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RESEARCH ARTICLE

Evaluating the Implementation of Airline Management Cabin Crew Training at Indiana Aerospace University

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Abstract

This study aimed to assess the implementation of the Airline Management Cabin Crew Training Program at Indiana Aerospace University (IAU) for the academic year 2023–2024. Using a descriptive quantitative research design, the study evaluated three core components: training, assessment, and curriculum integration. A total of 60 Airline Management students who completed cabin crew training served as respondents. Data were collected through a research-developed questionnaire employing a five-point Likert scale, supported by structured interviews. The results revealed that the training program was generally perceived as very well implemented. Students reported high satisfaction with instructor effectiveness, skill development, and the relevance of course content. Assessment methods such as role-play, practical demonstrations, and written exams were also rated highly, although some students noted the need for more comprehensive emergency drills and expanded training duration. In terms of curriculum integration, the findings indicated that the program successfully bridged theoretical knowledge with real-world application, particularly through simulations and hands-on experiences. However, areas needing improvement were identified, including course sequencing, the inclusion of critical safety procedures, and the enhancement of learning facilities. The study recommended strengthening the alignment between theoretical instruction and practical drills, incorporating more realistic emergency scenarios, and increasing student feedback mechanisms. Overall, the findings highlight the strengths of IAU's cabin crew training while offering constructive recommendations to further enhance the preparedness and competence of future airline professionals. The results support the university's continued commitment to producing industry-ready graduates in response to the evolving needs of the global aviation sector.

Keywords: *airline management, cabin crew training, curriculum integration, aviation education, experiential learning*

Introduction

The global aviation industry has experienced profound transformations in recent years, influenced by technological innovation, regulatory reforms, and growing demand for skilled professionals. In the United States, a long-standing leader in aviation, advancements in airline management practices continue to set benchmarks for the global sector. In Europe, emphasis on sustainability and regulatory alignment has reshaped aviation training programs to meet evolving industry standards (European Union Aviation Safety Agency [EASA], 2023). In Asia, rapid expansion of the aviation market—particularly in countries such as China and Singapore—has driven increased investments in specialized training initiatives for airline professionals (International Air Transport Association [IATA], 2023). In the Philippines, particularly in Cebu, aviation education has gained momentum as institutions seek to equip students with the necessary competencies to thrive in the competitive airline industry. One such institution, Indiana Aerospace University (IAU), has emerged as a key player, offering targeted programs such as Airline Management and Cabin Crew Training aimed at preparing students for careers in global aviation.

This study is grounded in both legal frameworks and educational theories that support the professional preparation of airline management personnel. The training standards align with the guidelines of the International Civil Aviation Organization (ICAO), which promotes globally consistent aviation safety, efficiency, and training quality (ICAO, 2022). The theoretical foundation of the study is informed by Knowles' theory of andragogy, which emphasizes self-directed learning and the importance of relevant, experience-based education for adults (Knowles, Holton, & Swanson, 2015). In addition, Kolb's Experiential Learning Theory underlines the value of learning through reflection and active engagement—an approach particularly suited to practical airline training (Kolb, 2014). These frameworks collectively validate the need for continuous curriculum assessment to ensure alignment with both industry demands and adult learning principles.

The present study aims to evaluate the effectiveness of IAU's Airline Management Cabin Crew Training program in preparing students for successful careers in the aviation industry. By identifying key strengths and areas for improvement within the curriculum, the research seeks to provide actionable recommendations that enhance training outcomes. Conducted by Airline Management students with prior exposure to airline operations and industry practices, this study ensures a relevant, informed, and objective evaluation. The findings are expected to contribute to the continuous improvement of IAU's training offerings and to the broader conversation on best practices in aviation education.

Research Question/ Objectives

This study aims to Assess the Airline Management Training in Indiana Aerospace University for the academic year 2023-2024 and propose an action plan. Specifically, this study sought to:

1. Assess the Airline Management Training at Indiana Aerospace University regarding training, assessment, and curriculum integration.

Methodology

Research Design

The study employed a descriptive quantitative research design to assess the effectiveness of the Airline Management Cabin Crew Training Program at Indiana Aerospace University. This approach allowed the researchers to collect measurable data and analyze trends related to students' experiences with the training. A total of 60 Airline Management students who had completed the cabin crew training participated as respondents. The design focused on quantifying student feedback through structured tools to evaluate how well the program's components were implemented. This method provided objective insights into the program's strengths and areas needing improvement.

Participants/Respondents

The research was conducted at Indiana Aerospace University, located on Kagudoy Road, Lapu-Lapu City, Cebu. The university served as an ideal environment for the study due to its accessibility and specialized training infrastructure. It offered simulation tools and practical facilities essential for realistic airline management and cabin crew instruction. These facilities were integral to both the theoretical and hands-on aspects of the program. The primary objective of the study was to determine whether the training program's physical resources, technical tools, and instructional materials met the educational and practical needs of the students.

Instruments

Data collection was carried out using a researcher-made questionnaire and scheduled interviews with the selected respondents. The questionnaire employed a five-point Likert scale ranging from "not implemented" (1) to "very well implemented" (5), enabling respondents to evaluate the implementation level of various aspects of the training.

