

# Flight Attendants' Feedback on Tourism Curriculum Program: Inputs to Curriculum Improvement on Industry Needs

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**Abstract** – *Flight Attendants or Cabin Crew are among the professional airline personnel whose primary responsibility is to ensure the safety and comfort of passengers aboard an aircraft. This paper is aimed to determine the alignment of the College of International Tourism and Hospitality Management's Tourism Curriculum to the employment qualifications on both domestic and international flight attendants. The result of this study may be utilized to further enhance the existing curriculum to suit the employment standards of both local and international airline companies. Moreover, this study may serve as a guide for tourism students to confidently pursue a career of flight attendant in the future. A descriptive-correlation design was used in the conduct of the study. Questionnaire was used as main data gathering instrument utilizing percentage, frequency and weighted mean as statistical tool. A commercial airline is a company that transports passengers via air wherein professionals are hired to effectively deliver ultimate satisfaction to the traveling public. With the in depth training that each company provides, including service, safety and emergency, first aid and others, trainees must be fully equipped with the right attitude and learnings which could be acquired in a university offering quality education. As flight attendants are among the front liners of an airline company, one is expected to properly represent the company in the eyes of the public at all times.*

**Keywords** – *Flight Attendant, Cabin Crew, Airline, Tourism Curriculum*

## INTRODUCTION

Over the years, tourism has been proven to be a strong and resilient economic activity and an important contributor to the recovery of economy by generating billions dollars in exports and creation of millions of jobs. Indeed, The Travel & Tourism (T&T) sector has taken advantage from the rising globalization process: travel has been rapidly increasing in mature markets and, specifically, has been driven by the increasing purchasing ability of the growing middle class society in many developing economies.

A firm Travel and Tourism sector adds in various ways to the economic development. It makes contributions directly, by increasing the national income and improvement of the balance of payments, and indirect contributions, through multiplying effect and through providing the basis for connecting countries, through soft and hard infrastructure—attributes that are important in a country's economic competitiveness. Although innovating the T&T sector

provides many benefits, many obstacles at the national level continuously hinder its development [1].

With the continues growth of international tourism, data reveals travel and tourism employment workforce opportunities for flight attendants are expected to increase by eight (8) percent in 2018 [2]. Quality tourism workforce globally can be reached by means of high level standards of tourism education and training including industry innovation and collaboration with those who are trying to meet the specific industry needs in tourism market [3].

Job in travel and tourism industry is about making traveling an enjoyable and enriching experience for all individuals by ensuring optimum quality services. If one has a pleasing personality, superb language, communication skills and knowledge about travel acquired through personal experience – this is possibly a great career choice for the students [4].

Flight attendants are also known as cabin crew in aircrafts, ensuring the safety of all the passengers. They are responsible in ensuring that the airline security regulations are followed and make all flights

enjoyable for passengers. Jobs in the airline industry may operate 24 hours at the airport or aircraft and offers a variety of work schedules. Flight attendants must have the capability to work in varied schedules, days, evenings, holidays, weekends and some overtime.

As tourism education curriculum encourages thinking analytically and understanding of conceptual issues, tourism training is expected to impart practical knowledge, techniques and skills to further boost the productivity and performance of graduates in the tourism industry. With the applicable provisions of Republic Act (RA) No. 7722, known otherwise as the "Higher Education Act of 1994," and with the purpose of rationalizing the tourism undergraduate management/ hotel/hospitality and restaurant and/or travel management education in the country with the goal of keeping pace with the global competitiveness demand [5]. Philippine higher education institutions are implementing the outcomes-based education where the curriculum of every degree program as well as the educational services are harmonizing the teaching and learning process to cater the needs for globalization [6]- [14].

The curriculum must also respond to the changing demands of tourism industry and other sectors of the economy in order for the students to gain more employment opportunities addressing the identified gaps on communication skill, critical thinking and problem solving skills [15]-[26].

