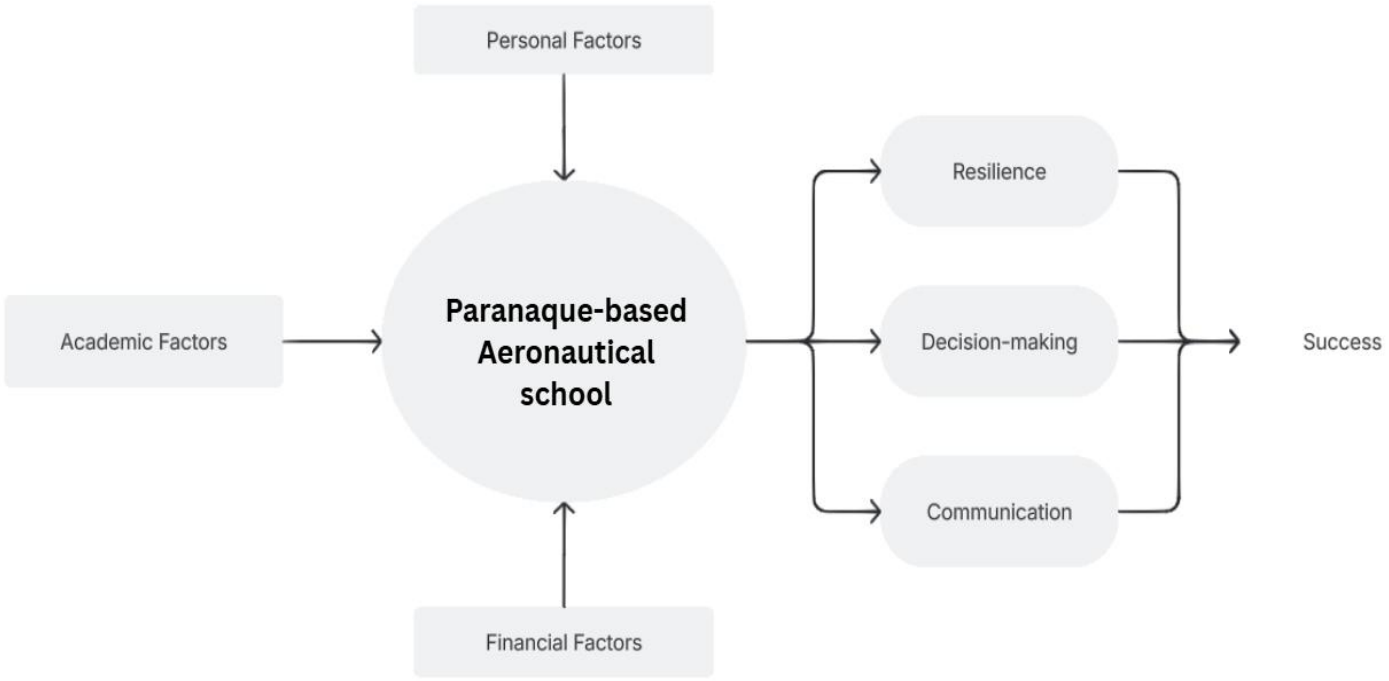

Fig. 2: A Conceptual Framework shows how the Factors feed into the Air Transportation Curriculum and develop three key skills.

This conceptual framework illustrates how academic, personal, and financial factors influence the Parañaque-based Aeronautical school's Air Transportation Curriculum. The curriculum then develops three important skills: resilience, decision-making, and communication. These skills, in combination, result in student success in the field. The usage of rectangles and arrows illustrates a clear, linear flow from inputs to outcomes. It emphasizes how basic support and specific education work together to produce successful graduates. By having these capabilities in the Parañaque-based Aeronautical school's Air Transportation Curriculum, the institution serves as a way to transform raw potential into industry-ready capabilities. The diagram's design reinforces the idea that success is not accidental but the result of a deliberate process.

Statement of the Problem

The purpose of this study is to examine how the Air Transportation curriculum at Parañaque-based Aeronautical school supports students' journey toward becoming licensed pilots. Specifically, it aims to answer the following questions:

1. What difference exists between BSAT graduates who successfully become pilots and those who do not, in terms of personal, academic, and financial factors?
2. What specific skills and knowledge acquired in the BSAT program are most valuable for BSAT students and graduates seeking to become pilots?
3. What are the barriers or challenges BSAT students in Parañaque-based Aeronautical school face when transitioning from an air transportation academic background to pursuing a career as a pilot?
4. Is there a significant difference between becoming a pilot in the curriculum of the Bachelor of Science in Air Transportation in a Paranaque-based Aeronautical school when compared to other schools?
5. Is there a significant relationship between having different pilot license tiers (PPL, CPL, and ATPL) and personal, academic, and financial factors for graduates of the Parañaque-based Aeronautical school?
6. Do you find financial planning important in managing pilot training expenses?
7. Do you feel you have enough institutional support to navigate the academic and practical demands of becoming a pilot?

Hypothesis

1st Null Hypothesis: There is no significant difference between becoming a pilot in the curriculum of the Bachelor of Science in Air Transportation in a Paranaque-based Aeronautical school when compared to other schools.

2nd Null Hypothesis: There is no significant relationship between pilot license tiers (PPL, CPL, ATPL) and personal, academic, or financial factors among graduates of Parañaque-based aeronautical schools.

Significance of the Study

Learners/Students- Students are the core beneficiaries of the curriculum. If the content doesn't match their academic goals, personal growth, or financial realities, it risks leaving them behind.

Teachers/Professors- Teachers are the implementers of the curriculum. Their expertise and experience shape how content is delivered.

Curriculum Developers- These are the architects of the curriculum. They design, evaluate, and revise content based on data and stakeholder input.

Office of the Student Affairs- OSA encourages value-oriented and socially relevant programs, pushing the curriculum beyond technical mastery to include social responsibility, sustainability and innovation. OSA also promotes leadership, self-growth, and cross-cultural adjustment, which are essential traits for future aviation professionals.

Future Researchers- Future researchers have an important role in shaping aviation education by promoting inclusive, responsive, and perfectly designed curricula. Through studying stakeholder involvement and curriculum outcomes, they can help institutions like Parañaque-based Aeronautical produce skilled graduates.

METHODOLOGY

Research Design

The research aimed to analyze and identify the potential impacts of BS in Air Transportation curriculum of various Aeronautical schools around Paranaque. Factors such as academic, personal, and financial influence success when it comes to the pursuit of a career as a pilot.

The study employed a mixed-method research design, integrating both quantitative and qualitative approaches to explore how the curriculum influences students' and graduates' readiness for a career as a pilot. The quantitative design focused on a correlational approach, using questionnaire surveys to examine the relationships among the variables present within the study. These variables are the three variables being examined. The data gathered from the survey were then analyzed through cross-tabulation to help the researchers organize and examine the associations and patterns within the variables.

For qualitative research, the approach was thematic analysis, with data gathered from one-on-one interviews. Individuals selected to participate in the interviews were chosen by the researchers based on their judgment to provide relevant data and information. This aided in identifying the curriculum's strengths, potential barriers to success, and the personal experiences of the participants.

Participants in the study were chosen using quota sampling for the questionnaire surveys, ensuring proportional representation. For the one-on-one interviews, the validators and some of the respondents of the study served as interviewees, as they had the appropriate expertise and relevance to the subject of the study. These two sampling methods are forms of non-probability sampling, which were used by the researchers to select participants. The confidentiality and consent of the participants were upheld throughout the study, respecting their privacy.

Respondents

This study evaluates the influence of Parañaque-based Aeronautical School Bachelor of Science in Air Transportation curricula on the professional progression of aspiring pilots, using a respondent dataset of 21 licensed individuals categorized by license type: Private Pilot License (PPL, 42.9%), Commercial Pilot License (CPL, 38.1%), and Airline Transport Pilot License (ATPL, 19%). The analysis links curricular components, training modalities, and institutional pathways to observed licensing outcomes, identifying strengths, constraints, and actionable recommendations for enhancing the pipeline from academic preparation to airline-level certification. Table 1 summarizes license outcomes for 21 individuals: 9 PPL holders (42.9%), 8 CPL holders (38.1%), and 4 ATPL holders (19%).

Table 1: Frequency and Percentage Distribution of CAAP-issued License Holders

License	**Frequency**	**Percentage**
PPL	9	42.9%
CPL	8	38.1%
ATPL	4	19%
Total	21	100%

Settings

This study aims to examine the influence of the BSAT curriculum offered by Parañaque-based Aeronautical institutions on the career progression of students aspiring to become professional pilots. It investigates the academic, personal, and financial factors that affect the transition from a BSAT academic background to formal pilot training and licensure, with emphasis on the challenges faced and the competencies gained through the program.

The respondents of this research are current BSAT students and graduates, regardless of whether they have already pursued flight training or are still considering it. The study of Aviation individuals, such as Aeronautical Engineering, Aircraft Maintenance Technicians, Flight Dispatchers, Air Traffic Controllers, and Avionics Technicians, to maintain a focused analysis on the pilot career pathway.

Instrumentation

The researchers made a survey questionnaire based on relevant literature and previous studies related to factors influencing students in pursuing a pilot career. The instrument was organized into three sections: Academic Factors, Personal Factors, and Financial Factors. Each statement was rated using a 4 point likert scale ranging from Strongly Agree to Strongly Disagree to measure the respondents' level of agreement on each factor.

To ensure the accuracy and reliability of the instrument, the questionnaire underwent validation by experts in the fields of aeronautics and education. The panel of validators included a logistics executive, a ramp supervisor, and a professor from Parañaque City, whose insights helped improve the clarity and relevance of each question. After validation, a pilot test was conducted among selected fourth-year BS Air Transportation students from the Parañaque-based aeronautical school. Feedback from the pilot test was used to improve unclear items, ensuring that the final version of the questionnaire was clear, relevant, and appropriate for data collection.

Following validation, the researchers distributed the questionnaire to the relevant sample of respondents using Google Forms. They also brought in three people for follow-up discussions, some in person and others by video, to get a full picture and validate the poll results. These talks were recorded on tape, verbatim transcribed, and then examined for trends related to the primary research topics. The reliability of the data was improved, and any gaps were filled by merging the two methods.

Data Analysis

The relationship between the BSAT curriculum (including intellectual, personal, and financial elements) and the career advancement of students hoping to become professional pilots is further examined by the

researchers. Both qualitative and quantitative methodologies were used by the researchers. The degree and direction of relationships between the dependent variable, career growth, and the independent variables, curricular, academic, personal, and financial aspects, were then ascertained by correlation analysis. Cross-tabulation was used to compare responses across groups such as current students and graduates, or those who had pursued flight training. Calculating responses on a 4-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." These measures provided an overview of the respondents' level of agreement with each factor. ANOVA was performed on the weighted mean scores of each factor. Complementing these statistical procedures, thematic analysis was applied to open-ended responses and interview data to uncover recurring themes, challenges, and insights regarding the transition from BSAT to pilot training. Providing this qualitative layer added depth to the numerical findings by highlighting experiences of respondents, thereby offering a more comprehensive understanding of how the BSAT curriculum and related factors influence the professional pathways of aspiring pilots.

Ethical Considerations

The researchers made sure to keep everyone's personal information safe and confidential throughout the study by employing highly secure data storage systems. Extra care was taken to protect the data from unauthorized access or breaches. Safeguards were put in place to guarantee that no individual's health or safety was compromised during the research, even if any issues with data occurred. Safe, well-lit locations were selected for meetings with respondents, with clearly marked emergency exits and free from environmental hazards such as pollution or excessive noise. The team ensured that all participants were protected when leaving the research site.

Close coordination with the institution and company involved was secured through proper permissions and constant communication with authorized representatives and security personnel. Site safety procedures complied fully with established standards to maintain a secure environment. Participation in the study was strictly voluntary, and topics that could cause discomfort or harm were avoided. The research was conducted without disrupting normal daily operations and aimed to provide beneficial insights for the institution. The safety of everyone involved, including those conducting the study, was prioritized through emergency preparedness and risk minimization measures, demonstrating a strong commitment to ethical responsibility and respect throughout the research process.

RESULT AND ANALYSIS

The differences that exist between BSAT graduates who successfully become pilots and those who do not, in terms of personal, academic, or financial factors.

The differences that exist between BSAT graduates who successfully become pilots and those who do not, in terms of personal factors.

Table 2: Remarks of the respondents based on the personal variable

Statement (Personal)	**Standard Deviation**	**Mean**	**Remarks**
I believe my cognitive skills and psychomotor abilities influence my success in becoming a pilot.	0.96609	3.3333	**Agree**
I feel my virtues and traits impact my ability to succeed in pilot training.	0.91026	3.1429	**Agree**
Total	0.90304	3.2381	**Agree**

Legend: 3.51 - 4.00 Strongly Agree; 2.51 - 3.50 Agree; 1.51 - 2.50 Disagree; 1.00 - 1.50 Strongly Disagree

The table above finds that BSAT graduates generally agree on the importance of personal factors in achieving success as pilots, with a weighted mean of 3.24. 3.33 is the mean score; the statement with the highest rating highlights how important cognitive and psychomotor abilities are to becoming a successful pilot. Key characteristics that support a pilot throughout their career are accountability, discipline, and resilience, which

received a score of 3.14. It is strongly advised that aeronautical schools create and strike a balance between a strong focus on professional ethics and demanding skill development. Aspiring pilots will be far more better prepared for long-term success in the aviation industry.

The differences that exist between BSAT graduates who successfully become pilots and those who do not, in terms of academic factors.

