

Key Determinants Affecting the Company Selection for On-The-Job Training Among Air Transportation Students from Patts College of Aeronautics

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Abstract

On-The-Job Training is an avenue in which students apply their acquired knowledge, enhance their practical skills, and enrich their readiness for their future career. This study identified and evaluated the key determinants in company selection for the PATTS College of Aeronautics' Bachelor of Science in Air Transportation students. The study also investigated how specific determinants affect the BSAT students' OJT selection through an examination of quantitative data. The results will help the future Air Transportation students to measure and weigh the factors in selecting companies for their OJT Programs.

Keywords: OJT, company, determinants, PATTS College of Aeronautics, Air Transportation Students

1. INTRODUCTION

Before entering the aviation industry, Air Transportation students are mandated to choose and apply to their desired aviation company for on-the-job (OJT) training. At PATTS College of Aeronautics, the students enrolled in Bachelor Science in Air Transportation are required to complete 420 hours of duty before they officially graduate. After their OJT training, it is expected that they have already gained improved practical skills, knowledge application, communication abilities, problem-solving confidence, and overall job readiness. The OJT also provides them with valuable experience in the aviation field. Gardose (2024) notes that individuals can make informed decisions aligning with their career aspirations and the aviation industry's evolving needs. further research should investigate how digital technologies, social networks, and economic factors influence students' decision-making processes regarding aviation programs.

At PATTS College of Aeronautics, a student enrolled in a Bachelor of Science in Air Transportation (BSAT), the choice of where to take their on-the-job training (OJT) is a critical decision for defining their future career paths in the aviation industry. This decision-making process is diverse and influenced by various factors, including the company's reputation, the quality of its training programs, possible career options, geographical location, organizational culture, remuneration packages, and peer

recommendations. Studying these characteristics unveils what students prefer, aiding educational institutions and aviation companies in effectively attracting and retaining talent. This study delved into these aspects by thoroughly examining current situations, aiming to provide a comprehensive understanding of the factors that influence students’ decision in choosing a company.

1.1. Background of the Study

As students enter their final year in college, one of the requirements before finishing the course is to apply for an OJT training to help them be equipped with the necessary knowledge and skills needed for their future careers. It is a vital component of workforce development, providing significant advantages for both job seekers and companies. By integrating practical experience with formal education, OJT bridges the gap between theoretical knowledge and practical application, leading to numerous benefits. It serves as an opportunity for learning by offering applicants the chance to have “pre-training” before entering the proper workforce, enhancing their job performance, and preparing for potential changes in their job roles. Students opt for training that is aligned with their chosen educational background that is able to improve their skills and knowledge. As well as the convenience of location of the company are to be considered factors in choosing a company for their OJT, this comes hand in hand with the cost of living, within commuting distance and vicinity to their home or campus. Thus, a company with a good reputation attracts students because this helps their resume build a strong impression.

This study aims to identify the factors on how Air Transportation students choose a suitable company for their on-the-job training that is beneficial for their career growth as they enter the aviation industry. It also focuses on giving a better understanding on how the students affect their decision-making process with the different factors presented. Through this, both the company and students will benefit as it will have an improved work environment setting and curated training that are in line with the students’ educational background. With careful thought with these factors students are expected to be equipped with skills and knowledge to prepare them in the field of aviation.

1.2. Theoretical Framework

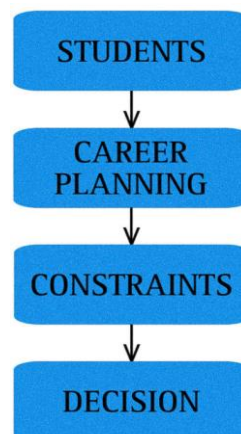


Fig. 1: Decision-Making Process of Students

This study employed social learning theories to effectively identify and address the decision-making challenges encountered by BSAT students. According to Asma Shahid Kazi, making a career choice represents a pivotal moment in a student’s life, necessitating considerations of various factors before arriving at a decision. The analysis resulted in investigating not only parental influence but also peer pressure and media impressions.

This concept emphasizes the importance of an individual’s self-perception and the influence it has on their

motivation, effort, and persistence when faced with challenges or new situations. A person with high self-efficacy is more likely to approach tasks with a positive attitude, set higher goals, and persevere in the face of obstacles, ultimately leading to better performance and achievement.

Figure 1 shows that after considering the potential constraints from their career planning this leads the students to the final stage which is the decision-making.

1.3. Conceptual Framework

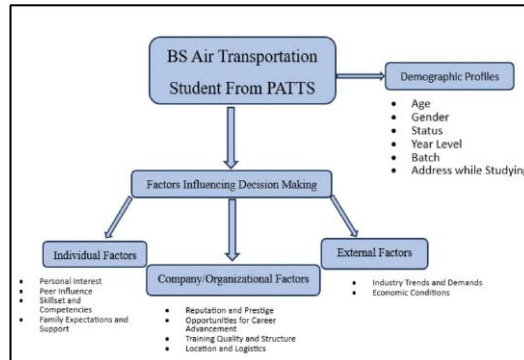


Fig. 2: Paradigm of the Study

Figure 2 illustrates how various factors influence decision making of BS Air Transportation students from PATTS College of Aeronautics in choosing companies for their on-the-job training by considering their demographic profile, including (a) age, (b) gender, and (c) status, (d) year level, (e) batch, (f) address while studying at PATTS and individual, company/organizational, and external factors. Individual factors include (a) personal interests, (b) peer influence, (c) skill-set and competencies, and (d) family expectations and support. Company/Organizational factors cover (a) reputation and prestige, (b) opportunities for career advancement, (c) training quality and structure, and (d) location and logistics. External factors involve (a) industry trends and demands and (b) economic conditions. Understanding these interconnected elements helps BS Air Transportation students' decision making effectively.