Lyceum of the Philippines University (LPU), in its curriculum of the Tourism industry hones every student through an effective learning system to meet the standards and qualifications of airline companies. LPU is the most awarded Hotel and Restaurant Management and Tourism school in the country regarded as the First Philippine's Center for Excellence in HRM Education, with FULL International Accreditation for Hotel & Restaurant Management and Tourism programs by The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE). THE-ICE is an independent international accrediting body that specializes in culinary arts, tourism, events education and hospitality, (International Tourism and Hospitality Management). First Center for Development in the Philippines for Tourism Education and an exclusive partner of Dusit Thani International, the internationally claimed hospitality institute of Dusit International, thus, it is expected to strive to be more competitive in the Region of Asia Pacific and hopes to produce graduates whose skills are aligned to the

needs of the tourism market both internationally and locally [27].

### **OBJECTIVES OF THE STUDY**

This study aims to determine the feedback of graduates of tourism working as flight attendant in the tourism curriculum. Specifically, it aims to present the profile of the respondents in terms of sex, age, year graduated, civil status and airline classification (domestic/international), determine the degree of relevance of the school related factors to job placement, extra-curricular and co-curricular activities to their job as flight attendant, determine the encountered problems during the training as a flight attendant, test the significant difference on the feedback of the respondents when grouped according to profile variable and what courses/ activities may be proposed as input to curriculum.

### **METHODS**

Descriptive type of research was utilized in the study. Descriptive studies can involve a one-time interaction with groups of people (cross-sectional study) or a study might follow individuals over time (longitudinal study). Descriptive studies, in which the researcher interacts with the participant, may involve surveys or interviews to collect the necessary information [28].

### **Respondents**

The researcher was able obtain the names of the respondents from the private group in Facebook. There are a total of 31 current and former domestic and international flight attendants from the Lyceum of the Philippines University, College of International Hospitality and Tourism Management. The researcher involved the whole population regardless of their airline classification.

### **Instrument**

The questionnaire of the study was adapted from the Institutional Tracer Instrument of Lyceum of the Philippines University – Batangas. The questionnaire is divided into three parts. Part one pertains to the profile of the respondents; part two tackles the relevance of the professional subjects and part three is about the problems encountered during the training.

### **Procedure**

Questionnaires were adopted from previous Employability research and the present curriculum of BS Tourism. Modifications were incorporated through the help of tourism teachers. The researcher also asked

assistance from former friends in the Airline industry for further validation of the instruments. After the revisions were incorporated, she sought the help of LPU Tourism graduates using Facebook. Questionnaires were distributed through on-line, chat and Skype to the respondents assuring them of confidentiality of their responses.

### Data Analysis

The data gathered for this study were interpreted using the following statistical tool such as percentage which was used in order to determine the frequency and percentage distribution of the socio-demographic profile of the respondents in terms of age gender, civil status, year graduated and airline classification. Weighted Mean which was used for the feedback of the respondents on the Tourism curriculum, and the problems encountered and Analysis of variance (ANOVA) to test the significant difference of responses on the degree of the relevance of the school related factors to the job as flight attendant with regards to curricular/ extra curricular activities when grouped according to profile variables. In addition, all data were treated using statistical software, PASW version 18 to further analyze the result of the study. The given scale was used to interpret the result of gathered data: 3.50 – 4.00 = Very Relevant (VR); 2.50 – 3.49 = Relevant (R); 1.50 – 2.49 = Slightly Relevant (SR); 1.00 – 1.49 = Not Relevant (NR). The given scale was used to interpret the result of data gathered in terms of problems encountered: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

## RESULTS AND DISCUSSION

**Table 1. Percentage Distribution of the Respondents' Profile**

| Profile Variables             | f  | %     |
|-------------------------------|----|-------|
| <b>Age</b>                    |    |       |
| 20 – 25 years old             | 18 | 58.10 |
| 26 – 30 years old             | 8  | 25.80 |
| 31 – 35 years old             | 5  | 16.10 |
| <b>Sex</b>                    |    |       |
| Female                        | 24 | 77.40 |
| Male                          | 7  | 22.60 |
| <b>Year Graduated</b>         |    |       |
| 2005 – 2006                   | 7  | 22.60 |
| 2007 – 2008                   | 6  | 19.40 |
| 2009 – 2010                   | 3  | 9.70  |
| 2011 – 2012                   | 2  | 6.50  |
| 2013 – 2014                   | 11 | 35.50 |
| 2015                          | 2  | 6.50  |
| <b>Airline Classification</b> |    |       |
| International                 | 23 | 74.20 |
| Domestic                      | 8  | 25.80 |