Table 3: Remarks of the respondents based on the academic variable

Statement (Academic)	**Standard Deviation**	**Mean**	**Remarks**
I think the practical training I received aligns with the real-world pilot duties.	0.79582	3.3333	**Agree**
I think the training environment I experienced is the best choice for succeeding as a pilot.	0.70034	3.7619	**Strongly Agree**
I believe my total credit hour load (174 units) supports my academic progress.	0.98077	3.1905	**Agree**
I think more practice simulations, like emergency drills, ATC coordination, flight, or dispatch, should be added to the BSAT curriculum to improve learning.	0.91287	2.6667	**Agree**
I find that the academic support systems provided by the BSAT program adequately help me manage my workload effectively.	0.71714	2.7143	**Agree**
Total	0.62075	3.1333	**Agree**

Legend: 3.51 - 4.00 Strongly Agree; 2.51 - 3.50 Agree; 1.51 - 2.50 Disagree; 1.00 - 1.50 Strongly Disagree

The survey findings indicate that students hold a generally positive perception of the BSAT program, with a composite mean of 3.13, reflecting overall satisfaction with its academic and training components. 3.76 is the weighted mean; the top scored statement emphasizes strong confidence in the training environment. For the students, the environment, resources, and facilities are generally very supportive of their learning. 2.67 is the lowest grade statement, highlighting a serious flaw in the scant integration of practice simulations, such as emergency drills, dispatch exercises, and ATC operations. Because the industry heavily relies on hands-on training to educate students for real-world operating needs, this is really important. The adequacy of academic support systems, 2.71, and the alignment of practical training with pilot tasks, 3.33, demonstrate a reasonable level of satisfaction but also highlight areas for development. The results show that while the BSAT program provides a good training environment and a strong academic foundation, it has to be modified to incorporate structured, scenario-based simulations that link theory and practice. Improving academic support systems and aligning credit-hour requirements with both theoretical study and practical experience will significantly boost student preparation. The program can generate graduates who are capable of managing the operational difficulties of professional aviation in addition to having good academic backgrounds, when focusing on this matter.

The differences that exist between BSAT graduates who successfully become pilots and those who do not, in terms of financial factors.

Table 4: Remarks of the respondents based on the financial variable

Statement (Financial)	**Standard Deviation**	**Mean**	**Remarks**
I find financial planning important in managing pilot training expenses.	0.76842	3.2381	**Agree**
I believe that financial limitations affected my ability to pursue a pilot license after graduating from the BSAT program.	0.71714	2.7143	**Agree**
Total	0.66099	2.9762	**Agree**

Legend: 3.51 - 4.00 Strongly Agree; 2.51 - 3.50 Agree; 1.51 - 2.50 Disagree; 1.00 - 1.50 Strongly Disagree

The table indicates and shows that finances play a significant role in shaping BSAT graduates' ability to pursue pilot careers, with a weighted mean of 2.98 reflecting general acknowledgment of their influence. Respondents strongly recognized the importance of financial planning in managing the high costs of pilot training 3.28, underscoring the value of structured preparation and resource management. At the same time, many graduates acknowledged that financial limitations with a 2.78 weighted mean limited their ability to obtain a pilot license after graduation, highlighting disparities in access to opportunities. These findings suggest that while students are aware of the need for financial discipline, systemic barriers remain that can hinder career progression. Addressing these challenges through enhanced financial literacy initiatives like expanded scholarship and sponsorship programs, and stronger institutional partnerships could help ensure that capable graduates are not prevented from advancing due to financial constraints, thereby strengthening the pipeline of future aviation professionals.

Specific skills and knowledge acquired in the BSAT program that are most valuable for BSAT students and graduates seeking to become pilots.

Table 5: Remarks of the respondents based on the most valuable skills and knowledge acquired in the BSAT program.

Statement	**Standard Deviation**	**Mean**	**Remarks**
I seek opportunities to improve my non-technical skills, such as communication, teamwork, decision-making, problem-solving, leadership, time/stress management, situational awareness, and adaptability.	0.48305	3.3333	**Agree**
I agree that my current training, which includes coursework in air traffic control, airline operations, aircraft scheduling, fleet planning, airline logistics, and the use of the Visual Vector and Enroute Training (VVET) Laboratory, has adequately prepared me for real-world scenarios.	0.63246	3.0000	**Agree**
I think the skills I learned in the BSAT program are directly useful in your pilot training career.	0.86465	2.9524	**Agree**
I feel confident in my decision-making abilities during flight operations.	0.51177	3.5238	**Strongly Agree**
I believe international internships or training programs of the BSAT curriculum provide advantages in becoming a pilot.	0.95618	2.7143	**Agree**
I feel confident in my ability to apply regulations and procedures to real-world flight scenarios after completing your BSAT courses.	0.83095	2.9048	**Agree**
I find that the problem-solving and decision-making exercises in my classes mirror the challenges I would face as a pilot.	0.79282	3.1429	**Agree**
Total	0.50421	3.0816	**Agree**

Legend: 3.51 - 4.00 Strongly Agree; 2.51 - 3.50 Agree; 1.51 - 2.50 Disagree; 1.00 - 1.50 Strongly Disagree

Table 5 shows that the respondents agree that the BSAT program contributes to the development of the technical and non-technical skills that are essential in training pilots. The total mean score (3.08) simply shows the effectiveness of the program. The highest mean score with 3.52 correlates to the statement "I feel confident in my decision-making abilities during flight operations," and "I feel confident in my ability to apply regulations and procedures to real-world flight scenarios after completing BSAT course" (mean = 2.90), which means that the program really helps them build their skills and abilities in helping decision making in the actual scenario. Decision-making and problem-solving are the most realized factors by the respondents. The BSAT program greatly improves their non-technical skills, including cooperation, flexibility, and communication, with a mean score of 3.33. Additionally, they understand the importance of laboratory training, like using the VVET Laboratory, in preparing them for operations in the real world in the future. In the end, lower mean scores were obtained for pilot training (mean = 2.95) and the significance of exposure to foreign training (mean of 2.71). The results show that there is room for improvement in the integration of aviation experiences, which will benefit all responders by combining theoretical instruction with practical scenario practice.

What are the barriers or challenges BSAT students in Parañaque-based Aeronautical School face when transitioning from an air transportation academic background to pursuing a career as a pilot?

Table 6: Remarks of the respondents on the barriers that they face during their transition from an academic background into the pursuit of a career as a pilot.

Statement	Standard Deviation	Mean	Remarks
I consider the company's reputation as a key factor when selecting my on-the-job training (OJT) provider.	0.58959	3.381	**Agree**
I feel that the Parañaque-based Aeronautical school BSAT program's guidance on OJT company selection sufficiently informs my decision-making process.	0.67964	2.8095	**Agree**
I believe networking with industry professionals increases my chances of becoming a pilot.	0.95618	3.2857	**Agree**
I believe my instructors provide helpful guidance during weather-related disruptions.	0.46291	3.2857	**Agree**
I believe my aviation program uses teaching methods that reflect diverse cognitive strengths.	0.53896	3.0952	**Agree**
I believe my school provides sufficient support in addressing financial challenges related to training, such as tuition fees, materials, or certification.	0.90238	2.7143	**Agree**
Total	0.43961	3.0952	**Agree**

Legend: 3.51 - 4.00 Strongly Agree; 2.51 - 3.50 Agree; 1.51 - 2.50 Disagree; 1.00 - 1.50 Strongly Disagree

Table 6 indicates that respondents generally agree that the BSAT program and related factors support students' transition to pilot careers, with a total mean score of 3.10, which demonstrates the overall effectiveness of the program. The highest mean (3.38) corresponds to the statement "I consider the company's reputation as a key factor when selecting my on-the-job training provider," showing that respondents agreed students heavily weigh employer reputation in OJT choices, while strong agreement also appears for networking (mean = 3.29) and instructor guidance during weather-related disruptions (mean = 3.29), reflecting perceived value in industry contacts and faculty support. Moderate confidence in workforce preparedness is recorded (mean = 3.10) and respondents acknowledge the program's role in preparing them for operations, yet lower weighted means were recorded for the adequacy of program guidance on company selection (mean = 2.81) and for institutional resources to assist in challenges such as financial troubles or certification (mean = 2.71), indicating gaps in institutional advising and student support. This pattern suggests the BSAT program builds important technical and interpersonal foundations but would benefit from clearer OJT-selection guidance, enhanced student support services, and strengthened industry linkages to ensure graduates can effectively convert academic preparation into successful pilot careers..

Significant difference between becoming a pilot in the curriculum of the Bachelor of Science in Air Transportation in a Paranaque-based Aeronautical School when compared to other schools in terms of:

A. Academic

The study evaluates a number of statements made by licensed pilots about the value of personal growth in aviation education and the efficiency of their current training. The researchers used two quantitative measures to evaluate each statement: significance, which measured the belief's statistical link with pilot training achievement, and frequency, which indicated how frequently the belief was voiced.

1.725 is the frequency score; improving non-technical abilities, including communication, teamwork, decision-making, and adaptability, was one of the most often stated beliefs. **0.206** is the significance score, which looks

low, indicating that even while students must actively look for these possibilities, there may not be a strong statistical correlation with training success. Even when soft skills provide long-term benefits in operational settings, it could be indirectly measured in performance measurements.

0.14 is a low frequency score, though, and a high significance value of **0.87** for the notion that present training, which includes topics like air traffic control, airline operations, and the usage of the VVET Laboratory, sufficiently prepares students for real-world settings. This suggests that the curriculum has a strong link with preparedness for professional aviation, even though few students specifically highlighted this.

Similarly, the program's technical relevance was reinforced by the perception that the skills acquired in BSAT are directly relevant in pilot training, which scored **0.28** for frequency and **0.759** for significance. Students' confidence in their ability to make decisions during flight operations was moderately expressed (**0.487**) and demonstrated a strong significance score of **0.622**, indicating that they are starting to absorb operational judgment.

Notably, the belief in the value of international internships or training programs within the BSAT curriculum had the lowest frequency (**0.091**) but the highest significance (**0.914**) among all statements. This highlights a critical gap: students may underestimate the strategic advantage of global exposure, even though it strongly correlates with professional readiness.

Confidence in applying regulations and procedures to real-world flight scenarios scored **0.206** in frequency and **0.816** in significance, again pointing to the curriculum's strength in technical preparation. Finally, the belief that classroom problem-solving and decision-making exercises mirror real pilot challenges scored **0.79282** in frequency and **3.1429** in significance, interpreted as "Agree" based on the response scale,e indicating strong alignment between academic exercises and operational realities.

B. Personal

Understanding the internal factors that influence pilot training success is essential for shaping responsive and evidence-based aviation education. This study presents a dataset evaluating two personal belief statements from pilot trainees. In aviation education, identifying which personal attributes most significantly influence pilot training success is essential for shaping effective and responsive curricula. This study examined two belief statements from pilot trainees: one concerning the role of cognitive and psychomotor abilities, and the other addressing the impact of personal virtues and traits. Using two metrics, frequency and statistical significance, for each statement, to determine both how commonly the belief is held and how strongly it correlates with actual training outcomes.

0.333 was the frequency score for the belief that cognitive and psychomotor skills affect one's ability to become a pilot, meaning that respondents rarely expressed this belief. There was a substantial statistical link with training success, as shown with a value of 0.721. Capabilities such as spatial awareness, decision-making, and physical coordination are important indicators of success in controlled flight scenarios, despite the fact that they are not fully recognized.

The significance value was significantly lower at 0.301, meaning that a weaker correlation with quantifiable training outcomes, while the frequency score of 1.286 clearly indicates that individual traits and values greatly influence pilot training success. These qualities may have a less evident impact on performance, despite their inherent significance.

C. Financial

This study evaluated two belief statements related to financial planning and limitations, using frequency and significance scores to assess how commonly these beliefs are held and how strongly they correlate with training outcomes. Both statements were accepted as relevant, offering insight into the financial realities faced by BSAT students.

The first statement, regarding the importance of financial planning in managing pilot training expenses, received a frequency score of **0.578** and a significance score of **0.571**. These moderate values suggest that while students recognize the role of financial planning, its perceived impact on training success is neither negligible nor dominant. It reflects a general awareness that budgeting and financial literacy are necessary, but perhaps not sufficient, to overcome systemic cost barriers in aviation pathways.

The second statement, which addresses the belief that financial limitations affected the ability to pursue a pilot license after graduating from the BSAT program, was more strongly expressed, with a frequency score of **0.71714**, and demonstrated a high significance score of **2.7143**. This indicates a clear and statistically significant relationship between financial constraints and post-graduation career progression. Students not only acknowledge the challenge but also experience its direct consequences, suggesting that financial barriers are a decisive factor in whether BSAT graduates can transition into licensed pilot roles.

These findings highlight a critical tension in aeronautical education: while financial planning is valued, it is insufficient to counteract the structural limitations imposed by high training costs. The data underscores the need for institutional support mechanisms, such as scholarships, financing options, and policy-level interventions, to ensure that capable students are not excluded from professional advancement due to economic hardship.

Is there a significant relationship between having different pilot license tiers (PPL, CPL, and ATPL) and personal, academic, and financial factors for graduates of Parañaque-based Aeronautical school?