Procedure

This study followed data collection methods outlined by John Creswell, which included: (1) Selecting cases that met predefined criteria, (2) Obtaining permissions from relevant authorities, (3) Contacting participants and informing them of confidentiality and anonymity rights, (4) Beginning data collection promptly, (5) Documenting interviews thoroughly, (6) Reviewing field notes with participants for validation, and (7) Coding and organizing data systematically. All interviews were conducted in person on campus, and strict confidentiality measures were observed, including obtaining written consent before recording.

Ethical Considerations

The researchers ensured ethical compliance by obtaining informed consent from all participants, clearly explaining the purpose and scope of the study, and guaranteeing confidentiality. All data were anonymized and securely stored, and respondents were assured of their right to withdraw at any time without penalty. The study emphasized respect, fairness, and transparency throughout, with findings and recommendations grounded solely in the collected data and aligned with the ethical standards of Indiana Aerospace University.

Results

Training

Table 1. *Training*

Indicators	*Weighted Mean*	*Description*
Instructor Effectiveness	4.60	VWI
Skill Development	4.60	VWI
Relevance and Standards	4.50	VWI
Comprehensive Nature of Training	4.47	VWI
Learning Environment and Facilities	4.32	VWI
Average Weighted Mean	4.48	VWI

Legend: 4.21-5.0 = Very Well Implemented (VWI); 3.41-4.20 = Well Implemented (WI); 2.61-3.40 = Implemented (I); 1.81-2.60 = Fairly Implemented (FI); 1.0-1.80 =Not Implemented (NI)

Table 1 presents the Airline Management Training at Indiana Aerospace University in terms of training.

Training in cabin crew training provides comprehensive instruction to equip individuals with the skills needed for a successful career as a cabin crew member. The program covers safety procedures, first aid, customer service, and communication skills. This training prepares them for the demanding yet rewarding career of serving passengers in the sky.

Assessment

Assessment relating to cabin crew training is a rigorous process designed to evaluate trainee's knowledge, skills, and abilities to determine their competence and readiness to perform the duties of a cabin crew member. It is a critical component of the training program, ensuring that trainees are equipped with the necessary skills and qualifications to provide safe, efficient, and professional service to passengers.

Table 2 presents the Airline Management Training at Indiana Aerospace University in terms of assessment

Table 2. *Assessment*

Indicators	*Weighted Mean*	*Description*
Role-Play Evaluation	4.50	VWI
Practical Demonstrations	4.48	VWI
Written Exams	4.47	VWI
Hands-on Drills	4.38	VWI
PRM Scenarios	4.20	WI
Average Weighted Mean	4.41	VWI

Legend: 4.21-5.0 = Very Well Implemented (VWI); 3.41-4.20 = Well Implemented (WI); 2.61-3.40 = Implemented (I); 1.81-2.60 = Fairly Implemented (FI); 1.0-1.80 =Not Implemented (NI)

Curriculum Integration

Curriculum Integration refers to how various aspects of airline management are combined to create a cohesive learning experience. This ensures students gain a balanced understanding of airline operations, leadership, and customer service. By integrating academic knowledge with practical elements like internships and simulations, the program prepares students to handle real-world airline challenges effectively.

Table 3 presents the Airline Management Training at Indiana Aerospace University in terms of curriculum integration.

Table 3. *Curriculum Integration*

Indicators	*Weighted Mean*	*Description*
Coordination of the Airline Management Program	4.60	VWI
Effectiveness of Cabin Crew Training	4.53	VWI
Benefits of Curriculum Integration for Cabin Crew Positions	4.50	VWI
Application of Knowledge in Simulations and Exercises	4.45	VWI
Enhancing Diverse Skills	4.32	VWI
Average Weighted Mean	4.48	VWI

Legend: 4.21-5.0 = Very Well Implemented (VWI); 3.41-4.20 = Well Implemented (WI); 2.61-3.40 = Implemented (I); 1.81-2.60 = Fairly Implemented (FI); 1.0-1.80 =Not Implemented (NI)

Conclusion

The Airline Management Cabin Crew Training at Indiana Aerospace University was assessed to be very well implemented across training delivery, student assessment, and curriculum integration. The program successfully combined theoretical knowledge with practical experience, allowing students to develop essential skills in communication, safety, and in-flight procedures. Through exams, simulations, and hands-on activities, the program provided a strong foundation for careers in the aviation industry. However, some areas of the training, such as emergency procedures, course sequencing, and duration, were noted by students as needing enhancement to maximize its effectiveness.

To further improve the training quality, it is recommended that IAU adopt a more student-centered and interactive approach. Gathering feedback regularly through surveys and post-training evaluations can help the university adjust the curriculum to meet students' learning needs. Additionally, reorganizing course content for logical progression—teaching foundational safety skills before advanced topics like medical emergencies—would enhance student comprehension. Addressing the lack of hands-on emergency drills is also crucial; incorporating realistic simulations such as ditching, ground evacuation, and brace-for-impact scenarios, along with complete demo equipment, would significantly enrich the learning experience.

Moreover, the program should include frequent written assessments to reinforce theoretical knowledge, particularly on inflight emergencies and aviation first aid. These evaluations will ensure trainees retain critical safety procedures and are prepared to act under pressure. Finally, integrating practical drills immediately after theoretical lessons, followed by instructor feedback, will help students better apply their knowledge in real-life simulations. By strengthening the balance between classroom instruction and experiential

learning, Indiana Aerospace University can enhance the readiness and competency of its future airline professionals

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