Table 1 presents the distribution of the respondent's profile in terms of age, sex, year graduated and airline classification. With regards to age, most of the respondents are 20 to 25 years old which obtained a frequency of 18 or 58.10 percent. However, few respondents fall on the age bracket of 26 to 30 and 31 to 35 years old. Majority of the respondents are at that younger age relevant to their length of service. Whereas, those in their older age were very few of which they work longer in their respective airline companies.

As to sex distribution, female dominated the number of respondents with a frequency of 24 or 77.40 percent. While there were 7 males with a percentage of 22.60 percent. It is a general knowledge to everyone that majority of Flight Attendant aspirants is female. Therefore, it is expected that there are more female flight attendants compared to male.

In addition, it was observed from the table that most of the respondents' finished their degree on the school year 2013 to 2014 which composed of 11 or 35.50 percent, followed by 2005 to 2006. The least number of respondents was observed on school year 2011 to 2012 and 2015. Also, majority of the respondents are working on domestic flights as revealed by the obtained frequency of 23 or 74.20 percent. Majority of the respondents have just graduated two years back while others greater than that.

**Table 2. Degree of Relevance of the School Related Factors to the Job as Flight Attendant With Regards to General Education Courses**

| Courses                                          | WM          | VI       | Rank |
|--------------------------------------------------|-------------|----------|------|
| 1. Mathematics                                   | 3.29        | R        | 6    |
| 2. Languages                                     | 3.94        | VR       | 4    |
| 3. Natural Sciences                              | 2.16        | SR       | 9    |
| 4. Management Subjects                           | 2.90        | R        | 7    |
| 5. Computer Subjects                             | 2.29        | SR       | 8    |
| 6. Accounting Subject                            | 2.06        | SR       | 10   |
| 7. Foreign Languages                             | 4.00        | VR       | 1.5  |
| 8. Philo and Psychology Subjects                 | 3.97        | VR       | 3    |
| 9. Arts and Culture                              | 3.87        | VR       | 5    |
| 10. Personality Development and Public Relations | 4.00        | VR       | 1.5  |
| <b>Composite Mean</b>                            | <b>3.25</b> | <b>R</b> |      |

Table 2 reveals that the respondents' assessment on the degree of relevance of general education courses to their job. The over-all composite mean of

3.25 shows that the courses are relevant to their job as flight attendant.

Among the courses mentioned, respondents considered top three very relevant subjects as foreign language and personality development and public relations as shown by the obtained weighted mean score of 4.00. Knowledge of a foreign language is a competitive advantage for a cabin crew as good communication between passengers and crew is vital to deliver quality service. Personality Development and Public Relations on the other hand train students to professionally present themselves at all times. It molds one's personality, enhances communication skills and develops self confidence among students.

Respondents rated the subjects such as computer (2.29), natural sciences (2.16) and accounting courses (2.06) as slightly relevant to their job. According to the respondents, these subjects are not applicable to their day to day job related activities although these are mandated subjects of the course. In this results, the respondents hope that other related subjects may be replaced to meet the demands of CHED and that of the airline industry.

**Table 3. Degree of Relevance of the School Related Factors to the Job as Flight Attendant With Regards to Professional Courses**