Table 7: Significant relationship between the questions compared to the three licenses

Questions relevant to the three licenses compared	Significant Relationship	Remarks
Do you think the skills you learned in the BSAT program are directly useful in your pilot training career?	0.46	Accept
Do you consider company reputation as a key factor when selecting your on-the-job training (OJT) provider?	0.452	Accept

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

The aviation industry demands rigorous training and preparation to ensure that aspiring pilots are equipped with the necessary skills and competencies. Academic programs, such as the Bachelor of Science in Aviation Technology (BSAT), and organizational factors, such as the reputation of on-the-job training (OJT) providers, are often assumed to influence career outcomes. This study sought to examine whether these variables have a statistically significant relationship with pilot training careers. Both findings suggest that the tested variables do not exert a measurable influence on pilot training outcomes. The absence of statistical significance highlights the possibility that other factors, such as instructional quality, training duration, or individual motivation, may play a more decisive role. Although the results revealed no significant relationships, several recommendations can be made to strengthen aviation education and training. First, the BSAT program should be continuously reviewed to ensure that its curriculum remains aligned with industry standards and the practical requirements of pilot training. This alignment will help bridge the gap between academic preparation and professional application. In addition, students should be encouraged to adopt a holistic approach when selecting their on-the-job training providers. Rather than relying solely on company reputation, they should consider factors such as the quality of mentorship, the breadth of training exposure, and the opportunities for operational experience.

Future research is also recommended to expand the scope of inquiry. Studies with larger sample sizes and additional variables, including instructor qualifications, student preparedness, and the adequacy of training facilities, may provide more nuanced insights into the factors that influence pilot training outcomes. Finally, institutions should establish systematic feedback mechanisms that allow graduates and trainees to share their experiences regarding both academic programs and OJT placements. Such feedback will ensure continuous improvement and responsiveness to the evolving needs of the aviation industry.

Financial planning is important in managing pilot training expenses.

Table 7: Important Financial Factors in managing pilot training expenses

Master Theme	**Superordinate Theme**
1. Financial Readiness influences training completion and progression.	Financial Readiness
2. Financial Planning as a Key to successful pilot training.	Financial Planning
3. Psychological and Emotional Impact of Financial Stress on Trainees.	Psychological and Mental Stress

Master Theme 1: Financial Readiness influences training completion and progression.

Superordinate Theme 1.1: Financial Readiness

Informant 1: ".....managing expenses is very important….."

Informant 2: ".....organize your financial plan and to know that you are capable and ready to manage and finish your pilot training……"

Informant 3: ".....even some student pilots are struggling to book for a scheduled training in their flight schools."

The table shown indicates how financial planning, readiness, and stress significantly affect BSAT graduates' ability to pursue pilot careers. With financial readiness, financial planning, and the psychological impact of financial stress. The master theme 1 highlights how an initial financial capacity directly influences their ability to begin and sustain pilot training, suggesting that without sufficient resources, progress may be delayed or cancelled.

Master Theme 2: Financial Planning as a Key to Successful Pilot Training.

Superordinate Theme 2.1: Financial Planning

Informant 1: ".....taking a flying school would take a lot of money."

Informant 2: ".....it would take a lot of money and planning….."

Informant 3: ".....the training will cost a lot of money….."

While with master theme 2, financial planning emphasizes the importance of strategic budgeting and resource management, indicating that structured financial preparation is essential for navigating the costs of aviation education.

Master Theme 3: Psychological and Emotional Impact of Financial Stress on Trainees.

Superordinate Theme 3.1: Psychological and Mental Stress

Informant 1: ".....managing expenses is very important"

Informant 2: "So yes, it is important."

Informant 3: "Yes it's important….."

In terms of psychological and mental stress, it introduces the emotional dimension of financial stress, recognizing that pressure can lead to psychological and mental stress, which may affect performance, motivation, and overall well-being. As a whole, it serves as an anchor for understanding many roles of finances in aviation education and highlights the need for institutional support to address these challenges.

Enough institutional support to navigate the academic and practical demands of becoming a pilot.

Table 8: Institutional support for both academic and practical demands to becoming a successful pilot

Master Theme	**Superordinate Theme**
1. Personal Circumstances Impacting Utilization of Institutional Support	Personal Responsibilities
2. Institutional Academic Infrastructure as a Pillar for Pilot Education	Academic Support
3. Practical Training Supported Through Facilities and Industry Connections	Practical Training

Master Theme 1: Personal Circumstances Impacting Utilization of Institutional Support.

Superordinate Theme 1.1: Personal Responsibilities

Informant 1: “.....as a breadwinner this would be on my final option.”

Informant 2: “.....gave me an opportunity to attain knowledge early on for my pilot career.”

Informant 3: “.....I think the school [Confidential] has the facilities and environment needed to support their students' flying career.”

The table highlights how institutional support systems shape the pilot training experience. The master thematic 1 points to how individual responsibilities, such as family obligations or financial pressures, may limit the ability to fully engage with available institutional resources. The personal responsibilities superordinate theme emphasizes that support systems must be flexible and responsive to diverse student contexts.

Master Theme 2: Institutional Academic Infrastructure as a Pillar for Pilot Education.

Superordinate Theme 2.1: Academic Support

Informant 1: “I studied countless hours to attain what I have…..”

Informant 2: “gave me an opportunity to attain knowledge early on for my pilot career…..”

Informant 3: “.....I think the school [Confidential] has the facilities and environment needed to support their students' flying career.”

The master theme 2, emphasizes the importance of structured academic support such as curriculum fundamentals, faculty and professors’ expertise, and learning resources in preparing students for the different scenarios in the aviation field.

Master Theme 3: Practical Training Supported Through Facilities and Industry Connections

Superordinate Theme 3.1: Practical Training

Informant 1: “.....I pursued my pilot career early on, on my own.”

Informant 2: “.....some practicals are given and provided by [Confidential] by you would only get full hands-on through the real deal.”

Informant 3: “They also have connections to multiple flying schools such as the [Confidential] which is one of the country's leading flying schools and airlines…..”

The master theme 3 shows the role of experience, simulator access, and partnerships with aeronautical participants in bridging classroom learning with real-world application. Its corresponding superordinate theme, Practical Training, reinforces the need for robust, industry-aligned training environments.

DISCUSSION

Conclusions

Based on the results and analysis, the following were concluded:

1. The survey results show that BSAT graduates generally view personal factors, especially cognitive and psychomotor skills (mean 3.33) and professional virtues like discipline and resilience (mean 3.14), as important to pilot success, and they express overall positive perceptions of the program (composite mean 3.22) driven by confidence in the training environment (mean 3.76) but tempered by weaknesses in scenario-based simulations (mean 2.67) and only moderate alignment of practical training and academic support (means 3.33 and 3.14); financial constraints also meaningfully affect career progression (overall mean 2.98), with strong recognition of the need for financial planning (mean 3.28) yet real barriers to licensing (mean 2.78). Taken together, these findings indicate that BSAT provides a solid academic foundation and supportive facilities but must strengthen structured, experiential simulations, better align practical hours with pilot duties, bolster academic support, and expand financial aid and partnerships to ensure capable graduates can translate knowledge and skills into professional pilot careers.
2. The BSAT program effectively enhances both technical and non-technical competencies required for pilot training, as shown by the total mean score (3.08). Students report strong gains in decision-making (highest mean 3.52) and notable improvements in communication, adaptability, and teamwork (mean 3.33). Laboratory experiences such as the VVET contribute to operational preparedness (mean 3.00), while areas for growth include broader pilot training exposure and international training opportunities (means 2.95 and 2.71, respectively). Overall, the program is a valuable foundation for developing professional skills and competencies; targeted enhancements that increase real-world practice and international exposure will further strengthen its effectiveness.
3. The analysis shows that BSAT effectively builds technical and interpersonal foundations by total mean score of 3.09 with students valuing company reputation, networking, and instructor support, but it also reveals weaknesses in institutional guidance for OJT selection and in support resources for financial or certification challenges (means 2.71); strengthening OJT advising, student support services, and industry linkages will improve graduates' transition to licensed pilot careers
4. The analysis shows that the BSAT curriculum in the Parañaque-based Aeronautical school is technically strong and closely correlated with pilot readiness, coursework, regulatory application, and program-acquired skills register high significance despite varying frequency, while non-technical skills are frequently valued but show weaker measurable correlation with short-term training outcomes, and international internships, though rarely cited, have the highest significance for readiness; personally, cognitive and psychomotor abilities are powerful predictors of success despite low expression, whereas virtues like discipline and resilience are widely recognized but less directly linked to measurable performance; financially, students acknowledge planning yet face concrete, highly significant barriers to licensure after graduation, making cost the decisive constraint on career progression; together these results indicate that the program should preserve and strengthen its technically effective coursework, deliberately integrate and assess scenario-based and international experiential learning, explicitly cultivate and measure non-technical competencies alongside cognitive/psychomotor training, and prioritize financial pathways such as scholarships, sponsorships, and institutional partnerships to ensure graduates can convert competence into licensed pilot careers.
5. The examination of the table shows how the curriculum, which includes the BSAT program and on-the-job training (OJT), helps students acquire the competencies and skills required for their employment. However, because there is still more to learn in the industry beyond what the curriculum teaches and the OJT experience provides, it is insufficient to ensure their success in the market. Additionally, it was stressed that the company's reputation had little bearing on students' selections to take part in an OJT during their college years.
6. The table's research illustrates how vital financial planning is when thinking about a career as an aircraft pilot. Aspiring pilots pursue other professions to earn money until they can afford to pay for pilot training and license acquisition. Without proper financial planning, the aspiring pilot will surely get pressured.

7. Institutions play a major role in aviation success as well. Organizations like aviation and aviation schools, which serve as stepping stones for students who aspire to become pilots, enable early learning of this expertise. The results show that schools have the means to give students practical instruction that will help them expand their knowledge and get ready for jobs as pilots and in other aviation-related industries. There is still much to learn, though, when you are actively involved in the daily operations. Students who wish to participate in flight school while pursuing their academic goals would greatly benefit from the institution's industry networking and links to other reputable flight schools around the nation.

Recommendations

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

1. **Learners and students** should constantly improve their cognitive and psychomotor abilities while developing virtues like discipline and resilience. Students will be better prepared for career problems if they fully participate in practical training that is in line with real-world responsibilities and make the most of academic support networks. The students also felt that they had the freedom to select the program that would best fit their professional objectives because they had selected the training experience that would help them succeed as pilots. Effective money management or obtaining financial aid can also lessen stress and increase concentration.
2. **Teachers, professors, and curriculum developers** should adopt a more comprehensive and in-depth approach that balances technical skill instruction with personal growth, supporting students' cognitive and emotional needs. Helping students to further improve their decision-making skills and improve their own teaching skills for the BSAT program. Emphasizing the development of virtues alongside practical skills and providing clear, constructive feedback will boost students' confidence and capability. Professors can also assist students in navigating academic workloads and encourage them to utilize support services, including financial aid counseling, to mitigate financial barriers that impact academic performance.
3. The **Office of Student Affairs and Curriculum Developers** are urged to incorporate both technical and personal development components into aviation programs and On-the-Job-Training (OJT) opportunities, offering a greater variety and a wealth of experience. In order to replicate professional settings and reduce stress, the curriculum should place a high priority on real-world simulation training, emergency drills, and aviation coordination exercises as students move from a BSAT program to an OJT program and ultimately to a job as a pilot. Students may find it easier to handle the financial demands of pilot training if financial literacy and resource management are incorporated. Graduates will be well-prepared if the curriculum is flexible enough to adjust to changing industry problems and student demands.
4. For **future researchers**, they should further investigate the academic, personal, and financial factors influencing pilot training success within BSAT programs across different aviation schools. Specifically, they could explore deeper quantitative and qualitative analyses on how non-technical skills, cognitive abilities, and personal virtues contribute to pilot readiness, given their varying significance levels noted in this study.
5. As they work toward becoming pilots, **learners and students** should place a high priority on developing and improving their financial planning capabilities. The ability to finish and advance through training is significantly impacted by financial preparation. Pilot training programs that incorporate structured financial planning and assistance help guarantee that students are more prepared to control their expenses.
6. It is also advised that **future researchers** look into particular financial planning techniques that assist students in minimizing risk and maximizing resources. Further research in this field will significantly help students and aspiring aviators to get a deeper and more comprehensive insight that will create supportive and successful strategies that are suited to the particular requirements of aviation training.
7. **Curriculum developers and the Office of Student Affairs** should collaborate to enhance institutional support systems that effectively address the academic and practical demands of pilot training. Given that personal responsibilities can limit students' utilization of available resources, efforts must be made

to design flexible support programs that accommodate diverse student circumstances, including those with significant personal obligations.

8. It is advised that **future researchers** make additional improvements to the BSAT curriculum so that the lessons and teachings are more in line with the BSAT-related job paths. To make sure that it makes a greater contribution to students' achievement during their pilot training and future job development, educational quality should be carefully examined. When it comes to student selections, OJT reputation is less important than the skills, knowledge, and experience that would be acquired. To improve the services provided by the curriculum and OJT, more research would be helpful.

ACKNOWLEDGMENT

The researchers would like to express their deepest gratitude towards the individuals who were involved in the making of this research paper. Through their guidance, feedback, and invaluable insights. They have played a vital role in shaping the direction of this study whilst also contributing to the completion of the overall research paper.

The researchers are sincerely grateful to our thesis adviser, Dr. Marianne Shalimar G. Del Rosario, for her invaluable guidance, expertise, and unwavering support throughout the course of this research. Her constructive feedback and insightful suggestions greatly enhanced the quality and direction of our study. The researchers deeply appreciate her patience and dedication, which have been instrumental in the successful completion of this thesis.

The researchers extend our heartfelt gratitude to our respondents, whose participation and candid responses have been essential to the success of this study. Their cooperation and willingness to share valuable insights provided the foundation upon which this research was built.

The researchers also express profound appreciation to our families and friends for their continuous encouragement, patience, and understanding throughout the research process. Their emotional support and motivation sustained us during the most challenging phases of this work.