| Courses                              | WM          | VI       | Rank |
|--------------------------------------|-------------|----------|------|
| 1. Principles of Tourism             | 4.00        | VR       | 1    |
| 2. Airline Business                  | 3.94        | VR       | 2    |
| 3. Hospitality and Tourism Law       | 3.03        | R        | 6    |
| 4. Tourism Marketing                 | 2.16        | SR       | 12.5 |
| 5. International Fares and Ticketing | 2.06        | SR       | 15.5 |
| 6. Accommodation Management          | 2.23        | SR       | 10.5 |
| 7. Tourism Planning and Development  | 2.06        | SR       | 15.5 |
| 8. Tourism Impact and Sustainability | 2.03        | SR       | 17   |
| 9. Events Management                 | 2.00        | SR       | 19   |
| 10. Ecotourism                       | 2.00        | SR       | 19   |
| 11. Domestic/ World Tourism          | 3.74        | VR       | 3    |
| 12. Food Safety/ Hygiene Practices   | 2.94        | R        | 7    |
| 13. Tour Guiding                     | 2.16        | SR       | 12.5 |
| 14. Tourism Research                 | 2.10        | SR       | 14   |
| 15. Travel and Tour Operations       | 2.35        | SR       | 9    |
| 16. Transportation Management        | 3.68        | VR       | 4    |
| 17. Front Office Operations          | 2.23        | SR       | 10.5 |
| 18. Food and Beverage Operations     | 2.39        | SR       | 8    |
| 19. Principles of Food Production    | 2.00        | SR       | 19   |
| 20. Practicum/ On the Job Training   | 3.06        | R        | 5    |
| <b>Composite Mean</b>                | <b>2.61</b> | <b>R</b> |      |

As shown from the result, the over-all assessment on the professional courses was relevant with a composite mean of 2.61. The knowledge gained from the professional subjects are deemed applicable to the trainings encountered by the industry practitioners in general. Principles of Tourism ranked first with a weighted mean score of 4.00, followed by Airline Business, (3.94) Domestic/ World Tourism (3.74) and Transportation Management (3.64), all were verbally interpreted as very relevant.

Principles of Tourism mainly focus on the different forms and aspects of tourism, understanding the target market and the distribution channel. This course provides in-depth discussion on tourism as an industry. It discusses the historical tourism development, the components of tourism, tourism demand and motivation and its impact to tourism. Airline Business, on the other hand focuses on the classifications of airlines, the basic cabin crew duties and responsibilities and the various safety equipment found in the aircraft. Transportation Management however generally touches the different types of transportation that are essential for tourism activities. This course discusses the general knowledge of the transportation, its role to the tourism, planning and policies.

On the other hand, other items were rated relevant such as Practicum/ On the Job Training, Hospitality and Tourism Law and Food Safety/ Hygiene Practices with mean score of 3.06, 3.30 and 2.94 respectively. Practicum or On the Job Training of students may be in an airline company or any other field of hospitality industry wherein students are exposed to the actual work environment. Hospitality and Tourism Law touches the legal matters in the airline industry such as the rights and limitations of passengers, crew and the airline itself. Food Safety/ Hygiene Practices provide useful knowledge in proper food handling. The course provides an introduction to principles of personal hygiene, food safety and sanitation as applied in food service facilities.

It was found out from the result that majority of the professional courses were assessed by the respondents' as slightly relevant. Events Management, Ecotourism and Principles of Food Production got the lowest mean value of 2.00. Events Management develops students to plan and effectively handle and manage an event. This course focuses on the principles of conceptualizing, planning, managing and evaluating meetings, events and festivals management. Ecotourism subject focuses on the different natural tourism sites. This course aims to present an overview of ecotourism as a form of

sustainable development and it will enhance the knowledge of the students about the effective way to protect the local communities and to prevent new destruction of the natural world. This subject covers the discussions of history, definitions, activities, impacts and typologies of ecotourism. Principles of Food Production discuss the details on how to prepare food, its quantity and measurement. This course focuses on fundamental skills, concept and techniques of food production.

**Table 4. Degree of Relevance of the School Related Factors to the Job as Flight Attendant With Regards to Curricular/ Extra Curricular Activities**