Lastly, we offer our deepest thanks to God for His divine guidance, strength, and blessings. It is through His grace that we have been able to complete this thesis and overcome every obstacle along the way.

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APPENDIX

APPENDIX A: RRL MATRIX

Related Literature	**Statement of the Problem** What differences exist between BSAT graduates who successfully become pilots and those who do not, in terms of personal, academic, or financial factors?	**Statement in the Survey Questionnaire**
1. *Osman. (2022).* Students who achieve an outstanding GPA during their high school years, credit hours, and high ACT math scores are expected to have higher academic success. Factors such as age, credit hours, and family's gross income influence the persistence of students in achieving success in collegiate flight programs and aviation classes.	A. Academic factor	Q1: Do you believe your total credit hour load (174 units) supports your academic progress? Q2: Do you believe your family's financial support helps you stay focused on your studies?
2. *Pearson, J. (2023).* The training curriculum must include courses covering the subject areas necessary for pilot certificates and ratings, aerodynamics and aircraft performance, aircraft systems, aeronautical, human factors, Air Traffic Control(ATC), and airspace.		Q1: Do you think the practical training you received aligns with real-world pilot duties?
3. Montero, J. et al. (2024). The findings underscore the interplay of academic duties, flight training, and support systems in shaping the aviation education experience.		Q1: Do you feel you have enough institutional support to navigate the academic and practical demands of becoming a pilot? Q2: Do you find that the academic support systems provided by the BSAT program adequately help you manage your workload effectively?
4. *Acur et al. (2015).* Examined the training environments associated with the most common flight training pathways: private, university, and military.		Q1: Do you think the training environment you experience is the best choice for succeeding as a pilot?
5. *Bartman. (2018); Cox et al. (2013).* Measuring essential capacity of aptitude in a selection process can therefore provide data that may help predict individuals' likelihood of performing successfully in pilot.		Q1: Do you believe cognitive skills and psychomotor abilities influence your success in becoming a pilot?

6. *Littman-Ovadia , H. & Raas Rothschild, E. (2018).* Research has shown that cognitive, psychomotor, and bio data instruments have been among the predictors of pilot performance, whereas the traditional personality measures have tended to be less predictive.	B. Personal factor	Q1: Do you feel your virtues and traits impact your ability to succeed in pilot training?
7. *Jin. (2024).* Conducted a comparative study analyzing how these factors influenced the decisions of non-traditional, traditional, and teenage student pilots.		Q1: Do you agree that recommendations from family or peers positively influenced your school selection?
8. *Toring, E. et al. (2025).* Aviation students with extensive experience in both flight simulation and actual training seek to contribute practical recommendations to improve.	C. Financial factor	Q1: Do you think more practice simulations, like emergency drills, ATC coordination, flight, or dispatch, should be added to the BSAT curriculum to improve learning?
9. *Adanov, L.M. (2020).* Having such a large percentage of the pilots who manage to not only overcome the financial barrier of entry.		Q1: Do you find financial planning important in managing pilot training expenses?
10. Watts, B. (2023). This study explores the financial differences between BSAT graduates who successfully become licensed pilots training cost passing a major barrier aims to identify financial.		Q1: Do you believe that financial limitations affected your ability to pursue a pilot license after graduating from the BSAT program?
	What specific skills and knowledge acquired in the BSAT program are most valuable for BSAT students and graduates seeking to become pilots?	
11. *Ceken. (2024).* Non-technical skills are as important as technical skills in the aeronautical industry; these skills are comprised of decision-making, teamwork, and situational awareness.		Q1: Do you feel confident in your decision-making abilities during flight operations?
12. *Kozak & Hao. (2019).* The implementation of international programs to expose students to a foreign country improves their technical and problem-solving skills.		Q1: Do you believe international internships or training programs of the BSAT curriculum provide advantages in becoming a pilot?

13. *Sun, H., Zhou, X., Zhang, P. et al. (2023).* Evaluating the quality of flight training is an important link in pilot training, so proposing improvements to competency-based flight training assessment systems is of great significance.		Q1: Do you feel confident in your ability to apply regulations and procedures to real-world flight scenarios after completing your BSAT courses? Q2: Do you find that the problem-solving and decision-making exercises in your classes mirror the challenges you would face as a pilot?
14. *Olafsdottir (2018).* Explored the knowledge, skills, and attitude required to be an effective airline pilot today, emphasizing the importance of both technical and non-technical competencies.		Q1: Do you agree that your current training, which includes coursework in air traffic control, airline operations, aircraft scheduling, fleet planning, airline logistics, and the use of the Visual Vector and Enroute Training (VVET) Laboratory, has adequately prepared you for real-world scenarios? Q2: Do you seek opportunities to improve your non-technical skills, such as communication, teamwork, decision-making, problem-solving, leadership, time/stress management, situational awareness, and adaptability?
15. *Brinly, S. R. (n.d.).* Despite advancements in aircraft design, reliability And pilot training over the past two decades critical aviation accidents are still accidents still over due to human factors.		Q1: Do you think the skills you learned in the BSAT program are directly useful in your pilot training
	What are the barriers or challenges BSAT students in Parañaque-Based Aeronautical School face when transitioning from an air transportation academic background to pursuing a career as a pilot?	
16. *Yujie. (2022).* There are factors that affect the flight training progress of student pilots, specifically personal factors and meteorological factors.		Q1: Do you believe your instructors provide helpful guidance during weather-related disruptions?
17. *Maming, J. et al. (2024).* Balancing academic and flight training, and highlighting time management differences, factors affect student-pilot transitioning to becoming a pilot.		Q1: Do you believe networking with industry professionals increases your chances of becoming a pilot?

18. *Fernandez, et al. (2024)*. This study identified and evaluated the key determinants in company selection for the Parañaque- Based Aeronautical School' Bachelor of Science in Air Transportation students.		Q1: Do you consider company reputation as a key factor when selecting your on-the-job training (OJT) provider? Q2: Do you feel the Parañaque-Based Aeronautical School BSAT program's guidance on OJT company selection sufficiently informs your decision-making process?
19. *Sulton. (n. d.)*. Variations in learning styles between genders stem from differences in cognitive progress, and understanding these unique preferences framed through appropriate learning theories can significantly enhance teaching effectiveness in the aviation context.		Q1: Do you believe your aviation program uses teaching methods that reflect cognitive strengths? Q2: Do you believe your school provides sufficient support in addressing financial challenges related to training, such as tuition fees, materials, or certification costs?
20. *Flavio, A. C. & Mendonca (2019)*. Incidents such as controlled flight into terrain and loss of control in flight often result from poor decision-making, ineffective communication, and a lack of adaptability among flight crews.		Q1: Do you feel that the BSAT program prepared you well to handle flight decision-making and communication challenges?

APPENDIX B: VALIDATION AND PILOT TEST RESULTS

VALIDATION

Evaluate each statement and determine if it is relevant, useful, and related to our study on ***Analyzing the Impact of Parañaque-Based Aeronautical Schools' Bachelor of Science in Air Transportation Curriculum on the Pathway to Becoming a Pilot.*** If it meets these points, place a checkmark (✓) on its number.

4 - Very Useful 3 - Useful with Revisions 2 - Change Statement 1 - Remove Statement

	4	**3**	**2**	**1**
Questions about differences exist between BSAT graduates who successfully become pilots and those who do not, in terms of personal, academic, or financial factors.				
Do you believe your cognitive skills and psychomotor abilities influence your success in becoming a pilot?	**3**			
Do you feel your virtues and traits impact your ability to succeed in pilot training?	**1**	**2**		
Do you agree that recommendations from family or peers positively influenced your school selection?	**2**	**1**		
Do you think the practical training you received aligns with real-world pilot duties?	**2**	**1**		

Do you think the training environment you experienced is the best choice for succeeding as a pilot?	**3**			
Do you find financial planning important in managing pilot training expenses?	**3**			
Do you believe that financial limitations affected your ability to pursue a pilot license after graduating from the BSAT program?	**2**	**1**		
Do you believe your total credit hour load (174 units) supports your academic progress?	**2**	**1**		
Do you think more practice simulations, like emergency drills, ATC coordination, flight, or dispatch, should be added to the BSAT curriculum to improve learning?	**1**	**2**		
Do you feel you have enough institutional support to navigate the academic and practical demands of becoming a pilot?		**1**		
Do you find that the academic support systems provided by the BSAT program adequately help you manage your workload effectively?	**1**	**2**		
	4	**3**	**2**	**1**
Questions about specific skills and knowledge acquired in the BSAT program are most valuable for BSAT students and graduates seeking to become pilots.				
Do you seek opportunities to improve your non-technical skills, such as communication, teamwork, decision-making, problem-solving, leadership, time/stress management, situational awareness, and adaptability?	**2**	**1**		
Do you agree that your current training, which includes coursework in air traffic control, airline operations, aircraft scheduling, fleet planning, airline logistics, and the use of the Visual Vector and Enroute Training (VVET) Laboratory, has adequately prepared you for real-world scenarios?	**1**	**2**		
Do you think the skills you learned in the BSAT program are directly useful in your pilot training career?	**2**	**1**		
Do you feel confident in your decision-making abilities during flight operations?	**2**	**1**		
Do you believe international internships or training programs of the BSAT curriculum provide advantages in becoming a pilot?	**2**		**1**	
Do you feel confident in your ability to apply regulations and procedures to real-world flight scenarios after completing your BSAT courses?	**2**	**1**		
Do you find that the problem-solving and decision-making exercises in your classes mirror the challenges you would face as a pilot?	**1**	**1**	**1**	
	4	**3**	**2**	**1**
What are the barriers or challenges BSAT students in Parañaque-Based Aeronautical School face when transitioning from an air transportation academic background to pursuing a career as a pilot?				
Do you consider company reputation as a key factor when selecting your on-				

the-job training (OJT) provider?				
Do you feel the Parañaque-Based Aeronautical School BSAT program's guidance on OJT company selection sufficiently informs your decision-making process?				
Do you believe networking with industry professionals increases your chances of becoming a pilot?				
Do you believe your instructors provide helpful guidance during weather-related disruptions?				
Do you feel that the BSAT program prepared you well to handle in flight decision-making and communication challenges?				
Do you believe your aviation program uses teaching methods that reflect diverse cognitive strengths?				
Do you believe your school provides sufficient support in addressing financial challenges related to training, such as tuition fees, materials, or certification costs?				

APPENDIX C: FINAL INSTRUMENTS

VALIDATION

Evaluate each statement and determine if it is relevant, useful, and related to our study on ***Analyzing the Impact of Parañaque-Based Aeronautical Schools' Bachelor of Science in Air Transportation Curriculum on the Pathway to Becoming a Pilot.*** If it meets these points, place a checkmark (✓) on its number.

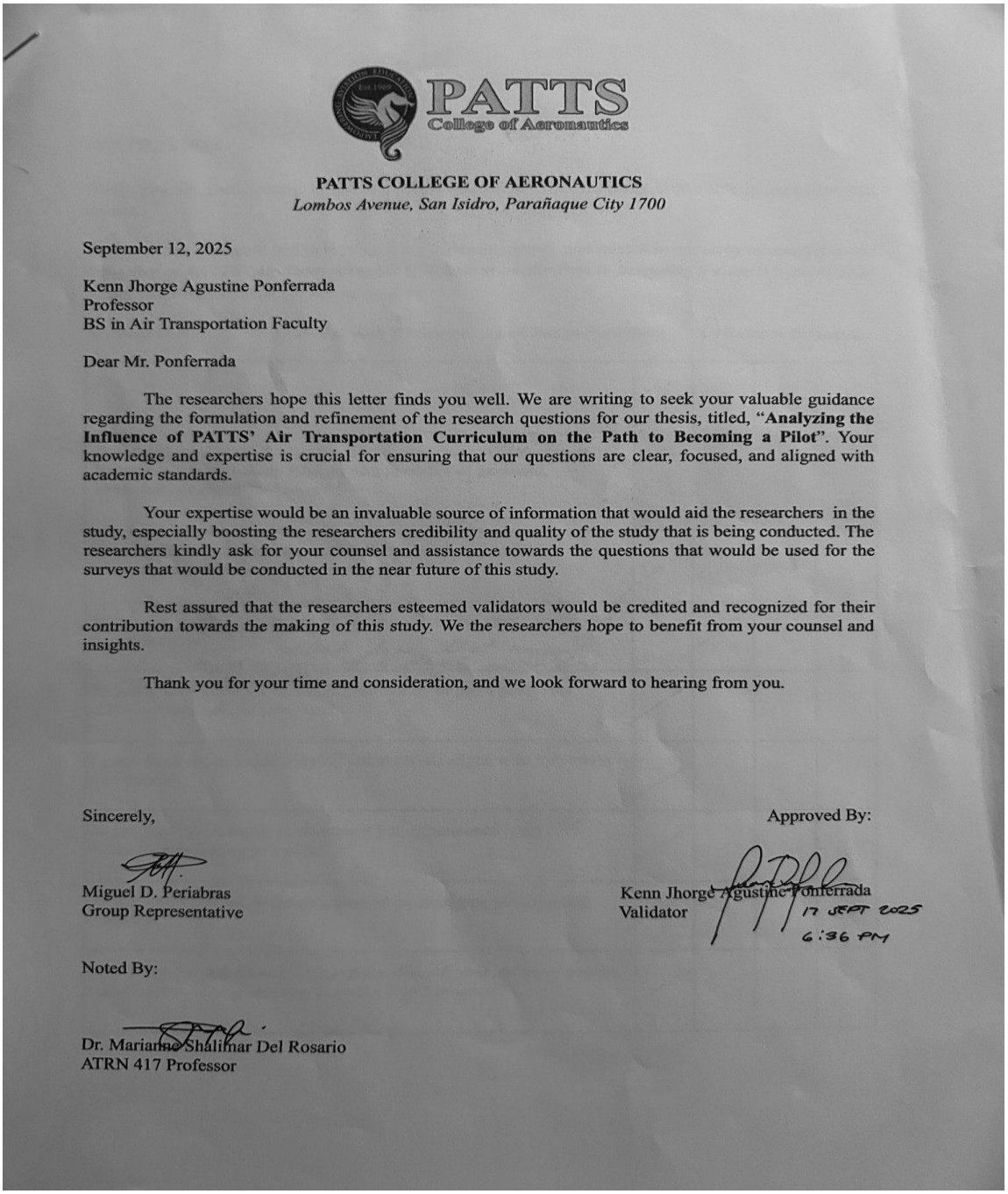
4 - Very Useful 3 - Useful with Revisions 2 - Change Statement 1 - Remove Statement

	4	**3**	**2**	**1**
Questions about differences exist between BSAT graduates who successfully become pilots and those who do not, in terms of personal, academic, or financial factors.				
Do you believe your cognitive skills and psychomotor abilities influence your success in becoming a pilot?				
Do you feel your virtues and traits impact your ability to succeed in pilot training?				
Do you agree that recommendations from family or peers positively influenced your school selection?				
Do you think the practical training you received aligns with real-world pilot duties?				
Do you think the training environment you experienced is the best choice for succeeding as a pilot?				
Do you find financial planning important in managing pilot training expenses?				