| Activities                                                           | WM          | VI       | Rank |
|----------------------------------------------------------------------|-------------|----------|------|
| 1. Actual In-flight Safety Demonstration                             | 4.00        | VR       | 1    |
| 2. Tour Guiding                                                      | 3.13        | R        | 4    |
| 3. Tour Package Proposal                                             | 2.13        | SR       | 15   |
| 4. Tour Plan Proposal                                                | 2.06        | SR       | 19   |
| 5. Business Plan Proposal                                            | 2.06        | SR       | 19   |
| 6. Eco-Tour Plan Proposal                                            | 2.06        | SR       | 19   |
| 7. Seminars/ Conventions/ Trainings                                  | 2.81        | R        | 9    |
| 8. TQM- ISO Visit                                                    | 2.26        | SR       | 12   |
| 9. Accommodation Field tour                                          | 2.61        | R        | 10   |
| 10. Airline Familiarization Tour                                     | 3.68        | VR       | 2    |
| 11. Amadeus Certification Exam                                       | 2.16        | SR       | 14   |
| 12. Agri-tourism/ Ecotourism Tour                                    | 2.10        | SR       | 16.5 |
| 13. Tourism Skills Competition                                       | 2.97        | R        | 6    |
| 14. Participation in Cultural Activities (e.g. Choir, dance Company) | 3.45        | R        | 3    |
| 15. Membership in student organizations                              | 2.39        | SR       | 11   |
| 16. Participation in Academic competitions                           | 3.06        | R        | 5    |
| 17. Participation in community extension activities                  | 2.23        | SR       | 13   |
| 18. Participation in other colleges' activities                      | 2.10        | SR       | 1.6  |
| 19. Participation in Sports Activities                               | 2.84        | R        | 8    |
| 20. Participation in beauty pageants                                 | 2.90        | R        | 7    |
| <b>Composite Mean</b>                                                | <b>2.65</b> | <b>R</b> |      |

The over-all assessment of the respondents on curricular activities was relevant with a weighted mean score of 2.65. Only few courses were rated very relevant such as Actual In-flight Safety Demonstration and Airline Familiarization Tour with weighted mean score of 4.00 and 3.68 respectively. In the actual In-flight safety demonstration, students study the safety procedure for fastening seatbelt, emergency exits,

oxygen mask, life vest and other safety-related matters. It is important that students are equipped with these knowledge as it will serve as an advantage for them during their training as cabin crew. On the other hand, Airline Familiarization tour enables students to have an actual glance of the Airline Company and attend seminar which focuses on the employment opportunities in the airline industry and tips on how to be qualified.

Activities such as Participation in Cultural Activities (e.g. Choir, dance Company) (3.45), Tour Guiding (3.13), Participation in Academic competitions (3.06), Participation in beauty pageants (2.90), Participation in Sports Activities (2.84), Seminars/ Conventions/ Trainings (2.81) and Accommodation Field tour (2.61) were assessed as relevant. Participation in cultural activities such as dancing and singing develops students' talents and fuels their self confidence and esteem while academic competitions give opportunities to further enhance students' knowledge on academic subjects. Accommodation Field tour exposes students to the accommodation sector and increases their awareness in matters such as management and operations. Seminars, Conventions and Trainings.

Other activities assessed as slightly relevant were Tour Plan Proposal, Business Plan Proposal, Eco-Tour Plan Proposal got the lowest mean value of 2.06 and Agri-tourism/ Ecotourism Tour got the mean value 2.10. Cabin crew duties do not directly require planning proposal which is why it is deemed as slightly relevant. This result shows that continuous improvement of LPU Tourism curriculum in as far as activities of the department is concerned needs to be addressed.

**Table 5. Problems Encountered During the Training for Flight Attendant**

| Indicators                                                          | WM   | VI | Rank |
|---------------------------------------------------------------------|------|----|------|
| 1. Unfamiliar Airline Technologies                                  | 3.94 | SA | 13   |
| 2. Limited basic knowledge about commercial aircrafts               | 3.94 | SA | 13   |
| 3. Limited basic knowledge on In-flight service.                    | 3.94 | SA | 13   |
| 4. Limited basic knowledge on handling emergency situations         | 3.97 | SA | 9    |
| 5. Limited knowledge on planned and unplanned evacuation procedures | 3.97 | SA | 9    |
| 6. Difficulty in unfamiliar emergency spiels                        | 3.97 | SA | 9    |
| 7. Limited knowledge on emergency equipment                         | 3.97 | SA | 9    |
| 8. Unfamiliar Mock up equipment                                     | 4.00 | SA | 3.5  |