Do you believe that financial limitations affected your ability to pursue a pilot license after graduating from the BSAT program?				
Do you believe your total credit hour load (174 units) supports your academic progress?				
Do you think more practice simulations, like emergency drills, ATC coordination, flight, or dispatch, should be added to the BSAT curriculum to improve learning?				
Do you feel you have enough institutional support to navigate the academic and practical demands of becoming a pilot?				
Do you find that the academic support systems provided by the BSAT program adequately help you manage your workload effectively?				
	4	**3**	**2**	**1**
Questions about specific skills and knowledge acquired in the BSAT program are most valuable for BSAT students and graduates seeking to become pilots.				
Do you seek opportunities to improve your non-technical skills, such as communication, teamwork, decision-making, problem-solving, leadership, time/stress management, situational awareness, and adaptability?				
Do you agree that your current training, which includes coursework in air traffic control, airline operations, aircraft scheduling, fleet planning, airline logistics, and the use of the Visual Vector and Enroute Training (VVET) Laboratory, has adequately prepared you for real-world scenarios?				
Do you think the skills you learned in the BSAT program are directly useful in your pilot training career?				
Do you feel confident in your decision-making abilities during flight operations?				
Do you believe international internships or training programs of the BSAT curriculum provide advantages in becoming a pilot?				
Do you feel confident in your ability to apply regulations and procedures to real-world flight scenarios after completing your BSAT courses?				
Do you find that the problem-solving and decision-making exercises in your classes mirror the challenges you would face as a pilot?				
	4	**3**	**2**	**1**
What are the barriers or challenges BSAT students in Parañaque-Based Aeronautical School face when transitioning from an air transportation academic background to pursuing a career as a pilot?				
Do you consider company reputation as a key factor when selecting your on-the-job training (OJT) provider?				
Do you feel the Parañaque-Based Aeronautical School BSAT program's guidance on OJT company selection sufficiently informs your decision-making process?				

Do you believe networking with industry professionals increases your chances of becoming a pilot?				
Do you believe your instructors provide helpful guidance during weather-related disruptions?				
Do you feel that the BSAT program prepared you well to handle in flight decision-making and communication challenges?				
Do you believe your aeronautical program uses teaching methods that reflect diverse cognitive strengths?				
Do you believe your school provides sufficient support in addressing financial challenges related to training, such as tuition fees, materials, or certification costs?				

APPENDIX D: LETTERS



PATTS College of Aeronautics

PATTS COLLEGE OF AERONAUTICS
Lombos Avenue, San Isidro, Parañaque City 1700

September 12, 2025

Kenn Jhorge Agustine Ponferrada
Professor
BS in Air Transportation Faculty

Dear Mr. Ponferrada

The researchers hope this letter finds you well. We are writing to seek your valuable guidance regarding the formulation and refinement of the research questions for our thesis, titled, "**Analyzing the Influence of PATTS' Air Transportation Curriculum on the Path to Becoming a Pilot**". Your knowledge and expertise is crucial for ensuring that our questions are clear, focused, and aligned with academic standards.

Your expertise would be an invaluable source of information that would aid the researchers in the study, especially boosting the researchers credibility and quality of the study that is being conducted. The researchers kindly ask for your counsel and assistance towards the questions that would be used for the surveys that would be conducted in the near future of this study.

Rest assured that the researchers esteemed validators would be credited and recognized for their contribution towards the making of this study. We the researchers hope to benefit from your counsel and insights.

Thank you for your time and consideration, and we look forward to hearing from you.

Sincerely,

Miguel D. Periabras
Group Representative

Approved By:

Kenn Jhorge Agustine Ponferrada
Validator
17 SEPT 2025
6:36 PM

Noted By:

Dr. Marianne Shalimar Del Rosario
ATRN 417 Professor

PATTS College of Aeronautics

PATTS COLLEGE OF AERONAUTICS
Lombos Avenue, San Isidro, Parañaque City 1700

September 12, 2025

Mr. Adriel De Leon
Professor
BSAT Faculty

Dear Mr. De Leon

The researchers hope this letter finds you well. We are writing to seek your valuable guidance regarding the formulation and refinement of the research questions for our thesis, titled, "**Analyzing the Influence of PATTS' Air Transportation Curriculum on the Path to Becoming a Pilot**". Your knowledge and expertise is crucial for ensuring that our questions are clear, focused, and aligned with academic standards.

Your expertise would be an invaluable source of information that would aid the researchers in the study, especially boosting the researchers credibility and quality of the study that is being conducted. The researchers kindly ask for your counsel and assistance towards the questions that would be used for the surveys that would be conducted in the near future of this study.

Rest assured that the researchers esteemed validators would be credited and recognized for their contribution towards the making of this study. We the researchers hope to benefit from your counsel and insights.

Thank you for your time and consideration, and we look forward to hearing from you.

Sincerely,

Miguel D. Periabras
Group Representative

Approved By:

09/17/2025 5:44PM

Mr. Adriel De Leon
Validator

Noted By:

Dr. Marianne Shalimar Del Rosario
ATRN 417 Professor

PATTS
College of Aeronautics

PATTS COLLEGE OF AERONAUTICS
Lombos Avenue, San Isidro, Parañaque City 1700

September 20, 2025

Mark Denver R. Talan
Flight Coordinator
Jetex

Dear Mr. Talan

The researchers hope this letter finds you well. We are writing to seek your valuable guidance regarding the formulation and refinement of the research questions for our thesis, titled, "**Analyzing the Influence of PATTS' Air Transportation Curriculum on the Path to Becoming a Pilot**". Your knowledge and expertise is crucial for ensuring that our questions are clear, focused, and aligned with academic standards.

Your expertise would be an invaluable source of information that would aid the researchers in the study, especially boosting the researchers credibility and quality of the study that is being conducted. The researchers kindly ask for your counsel and assistance towards the questions that would be used for the surveys that would be conducted in the near future of this study.

Rest assured that the researchers esteemed validators would be credited and recognized for their contribution towards the making of this study. We the researchers hope to benefit from your counsel and insights.

Thank you for your time and consideration, and we look forward to hearing from you.

Sincerely,

Miguel D. Periabras
Group Representative

Approved By:

Mark Denver R. Talan
Validator

Noted By:

Dr. Marianne Shalimar Del Rosario
ATRN 417 Professor

RD Form 22 (2024)

PATTS COLLEGE OF AERONAUTICS
Research and Development Center and the Research Ethics Committee

Ethics Review for Theoretical/Action Research

Directions: Researcher/s are required to complete the first section of this form and submit it, along with a hard copy of their proposal, to the Research and Development Center for assessment by a member of the Research Ethics Committee. The evaluation process will last for one week.

Research Title	:	Analyzing the Impact of Parañaque-Based Aviation Schools' Bachelor of Science in Air Transportation Curriculum on the Pathway to Becoming a Pilot
Researcher/s Name	:	Miguel D. Periabras, Jerome Ivan U. Espiritu, Patrick Lenord Gaufo, Isaac Michael J. Hernandez, Effrice Daphne C. Paguigan, Romano Christopher Sotto
Program/Department	:	Bachelor of Science in Air Transportation
Adviser	:	Dr. Marianne Shalimar G. Del Rosario
Program Chairperson	:	Mr. Cyril R. Dela Calzada, MEAM
Address	:	PATTS College of Aeronautics, Lombos Street, San Isidro, Parañaque City
Contact No.	:	0976-079-5804
Email Address	:	Miguel.periabras@patts.edu.ph

Type of Submission :

- [/] Initial Submission
- [ ] Progress Report
- [ ] Resubmission
- [ ] Continuing Review

Nature and Type of Study:

- [/] Undergraduate Thesis
- [ ] Basic Research
- [ ] Masters Thesis
- [ ] Instructional Materials
- [ ] Doctorate Dissertation
- [ ] Social and Observational Research
- [ ] Funded Research
- [ ] Community Extension
- [ ] Others _____

APPENDIX E: SPSS TABLES/META-ANALYSIS TABLES

FREQUENCY

TYPE OF LICENSE					
	Type of License	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PPL	9	42.9	42.9	42.9
	CPL	8	38.1	38.1	81.00
	ATPL	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

DESCRIPTIVE STATISTICS

Statement of the Problem #1 : What difference exists between BSAT graduates who successfully become pilots and those who do not, in terms of personal, academic, and financial factors?					
	N	**Minimum**	**Maximum**	**Mean**	**Standard Deviation**
1.1. Do you believe your cognitive skills and psychomotor abilities influence your success in becoming a pilot?	21	1.00	4.00	3.33330	0.96609
1.2. Do you feel your virtues and traits impact your ability to succeed in pilot training?	21	1.00	4.00	3.1429	0.91026
1.3. Do you think the practical training you received aligns with real-world pilot duties?	21	1.00	4.00	3.4762	0.7496
1.4 Do you think the training environment you experienced is the best choice for succeeding as a pilot?	21	1.00	4.00	3.33330	0.79582
1.5. Do you find financial planning important in managing pilot training expenses?	21	1.00	4.00	3.7619	0.70034
1.6. Do you believe that financial limitations affected your ability to pursue a pilot license after graduating from the BSAT program?	21	1.00	4.00	3.2381	0.76842
1.7. Do you believe your total credit hour load (174 units) supports your academic progress?	21	1.00	4.00	2.7143	0.71714
	N	**Minimum**	**Maximum**	**Mean**	**Standard Deviation**
1.8. Do you think more practice simulations, like emergency drills, ATC coordination, flight or dispatch should be added to the BSAT curriculum to improve learning?	21	1.00	4.00	3.1905	0.98077
1.9. Do you feel you have enough institutional support to navigate the academic and practical demands of becoming a pilot?	21	1.00	4.00	2.6667	0.91287
1.10. Do you find that the academic support systems provided by the BSAT program adequately help you manage your workload effectively?	21	1.00	4.00	2.7143	0.71714

Statement of the Problem #2 : What difference exists between BSAT graduates who successfully become pilots and those who do not, in terms of personal, academic, and financial factors?					
2.1. Do you seek opportunities to improve your non-technical skills, such as communication, teamwork, decision-making, problem-solving, leadership, time/stress management, situational awareness, and adaptability?	21	3.00	4.00	3.33330	0.48305
	N	**Minimum**	**Maximum**	**Mean**	**Standard Deviation**
2.2. Do you agree that your current training, which includes coursework in air traffic control, airline operations, aircraft scheduling, fleet planning, airline logistics, and the use of the Visual Vector and Enroute Training (VVET) Laboratory, has adequately prepared you for real-world scenarios?	21	2.00	4.00	3.0000	0.63246
2.3. Do you think the skills you learned in the BSAT program are directly useful in your pilot training career?	21	1.00	4.00	2.9524	0.86465
2.4. Do you feel confident in your decision-making abilities during flight operations?	21	3.00	4.00	3.5238	0.51177
2.5. Do you believe international internships or training programs of the BSAT curriculum provide advantages in becoming a pilot?	21	1.00	4.00	2.7143	0.95618
2.6. Do you feel confident in your ability to apply regulations and procedures to real-world flight scenarios after completing your BSAT courses?	21	1.00	4.00	2.9048	0.83095
	N	**Minimum**	**Maximum**	**Mean**	**Standard Deviation**
2.7. Do you find that the problem-solving and decision-making exercises in your classes mirror the challenges you would face as a pilot?	21	1.00	4.00	3.1429	0.79282
Statement of the Problem #3 : What are the barriers or challenges BSAT students in Parañaque-Based Aeronautical School face when transitioning from an air transportation academic background to pursuing a career as a pilot?					
3.1. Do you consider company reputation as a key factor when selecting your on-the-job training (OJT) provider?	21	2	4	3.38100	0.58959
3.2. Do you feel the Parañaque-Based Aeronautical School BSAT program's guidance on OJT company selection	21	2	4	2.8095	0.67964

sufficiently informs your decision-making process?					
3.3. Do you believe networking with industry professionals increases your chances of becoming a pilot?	21	1	4	3.2857	0.95618
3.4. Do you believe your instructors provide helpful guidance during weather-related disruptions?	21	3	4	3.2857	0.46291
	N	**Minimum**	**Maximum**	**Mean**	**Standard Deviation**
3.5. Do you believe your Aviation program uses teaching methods that reflect diverse cognitive strengths?	21	2	4	3.0952	0..53896
3.6. Do you believe your school provides sufficient support in addressing financial challenges related to training, such as tuition fees, materials, or certification costs?	21	1	4	2.7143	0.90238