**Table 5 (cont.). Problems Encountered During the Training for Flight Attendant**

| Indicators                                                                   | WM          | VI       | Rank |
|------------------------------------------------------------------------------|-------------|----------|------|
| 9. Limited knowledge in door operation.                                      | 4.00        | SA       | 3.5  |
| 10. Difficulty in restraint training                                         | 4.00        | SA       | 3.5  |
| 11. No first aid training.                                                   | 4.00        | SA       | 3.5  |
| 12. Limited knowledge on customer service                                    | 3.97        | SA       | 9    |
| 13. Limited knowledge in necessary entry documents/ forms                    | 4.00        | SA       | 3.5  |
| 14. limited knowledge on passport and customs regulation                     | 4.00        | SA       | 3.5  |
| 15. Difficulty in Swimming                                                   | 2.45        | D        | 15   |
| 16. Difficulty in verbal communication                                       | 2.23        | D        | 17   |
| 17. Difficulty in adapting to foreign culture                                | 2.16        | D        | 19   |
| 18. Difficulty in adapting to new environment                                | 2.16        | D        | 19   |
| 19.. Difficulty in adjusting to colleagues' attitudes, behavior and beliefs. | 2.16        | D        | 19   |
| 20. Difficulty in reading, writing and speaking a foreign language           | 2.26        | D        | 16   |
| <b>Composite Mean</b>                                                        | <b>3.45</b> | <b>A</b> |      |

Table 5 shows the overall results on the problems encountered during the training as flight attendant which revealed 3.45 composite mean. Unfamiliar Mock up equipment, Limited knowledge in door operation, Difficulty in restraint training, No first aid training, Limited knowledge in necessary entry documents/ forms and limited knowledge on passport and customs regulation got the highest mean score of 4.00 and verbally rated as strongly agree. This indicates that these are the problems they commonly encountered. Airline Business touches some of these areas but with time constraint, only few points are discussed.

However, other problems were not considered a problem such as difficulty in Swimming, difficulty in reading, writing and speaking a foreign language, Difficulty in verbal communication, difficulty in adapting to foreign culture, difficulty in adapting to new environment and difficulty in adjusting to colleagues' attitudes, behavior and beliefs with mean values such as 2.45, 2.26, 2.23 and 2.16 respectively.

Table 6 presents the difference of responses on the degree of relevance of the school related factors to the job as flight attendant with regards to General Education courses when grouped according to profile variables.

**Table 6. Differences on the Relevance of General Education Courses When Grouped According to Profile Variables**

| Profile Variables      | F-value | p-value | Interpretation  |
|------------------------|---------|---------|-----------------|
| Age                    | 1.267   | 0.297   | Not Significant |
| Sex                    | 1.333   | 0.193   | Not Significant |
| Year Graduated         | 2.690   | 0.045   | Significant     |
| Airline Classification | 1.753   | 0.090   | Not Significant |

*Legend: Significant at p-value < 0.05*

As seen from the result of Table 6, only year graduated shows significant difference on the respondents' assessment on the degree of relevance of general education to their job. This was observed since the obtained p-value of 0.045 is less than 0.05 alpha level. This means that the respondents' assessment varies as to when the year they graduated which is attributed to the kind of curriculum offered from 2005-2015.

As curriculum is enhanced, it is expected that graduates' responses will vary as there are differences in the subjects they have taken. From the mandates of CMO 30 series of 2016 within which the tourism and hospitality sectors operate, the curricula leave room for innovation and enhancement. Schools are encouraged to think global and act local scan their milieu, understand their clientele and develop subjects to respond to the needs of their environment.