Anova

		Sum of Squares	df	Mean Square	F	Sig.
1.1. Do you believe your cognitive skills and psychomotor abilities influence your success in becoming a pilot?	Between Groups	0.667	2	0.333	0.333	0.721
	Within Groups	18.000	18	1.000		
	Total	18.667	20			
1.2. Do you feel your virtues and traits impact your ability to succeed in pilot training?	Between Groups	2.071	2	1.036	1.286	0.301
	Within Groups	14.500	18	0.806		
	Total	16.571	20			
1.3. Do you think the practical training you received aligns with real-world pilot duties?	Between Groups	1.808	2	0.904	1.725	0.206
	Within Groups	9.431	18	0.524		
	Total	11.238	20			
1.4 Do you think the training environment you experienced is the best choice for succeeding as a pilot?	Between Groups	0.194	2	0.97	0.140	0.870
	Within Groups	12. 472	18	0.693		
	Total	12.667	20			
1.5. Do you find financial planning important in managing pilot training expenses?	Between Groups	0.296	2	0.148	0.280	0.759
	Within Groups	9.514	18	0.529		
	Total	9.810	20			
1.6. Do you believe that financial limitations affected your ability to pursue a pilot license after graduating from the BSAT program?	Between Groups	0.712	2	0.356	0.578	0.571
	Within Groups	11.097	18	0.617		
	Total	11.810	20			
1.7. Do you believe your total credit hour load (174 units) supports your academic progress?	Between Groups	0.411	2	0.205	0.374	0.693
	Within Groups	9.875	18	0.549		
	Total	10.286	20			
1.8. Do you think more practice simulations, like emergency drills, ATC coordination, flight	Between Groups	0.988	2	0.494	0.487	0.622
	Within Groups	18.250	18	1.014		

or dispatch should be added to the BSAT curriculum to improve learning?	Total	19.238	20			
1.9. Do you feel you have enough institutional support to navigate the academic and practical demands of becoming a pilot?	Between Groups	0.167	2	0.083	0.091	0.914
	Within Groups	16.500	18	0.917		
	Total	16.667	20			
1.10. Do you find that the academic support systems provided by the BSAT program adequately help you manage your workload effectively?	Between Groups	0.230	2	0.115	0.206	0.816
	Within Groups	10.056	18	0.559		
	Total	10.286	20			
2.1. Do you seek opportunities to improve your non-technical skills, such as communication, teamwork, decision-making, problem-solving, leadership, time/stress management, situational awareness, and adaptability?	Between Groups	0.042	2	0.021	0.081	0.922
	Within Groups	4.625	18	0.257		
	Total	4.667	20			
2.2. Do you agree that your current training, which includes coursework in air traffic control, airline operations, aircraft scheduling, fleet planning, airline logistics, and the use of the Visual Vector and Enroute Training (VVET) Laboratory, has adequately prepared you ffor real-world scenarios?	Between Groups	0.361	2	0.181	0.425	0.66
	Within Groups	7.639	18	0.424		
	Total	8	20			
2.3. Do you think the skills you learned in the BSAT program are directly useful in your pilot training career?	Between Groups	3.327	2	1.664	2.576	0.104
	Within Groups	11.625	18	0.646		
	Total	14.952	20			
2.4. Do you feel confident in your decision-making abilities during flight operations?	Between Groups	0.391	2	0.195	0.726	0.498
	Within Groups	4.847	18	0.269		
	Total	5.238	20			
2.5. Do you believe international internships or training programs of the BSAT curriculum provide advantages in becoming a pilot? navigate the academic and practical demands of becoming a pilot?	Between Groups	1.661	2	0.83	0.899	0.424
	Within Groups	16.625	18	0.924		
	Total	18.286	20			
2.6. Do you feel confident in your ability to apply regulations and procedures to real-world flight scenarios after completing your BSAT courses?	Between Groups	1.046	2	0.523	0.737	0.492
	Within Groups	12.764	18	0.709		
	Total	13.81	20			

2.7. Do you find that the problem-solving and decision-making exercises in your classes mirror the challenges you would face as a pilot?	Between Groups	0.766	2	0.383	0.584	0.568
	Within Groups	11.806	18	0.656		
	Total	12.571	20			
3.1. Do you consider company reputation as a key factor when selecting your on-the-job training (OJT) provider?	Between Groups	1.98	2	0.99	3.584	0.049
	Within Groups	4.972	18	0.276		
	Total	6.592	20			
3.2. Do you feel the Parañaque-Based Aeronautical School BSAT program's guidance on OJT company selection sufficiently informs your decision-making process?	Between Groups	0.683	2	0.341	0.718	0.501
	Within Groups	8.556	18	0.475		
	Total	9.238	20			
3.3. Do you believe networking with industry professionals increases your chances of becoming a pilot?	Between Groups	0.411	2	0.205	0.207	0.815
	Within Groups	17.875	18	0.993		
	Total	18.286	20			
3.4. Do you believe your instructors provide helpful guidance during weather-related disruptions?	Between Groups	0.73	2	0.365	1.848	0.186
	Within Groups	3.556	18	0.198		
	Total	4.286	20			
3.5. Do you believe your Aviation program uses teaching methods that reflect diverse cognitive strengths?	Between Groups	1.046	2	0.523	1.975	0.168
	Within Groups	4.764	18	0.265		
	Total	5.81	20			
3.6. Do you believe your school provides sufficient support in addressing financial challenges related to training, such as tuition fees, materials, or certification costs?	Between Groups	2.522	2	1.261	1.649	0.22
	Within Groups	13.764	18	0.765		
	Total	16.286	20			

Correlation

	Types of licenses		Do you think the skills you learned in the BSAT program are directly useful in your pilot training career?	Do you consider company reputation as a key factor when selecting your on-the-job training (OJT) provider?
Types of licenses	Pearson	1	--0.469*	-0.452
	Sig. (2-Tailed)		.032	0.040
	N	21	21	21

APPENDIX F: INTERVIEW TRANSCRIPT

INFORMANT 1

Researcher: Sir [Confidential], hello *po*

Informant 1: Hello, sorry *na-*, sorry sorry

Researcher: Sir good afternoon sir, sir good afternoon sir

Informant 1: Hello, sorry *na-*

Researcher: Okay *lang* sir, okay *lang*, no problem. Uh yes sir ah before we proceed to our interview sir uh first of all uhm, thank you for your time uh to meet with me today sir and I appreciate uh this opportunity to conduct an interview with you sir. Sir I have a few questions *lang po* uh on this interview and this is the first question sir. Sir, what was the deciding factor on your success becoming a licensed pilot?

Informant 1: *Siguro ano yung* deciding factor *ko* before *talaga*, well student *pa kasi ako, gusto ko rin talaga non maging* like *uhm* what you call this? Uhm *gusto ko kasi talagang mag*-travel. At the same time, *gusto kong patunayan sarili ko na kaya ko as a na-makapasa kahit* PPL *lang ganon.* So that time that time, though parents *ko pa talaga ang gumagastos* for my study. So uhm *ah tama ba yung nasagot ko ba yung* question? Wait *lang ano ba yun?* Uhm. Ah *tama ba yung* main deciding factor no- uhm [Inaudible]. *Ayun lang yun lang. Yun lang talaga yung naging* deciding, factor *gusto ko patunayan* in time feeling *ko kase hindi naman* impossible, so *triny ko talaga, triny ko naman, kase* before *talaga gusto ko maging* archi *pero sabi ko parang mas* okay *maging piloto* and all so *triny ko wala naman mawawala kase magkano lang* that time *ayun so ayun kinaya ko naman and di nga lang ako nakapag*-CPL *kasi nga medyo may kamahalan noon kasi ako na yung gumagastos hindi na* parents *ko*.

Researcher: Okay *lang* sir, at least *ano* licensed pilot *pa rin po* sir. Next for the second question sir, what was the most difficult challenge you overcome and what was your solution for it sir?

Informant 1: Ah okay so of course number one *dyan yung* difficult *na pwede nating ma-encounter* is *yung* how much *yung* course s*yempre may kamahalan talaga yung* course *alam naman nating lahat yan, ang nangyare* in my situation *yun yung naging ano ako yun yung naging mahirap sa* side *ko kasi nga parang nagwo-work ako, ang* expected *ko kasi* after *mag-PPL tutulongan ako ng* parents *ko ang ginawa nila* is ah *ako na parang* after *non ako na, e magkano lang naman ang* salary sa *ano 'to, sa* airport that time, so *sobrang* struggle *yun* for me *yung* salary so *ang naging, na* overcome *ko na lang siya, nag-decide ako na i-pursue yung* dispatch *kase pwede, ang* difference *lang naman kasi ng* dispatch that time, I mean until now *ata ang pagkakaalam ko* uhm is ah *nag-training ka ng* ah ah for PPL *pwede kang makakuha ng* dispatch license *basta magtrai-training ka lang nung* flight planning *parang gan'on tapos ang problema ang ano lang naman kasi sa* dispatch *wala kang* flying hours so *d'on sa* side *na 'yon pumasa ako* at least *hindi na sayang lisensya ko parang pwede akong kumuha ng iba pang* license after *na ayun ganon siya*.

Researcher: Okay sir, thank you [Inaudible].

Informant 1: Dispatch *na yung pinursue ko* after *ayun*.

Researcher: For the next question, do you find financial planning important in managing pilot training expenses?

Informant 1: Yes of course, for a working student, managing expenses is very important as taking a flying school would take a lot of money.

Researcher: Then for the next question sir, do you feel you have enough institutional support to navigate the academic and practical demands of becoming a pilot?

Informant 1: I don't, as a breadwinner this would be my final option. I studied countless hours to attain what I have without help to the facilities open for support. I was a working student at that time, so I pursued my pilot career early on, on my own.

Researcher: Okay sir, thank you for that answer sir. Let's proceed for the next question sir ah, did you graduate in aeronautical school and what course did you take, sir?

Informant 1: Uhm in aeronautical school or aeronautical training school ah aside from [Confidential] *kase* [Confidential] *naman* college *lang naman siya e*, uhm [Confidential] PPL *tapos yun nga* after PPL *dahil nga hindi ko na matuloy nag* flight dispatch *na ako*.

Researcher: Okay sir, next sir ah, did your course help you from achieving your pilot license, sir?

Informant 1: Ah okay *kung* course *lang sa* [Confidential] *parang nakatulong kase parang naging* basic *nalang sakin yung* theoretical *mga* theoretical *na* subjects *ganyan* so *ayun* part *nakatulong siya kase nadalian ako intindihin yung* subjects *d'on sa* ah subjects *d'on sa* [Confidential] *dati* so I think *nakatulong*.

Researcher: Okay po sir, ah last two questions sir ah. Did you take your course in consideration of a career as a pilot, sir?

Informant 1: Ah *oo d'on pa lang*, ah start *pa lang kase* before upfront *parang akala ko* once *na mag-training ako yun talaga* eh so ah *d'on ko natutunan sa* air trans *na hindi siya gan'on marami pa lang* options *pero kung yun talaga yung* main goal *mo* at least *makakatulong yung pag- a-air trans kase may* idea *ka na* eh.

Researcher: Okay sir.

Informant 1: *Talagang* consider *ko talaga siya* and *nabigyan ako ng maraming* options *katulad nga ng sinabi ko* uhm *n'ong nag-struggle ako* at least *nagkaroon ako ng* options *kase n'ong nasa* air trans *pa lang ako nagsasabi na sila na ito pwede mo 'tong gawin, pwede mo 'tong puntahan, hindi lang naman ito* option *mo, san ka magiging* comfortable, *anong kaya ng* budget *mo ganyan ayun*.

Researcher: Okay sir, sir for ah last question *na tayo* sir, uhm what push you to pursue a pilot career, sir? Last question sir.

Informant 1: Ah *yung nag-pursue sakin* before, well *ano ba*? *Kase ano yun ah* in my case, personal, number one *yung* achievement at the same is *pangarap namin dati n'ong* partner *ko, ngayon* not my partner anymore *pero siya nasa piloto na rin siya ako* dispatch so *pero magkakilala pa rin kami* so *ayun talaga naging* uhm *tawag dito, nag* pursue for me is *yung* dreams *namin* that time at the same time *na* ah I think hindi impossible *ganon naging* impossib– *naging ano lang siya sa akin* uhm *tawag dito naging basta nag-struggle d'on sa yun nga*, money and all *pero* I think *hindi siya* impossible *kaya naman ng lahat*.

Researcher: *Ayun* sir, thank you very much sir ah [Inaudible] I appreciate your time again sir and ah once again sir *yun lang po yung mga* questions *ko sayo* sir.

Informant 1: Okay, thank you.

INFORMANT 2

Researcher: Good morning, my name is [Confidential], I am here with my [Confidential] and I am here to interview [Confidential]. Ah for the first question sir ah, what was the key factor that contributed most of your success in becoming a licensed pilot?

Informant 2: I would say the most ah, the key factors, I would say two. Number one of course is the support from my family, you know ah it's hard uhm as a student right? You don't have any income so it's hard for you to really go for that ah very expensive uhm career. Number two of course is financial *na,* so ah we all know that getting a pilot license is very expensive especially today so uhm with those two factors, I would say one another thing, motivation, within yourself you don't have any motivation to accomplish it, *pwede ka kase ma-sway ka* to another direction *eh* especially if *mag-start ka na* you are in different peers, so if you are not ah in the right mindset and those of course the two factors I have mentioned earlier, *hindi mo makakamit 'yon 'yong* goal *mo.*

Researcher: For the second question *po*. What made you choose BSAT over other aeronautical related courses?

Informant 2: Uhm so to be honest during my time, the knowledge uhm for finding the right fit, finding the right program is not as uhm available as for your generation *kase* I started here in [Confidential] 2013, so 2012 *pa lang doon na ako nag-search* right? Uhm so very limited *pa lang 'yong* information *sa* online websites or *sa mga wala namang* [Confidential] *pa dati na para makikita mo 'yung* very, ah no filter *'di ba?* remarks *ng* schools or what so *gan'on.* Uhm for the course itself so I just ask my relatives or other people that I know of,

sabi nila [Confidential] *daw* is well known for aeronautical so when I ask here, search through the courses online *mayr'on naman 'yon* before *pero* not as *ano ngayon* compared to like detail *na ngayon e may mga* opportunities *pa nga e*. So *'yon* when I saw Air Transportation I said, It was also mentioned in the uhm information *'yon nga daw 'yong* close to [Inaudible] *parang* best course to take so *'yon 'yung tineyk ko.*

Researcher: Uhm in what ways sir, did your curriculum degree directly support your path to become a license pilot?

Informant 2: Very significant I would say *kase n'ong* time *ko,* uhm we have lots of subject actually until now, ok, *mas* better *ngayon* subjects *niyo* today, *kase n'ong* time *ko* we've had some subjects not everything though that was very helpful like powerplant. *Alam ko dati wala kaming* aircraft instruments *pa n'on e*, so air navigations as well I think *sakto lang*, MET (Meteorology) though *na* discuss *namin,* theory of flight. So uhm June *n'on noong nagpasok ako ng* groundschool, my batchmates they were from different schools, different courses, so obviously it's greatest advantage for me *na* going in *'di ba*? *Na mayroong kang* knowledge so *malaking, parang* reading refresh *na lang at* additional information *na lang yung nakuha mo.*

Researcher: Uhm wait *lang*, follow up question *lang* sir. Ah t*ineyk niyo po yung* BSAT *tapos uhm masasabi niyo po bang ah mas* fit *po talaga siya* for pilot, becoming a pilot other than *sa ibang sa mga* aeronautical curriculum?

Informant 2: Uhm if to answer that question as the moment the way your curriculum is set up right now? I would hundred percent say yes *kase sobrang* aligned *niya* like almost all the subjects in your current curriculum is going to be used or rather gonna be discussed *den e sa* ah flight school, *sa* flight training so l*ahat yon magagamit mo talaga parang* refresher *na nga lang lalabas sa* ground school.

Researcher: Ah *ito* sir, did you find subjects like aeronautical law or aircraft systems particularly very challenging or very helpful?

Informant 2: Aeronautical law, to be honest aeronautical, PCAR, ah *sa* [Confidential] one of the hardest exams to take *sa* [Confidential] *kapag kukuha kayo ng* licensure, *so n'ong* ah *may* air law *ka malaking tulong siya talaga*, wouldn't say the hardest *siguro* challenging *kase* ah *madami kang ime-memorize e pagdating ng mga* quiz, exam, *ang* hardest *n'ong* time *ko talaga* aerody, supersonic, *talaga*.

Researcher: Next question sir, Do you find financial planning important in managing pilot training expenses?

Informant 2: Yes, it would take a lot of money and planning to organize your financial plan and to know that you are capable and ready to manage and finish your pilot training. So yes, it is important.

Researcher: *Onting* questions *nalang* sir, Do you feel you have enough institutional support to navigate the academic and practical demands of becoming a pilot?

Informant 2: I would say on the academic side, yes, because [Confidential] gave me an opportunity to attain knowledge early on for my pilot career. On the other hand, for the practical demands of becoming uhm pilot, some practicals are given and provided by [Confidential] by you would only get full hands-on through the real deal.

Researcher: *Ito* sir, looking back would you recommend BSAT to aspiring pilots today?

Informant 2: Looking back, ah I would still say yes but at the same time if *ako talaga malaking* advantage if *kunwari mag-aero ka 'di ba kase* engineer *ka na tapos* pilot *ka pa* so I would push that if you are capable *pero* in general yes *pa rin,* Air Trans- is a great course to take for sure.

Researcher: Ah last question sir, what was most difficult to face during your journey to become a pilot and how did you overcome it?

Informant 2: Most difficult part talaga is *ano e,* I would say weather number one is weather so *kaya* ah *ito lagi*

kong sinasabi sa students *kapag nagtatanong* always check the weather *sa* school *niyo yun e kung saan* ah *yung* school *mo* let say *kunwari sa* [Confidential] or whatever *kase lalo na kapag* controlled airspace *kung* closed VFR *hindi ka lilipad* so *ayon talaga* number one *kong naging kalaban e*, and number two *siguro* is *ano* ah *yung parang* self motivation *na ipu-push mo talaga, 'yon yung naging* late *ko na* accomplish *e, kaya nag ka* delays *din ako* so *kailangan mayroong ka talagang* consistency.

Researcher: That's all *po* sir, thank you.

Informant 2: Ah Okay, Thank you *din*.

INFORMANT 3

Researcher: Okay so, good day, I am [Confidential] and with me is [Confidential] and we are the researchers from group 4 of ATRN 417- 4A representing [Confidential]. Today we are joined by [Confidential] as our interviewee as a license PPL. So let's begin, so mr. [Confidential], what made you choose BSAT over other aeronautical related courses when you are in [Confidential]?

Informant 3: Because it is related to flying, mostly on flying and some of the subjects are actually useful when it comes to aeronautical such as uhm introduction to aeronautical and meteorology.

Researcher: uhh in what ways did your BSAT curriculum directly support your path to attaining a pilot license?

Informant 3: uhm just what- just as what I've said, some subjects are very useful in the field of aeronautical and it really helped me uhm prepare for the uhh for flying.

Researcher: So next question, Were there any subjects in BSAT that you found especially useful during flight trainings?

Informant 3: Subjects like uhh VVET uhh meteorology, introduction to air transportation, principles of management and also aircraft instruments and also flight control operations and flight dispatching.

Researcher: Do you find financial planning important in managing pilot training expenses?

Informant 3: Yes it's important as the training will cost a lot of money that even some student pilots are struggling to book for a scheduled training in their flight schools.

Researcher: Do you feel you have enough institutional support to navigate the academic and practical demands of becoming a pilot?

Informant 3: Yes, I think the school [Confidential] has the facilities and environment needed to support their students' flying career. They also have connections to multiple flying schools such as the [Confidential] which is one of the country's leading flying schools and airlines such as [Confidential] and [Confidential].

Researcher: What was the key factor that contributed most to your success in becoming a license pilot like uhh in terms of financial, academic, and personal factors?

Informant 3: uhh probably studying hard and financially, being financially stabled and also some connections with other people.

Researcher: *Masasabi mo ba* mr. [Confidential] *na malaki yung* connections **sa** field *para maging* successful *ka sa pagkuha mo ng mga lisensya or di naman sa lisensya din pero para maging* successful *ka* as a pilot?

Informant 3: Oo, Meron akong kakilala dito na 4th year na siya kaso di padin nakakapagpalipad kaso yung isa kong kaklase na yon parang naka-10 hours na dahil may connection siya at tsaka di lang naman sa connection kasi palagi din siyang sumasale sa activities na uhm pinapagawa ng school tsaka financially stable den siya nayon kasi yung ibang piloto talaga at di sila nakakapagpalipad dahil hindi sapat ang kanilang pera para i-

continue yung uhm yung study nila.

Researcher: In terms of uhm *yung pagiging* personally stable, *oo may pera ka pero meron bang mga uhm mga* times *na may pera ka pero parang tamad ka, nawawalan ka ng gana, parang di mo tinutuloy yung mga ganong* instances?

Informant 3: *Oo may ganon talaga, nakadepende naman yon sa* psyche *ng estudyante kasi ang iba naiiisip nila na strikto yung* instructor *parang ganon, pag ganon naiisip nila parang uhm nanghihina yung-nanghihina sila parang ayaw nilang lumipad kasi strikto yung* instructor *parang gusto nila mag*chill chill *lang,* easygoing *parang ganon.*

Researcher: *Yung sa* time *mo ba nang pagtake ng* licensure *natin sa-, may mga na*-experience *ka din ba na* similar cases *dun na nakahanap ka ng* instructor *na strikto den?*

Informant 3: *Oo,* in *our ano kasi* in our field of aeronautical, normal *lang talaga na maging* strict *yung mga* instructor *kasi yun nga* its part of their job *kasi kapag hindi siguro- hindi sila* strict *sa mga* student *nila, baka ang mangyari magkaroon ng* accidents, which is *ano mas malala pa kesa sa pagalitan ka diba?*

Researcher: uhm in terms of *ano uhm masasabi mo ba na malaking* factor *yung* family *mo kung bakit ka nagpatuloy sa* aeronautical industry *parang nagkaroon ba sila ng* factor *kung bakit yan ang napili mong* course?

Informant 3: *Meron yung tatay ko, uhm gusto niya na i*-continue *ko daw* aeronautical [inaudbile], uh other field *noh lalo na sa uhm ang tawag don?* Wait lang. *Sa ano, tawag sa mga* seaman *basta yung mga tawag sa* seaman, *ayaw niya yon kasi delikado at tsaka sabi den eh nasa pera den talaga yung* field of aeronautical *kaya yon.*

Researcher: So *lipat naman tayo sa* skills *na natutunan natin sa mga sa* curriculum *natin*. So *dun sa pagkuha mo ng* license exam, *sa mga* licensure exam uhm what do you think are the skills *na mismong nagagamit mo pag talagang nasa* field *ka or nagpapalipad ka ng eroplano?* Uhm so *yung* question again is *ano yung mga* set of skills *na nagagamit mo na natutunan mo, natin sa* aeronautical schools like *sa* BSAT *sa* [Confidential] and *ano dito yung mga nagagamit mo para dun sa mga* training *mo* like *sa pag* flying or *sa* license exam *mo?*

Informant 3: Probably the most useful skill is being calm at all times even when you're being uhm even when the instructor's getting mad at you.

Researcher: uhm last question *na,* or *baka may* follow up *pa si* [Confidential], uhm what was the most difficult challenge you faced during your journey to becoming a pilot and how did you overcome it?

Informant 3: Uhm the most difficult challenge is definitely *ano* the checkride and- and I [Inaudible] asking other students uhm instructors for help and also being- and also by praying, praying also helps before the flight and also, I also ask for help from my parents.

Researcher: Okay *lang ba na ipaulit namin yung sagot* since *na*disconnect *kasi kami saglet kaya parang naputol yung* audio? Thank you.

Informant 3: *Ah yung ngayon lang na tanong?*

Researcher: *Oo yung ngayon na tanong lang, yung tinanong ni* [Confidential], *putol kasi yung* audio *namin dun sa ibang* parts, thank you.

Informant 3: Sige sige, yeah so the most difficult challenge is definitely the checkride *noh* since you have to use all the things you've learned and all the skills you've learned during the flight training and I overcame it by you know asking questions from other students and instructors and also praying also helps and also [Confidential], there are videos on youtube that are very helpful for flight training.

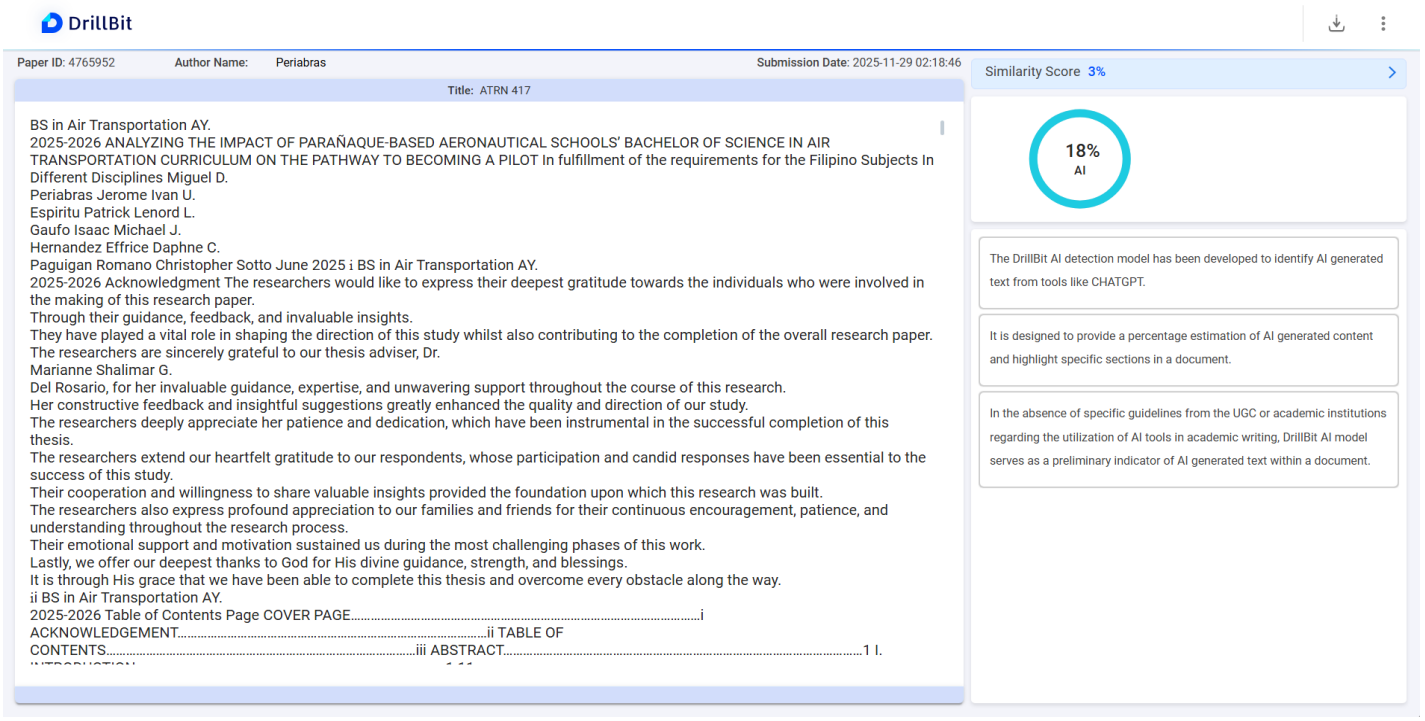
Researcher: So last question *na talaga*, uhm do you recommend the curriculum of BSAT as a way of students to pursue a career in piloting?