Table 7 reveals the difference of responses on the degree of relevance of the school related factors to the job as flight attendant with regards to professional courses when grouped according to profile variables

**Table 7. Difference on the Relevance Professional Courses When Grouped According to Profile Variables**

| Profile Variables      | F-value | p-value | Interpretation  |
|------------------------|---------|---------|-----------------|
| Age                    | 2.573   | 0.094   | Not Significant |
| Sex                    | 0.548   | 0.588   | Not Significant |
| Year Graduated         | 0.957   | 0.463   | Not Significant |
| Airline Classification | 0.311   | 0.758   | Not Significant |

*Legend: Significant at p-value < 0.05*

Based from the result of Table 7, all computed p-values were all greater than 0.05 alpha level, thus the researcher fail to reject the null hypothesis of no significant difference on the degree of relevance on professional course to their job. This only implies that all respondents' viewed the same degree of relevance of professional courses. Since all the professional

courses are related to the hospitality and tourism industry, it is expected that regardless of the profile variables, respondents will assess the professional courses relevant to their job as flight attendant. And although there are changes in the subject name College of International Tourism and Hospitality Industry ensures that subjects are incorporated.

Table 8 reveals the difference of responses on the degree of relevance of the school related factors to the job as flight attendant with regards to curricular/extra-curricular activities when grouped according to profile variables

**Table 8. Differences on the Relevance of Curricular/ Extra Curricular Activities When Grouped According to Profile Variables**

| Profile Variables      | F-value | p-value | Interpretation  |
|------------------------|---------|---------|-----------------|
| Age                    | 0.721   | 0.495   | Not Significant |
| Sex                    | 0.880   | 0.386   | Not Significant |
| Year Graduated         | 1.739   | 0.162   | Not Significant |
| Airline Classification | 1.576   | 0.126   | Not Significant |

*Legend: Significant at p-value < 0.0*

Based from the result, all computed p-values were all greater than 0.05 alpha level, thus the researcher fail to reject the null hypothesis of no significant difference on the degree of relevance on curricular activities to their job. This only implies that all respondents' viewed the same degree of relevance of curricular activities. Respondents determined the relevance of curricular and extra curricular activities to their job as a flight attendant regardless of their age, sex, airline classification and the year they graduated.

Thus, tourism as a course is demands also extra related tourism-related activities which expose the students to a career-oriented course of tourism. The culmination of the course is an avenue to provide the students with practical and hands on learning in the practice of tourism in their respective workplaces.

## CONCLUSION AND RECOMMENDATION

Graduates of CITHM who are employed in the airline industry are competitive in their skills, personality and curriculum preparation provided by the LPU. In as far as school related factors as to offering of GE curriculum, graduates rated the subjects as Foreign language, Personality development and Public relations as very relevant to their job in the airline industry. However, Computer, Natural Sciences and Accounting courses are slightly relevant. As to professional subjects, they rated very

relevant subjects as Principles of Tourism, Airline Business, Domestic/ World Tourism and Transportation Management while least relevant to their jobs were subjects as. The very relevant extra-curricular activities for the respondents are as Actual In-flight Safety Demonstration and Airline Familiarization Tour.

The problems encountered by the respondents while on their respective jobs are training as flight attendant, unfamiliar mock up equipment, limited knowledge in door operation, difficulty in restraint training, first aid training, limited knowledge in necessary entry documents/ forms and limited knowledge on passport and customs regulations. Respondents do not encounter problems on Swimming, difficulty in reading, writing and speaking a foreign language, difficulty in verbal communication, difficulty in adapting to foreign culture, difficulty in adapting to new environment and difficulty in adjusting to colleagues' attitudes.

As to test to significant relationship on profile variables, only year graduated shows significant difference on the respondents' assessment on the degree of relevance of general education to their job; while no significant difference on the degree of relevance on professional course to their job. The propose plan of action was formulated to address the weakness of the school related factors, departmental activities and the problems encountered by the graduates in their respective airline jobs.

The author recommends that the Marketing Office include in their collaterals, Male flight attendants or cabin crew who are presently employed in the Airline industry.

The College of Education, Arts and Sciences may consider reviewing GE curriculum relevant to the need of the airline industry.

The CITHM department may also consider results of the research in offering the Professional subjects needed by the graduates which will not suffer CHED mandates and Dusit Thani tie-ups. Supreme Student Government of Tourism department may also consider research results in spearheading seminars and departmental activities. The problems identified maybe very useful during departmental planning and curriculum review.

Propose plan of action maybe tabled during curriculum meetings to discuss the identified weaknesses of the program thru these feedbacks mechanism.

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