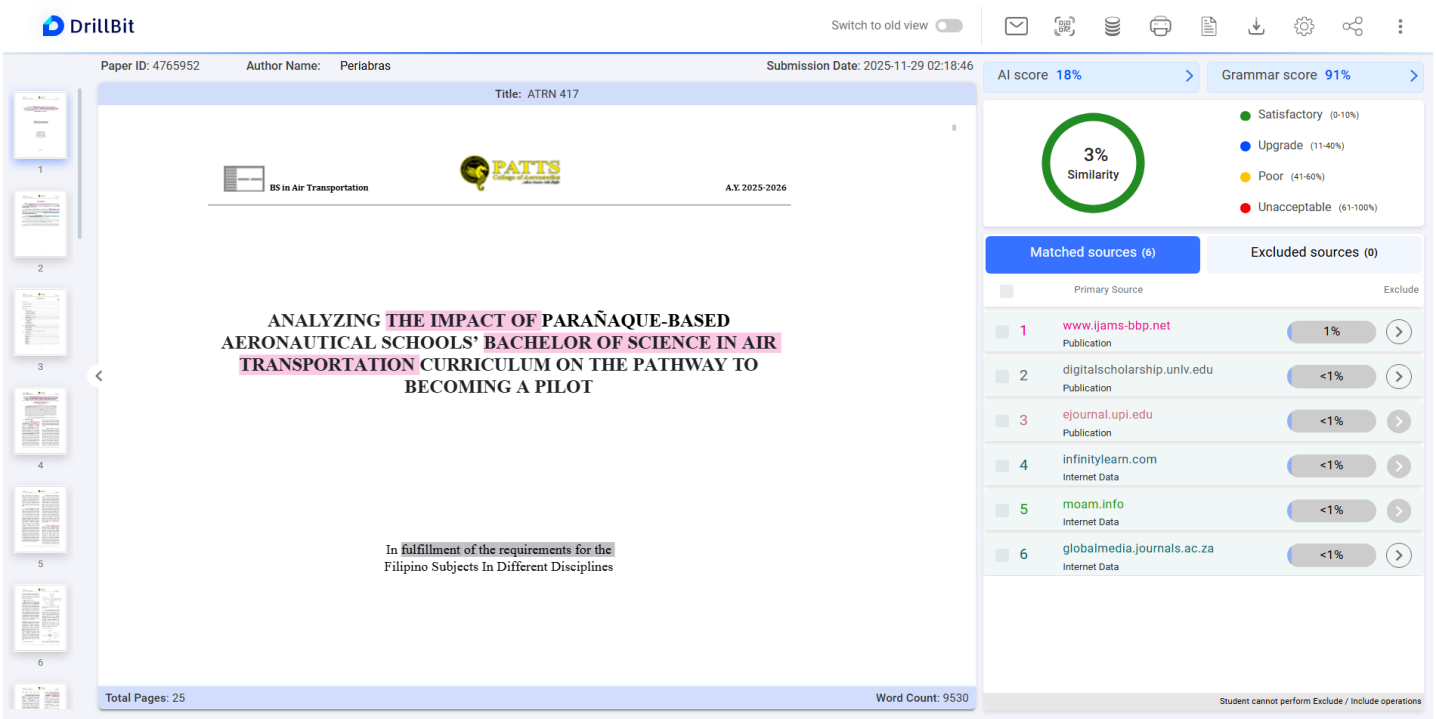
Informant 3: Yes, I recommend the course of BS Air transportation to other uhm future aviators since ah *wait lang.* I recommend the course BS Air Transportation to future aeronautics since uhm it teaches the skills needed for becoming a pilot and also the course has different offers different uhm job in aeronautical other than piloting

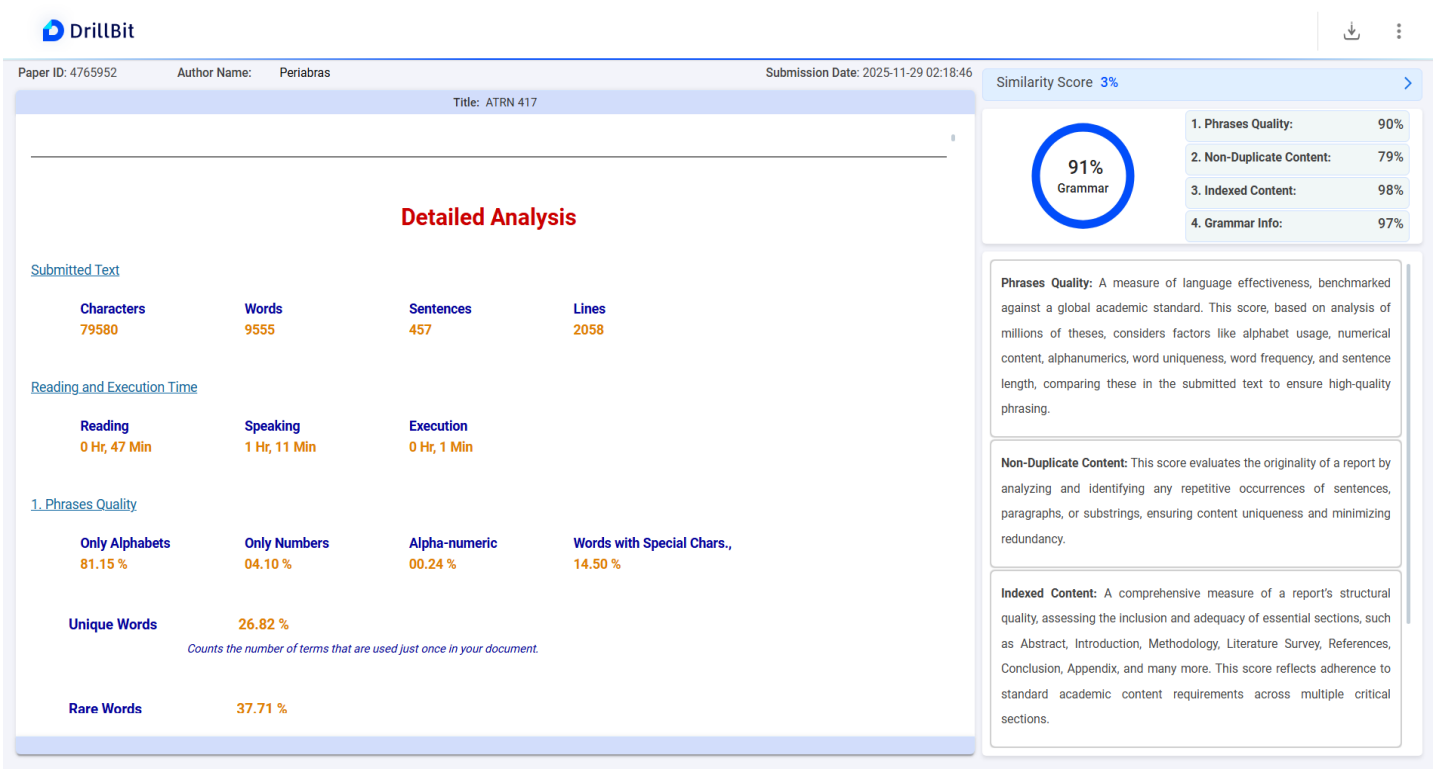
Researcher: So thank you mr. [Confidential] for your insights and feedbacks about the interview and we conclude this interview and we hope that you have a nice day and once again thank you very much.

Informant 3: You're welcome, thank you.

APPENDIX G: PLAGIARISM CHECK







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APPENDIX H: BIONOTE

Miguel D. Periabras, 22 years old, is currently pursuing a Bachelor of Science in Air Transportation at PATTS College of Aeronautics. An alumnus of the Colegio San Agustin Biñan, Laguna, and graduated in the Science, Technology, Engineering, and Mathematics (STEM) strand. Miguel has been actively involved in the PATTS Royal Cavalry (PRC/Drummers) organization since the academic year (2022-2023) up until the present academic year (2025-2026), with a current position of Public Relations Officer (P.R.O.), where he developed strong organizational and communication skills. He is also a member of the Guild of Air Transportation (2025-2026), which is the official organization for the program of the Bachelor of Science in Air Transportation. He also has strong leadership skills, solid collaboration skills, and is hardworking, as he was once a Corps Commander for the CSAg CAT Unit-1. He is also a back to back 10KM Finisher, improving his Personal Record (PR) each race. His discipline, commitment, and dedication make him improve and be a better person each day, even when faced with challenges; rest assured that they will be overcome.

Romano Christopher T. Sotto, 30 years old, is currently pursuing a Bachelor of Science in Air Transportation and graduated from St. Theresa De Avila School in 2012. He has attended several aviation seminars, where he gained knowledge about airport operations, safety, and the coordination of different departments to ensure flights run on schedule. He also completed a feasibility research project that allowed him to practice analyzing real aviation situations and developing practical solutions. Romano is a team player who values continuous learning and collaboration. He is eager to contribute his skills and experience to a dynamic team and looks forward to further developing his expertise while supporting the safety and efficiency of aviation operations.

Isaac Michael J. Hernandez is a 4th-year BS Air Transportation student at PATTS College of Aeronautics. He was born on December 24, 2003, in Sorsogon City. He finished his secondary education with a strand of Science, Technology, Engineering, and Mathematics (STEM) at Young Achievers' School of Caloocan (YASC). Isaac is currently a member of the **Guild of Air Transportation Students** (GATS) from freshman to senior and Treasurer of **PATTS Royal Cavalry** (PRC) in PATTS College of Aeronautics (2025-2026). He was dedicated and committed to becoming a licensed pilot one day. Isaac Michael is one of the organizing team in the seminar entitled "Flight Ops Files: Secret Beyond the Skies" in November 2025. Every day, he seeks to become a stronger, wiser version of himself, ready to meet life's challenges with courage and adaptability.

Jerome Ivan U. Espiritu, a 4th-year student who is currently pursuing the curriculum of **BS Air Transportation in PATTS College of Aeronautics**. He enrolled in PATTS in hopes of fulfilling his dream of becoming a pilot. The college is only the beginning of his long journey as an aviator. He is an alumnus of Colegio De Sta Monica de Angat, spending 12 years as a student from his preliminary and secondary education. During his years as a student of Colegio de Sta Monica de Angat, he had become a chairperson multiple times for his class and was also a part of the student council of his school. Serving as the head of the Environmental Club, ensuring that everything is clean and in order around the campus. He was still under the K-12 program and took Senior High School Education, with a course of Science, Technology, Engineering, and Mathematics (STEM), which is in line with his future career, as he aspires to become a pilot. Through his 12 years as a student, he had a lot of experience with leadership, decision-making, and teamwork that led to successful projects and activities. These said skills have carried over into his college years and are continuously being improved to further his skills that would be needed in the aviation industry. He was a part of a seminar entitled "Flight Ops: Secret Beyond the Skies," particularly as an organizer for the said semester. He was a part of the Documentation and Finance Department in their section. This served as a great opportunity to gain knowledge and experience from the speakers and from event operations as well.

Patrick Lenord L. Gaufo is currently a 4th-year student enrolled in the BS Air Transportation program at PATTS College of Aeronautics. He enrolled at PATTS to pursue his dream of becoming a pilot. He is an alumnus of the University of Perpetual Help Biñan, graduating with high honors in STEM. He is currently a member of the **Guild of Air Transportation Students** (GATS) and an Auditor of **PATTS Royal Cavalry** (PRC) in PATTS College of Aeronautics (2025-2026). Every day, he aspires to become a stronger and wiser version of himself, ready to tackle life's problems with courage and flexibility. He continues to improve with unrelenting discipline, devotion, and determination, convinced that every challenge will be met and overcome.

Effrice Daphne C. Paguigan is a 21-year-old student at PATTS College of Aeronautics, currently pursuing a Bachelor of Science in Air Transportation. Motivated by her dream of becoming the first pilot in her family, she enrolled at PATTS to gain hands-on experience in aircraft operations and aviation practice. She completed her high school education at Saint Paul University Philippines, under the STEM strand, where she actively engaged in both academics and extracurricular activities. During those years, she served as Co-President of the Mathalino Club and was also a dedicated member of the school's danceclub, balancing her passion for mathematics with the arts. At PATTS, Effrice continues to embody leadership and creativity. She is a proud member of the Guild of Air Transportation Students and has also been

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume X Issue XXVI May 2026 | Special Issue on Education

part of the PATTS Dance Company, which reflects her commitment to both professional growth and artistic expression. In her free time, she likes to paint and play with her lovely cats.