1.4. Statement of the Problem

The researchers intended to identify underlying factors that influenced the decision of a BSAT student from PATTS College of Aeronautics in choosing a company for their on-the-job training. Specifically, this study aimed to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - a. age;
 - b. gender;
 - c. status;
 - d. year level;
 - e. batch; and
 - f. address while studying at PATTS?
2. What were the specific variables that most of the current and former BSAT students encountered in securing a company for their on-the-job training in the aviation sector in terms of:
 - a. individual factors;
 - b. company/organizational factors; and
 - c. external factors?
3. Which of the category factors has the most influence on the students during company selection for on-the-job training?

1.5. Hypothesis

The key determinants (demographic profile, and into individual, organizational, and external factors) in the company selection for On-the-Job Training among BSAT students from PATTS College of Aeronautics significantly affect the decision-making process of the students.

1.6. Significance of the Study

This study will be very important to the students, schools, and companies involved in the aviation industry. There is also an important question of why companies choose specific students for on-the-job training among those in Air Transportation; this knowledge is essential to improve the quality of the OJT experience, together with the consequent outcome for all entities involved. This study will especially help the following:

BSAT Students from PATTS. Thus, identifying the influential factors of career decisions would allow the students to identify the right companies concerning their professional goals and personal conditions. Such precautions in this respect would help them better manipulate their position in the aviation industry by putting both practice and theory into effective action. With their careful choice of organizations, thus, a resume would thereby be enhanced while allowing for greater and improved job opportunities along with easier employment after graduation.

PATTS Administration. The PATTS administrators can help their students acquire their best OJT placements more efficiently. Students will then be trained well in their field wherein they can hone their potential and overall satisfaction improve in the eyes of the students.

Aviation Educational Institutions (Curriculum Development). These will allow the school to discover companies and training agencies that better meet the needs of students and careers. Industry contacts will be consolidated, relevant, and effective. Aviation seminars should be held on campus and in states where the students are involved. Students will learn from industry experts in the aviation industry. Courses also help students understand their interests and skills, which may guide them toward careers. All around the world, universities are instructing aspirant pilots about management, flight dispatch, and safety measures.

Aviation Companies. Companies can thus develop OJT programs around the needs of the Air Transportation students and attract the best available talent for the company, thereby creating pools of preparedness for future employees. If companies know the needs and expectations of students in OJT, they can thus design better training programs. This will produce higher productivity, as well as integrating trainees well.

Company Reputation. Quality, structured OJT will add value to the reputation of any company within the industry and academic communities. This could lead to closer ties with post-secondary institutions and a more positive image among potential future employees. The success of this study is likely to better identify factors affecting student selection from OJT aviation courses and enhance their graduate preparation for a challenging and dynamic aviation career.

Future Researchers. This study will benefit future researchers by providing a secure foundation and understanding of the factors influencing students' decision-making during company selection. It is hoped that this research expands understanding, and provides further insights into how various factors influence BSAT students in deciding which companies and programs align with their goals and preferences.

2. METHODOLOGY

The data and information presented in this chapter are essential to the overall outcome of the study. The key components contributing to the study include the respondents, the data-gathering technique, and the data-collection process. Additionally, the validation of the method and the statistical analysis of the

collected data play significant roles in ensuring the accuracy and reliability of the findings. Proper data handling practices further enhance the integrity of the study.

2.1 Research Design

In this study, the researchers utilized a quantitative approach to distinguish the key determinants affecting company selection for on-the-job training among Air Transportation students from PATTS College of Aeronautics. According to Aliaga & Gunderson (2002), quantitative research design is a method in which the researcher utilizes numerical data to gather information from the respondents in order to apply mathematical methods in analyzing and interpreting the gathered data.

The utilization of quantitative research design in this study helped the researchers in identifying and analyzing the relationship and correlation between the factors affecting air transportation students in choosing a company for OJT program.

2.2 Respondents

The target respondents of this study were from the Bachelor of Science in Air Transportation Students of PATTS College of Aeronautics. Specifically, incoming 2nd year, 3rd year, 4th year students, and lastly, the BSAT alumni. The researchers gathered at least one hundred (100) respondents; seventy-five (75) enrolled students and twenty-five (25) BSAT alumni. The inclusion criteria for the selection of respondents covers both male and female students, must be currently enrolled in the BS in Air Transportation course, and have experienced some constraints in the company selection on to where they want to apply for their on-the-job training.

2.3 Settings

The researchers conducted their research at PATTS College of Aeronautics located in Lombos Avenue, San Isidro, Parañaque City. This study was part of their midyear requirements. The researchers did not conduct interviews; instead, they focused on analyzing responses from 100 participants. Among these participants, some individuals are alumni from PATTS who already experienced on-the-job training and some are current students who are planning to take their on-the-job training soon. They consented and gave permission to partake in the data collection process. The researchers gathered all information using Google Forms.

2.4 Instrumentation

The study employed an online questionnaire that was distributed to BS Air Transportation Students and alumni at PATTS College of Aeronautics through social platforms like Facebook, Messenger, Gmail, and Instagram. Google Forms was determined to be the most effective method to be used in data collection. A total of 100 responses were collected from incoming 2nd year, 3rd year, and 4th year students and alumni of BS Air Transportation at PATTS College of Aeronautics. The questionnaire was divided into four sections: demographic profiles, individual factors, company/organizational factors, and external factors influencing their OJT company choices.

2.5 Data Analysis

To support the contents of the study and obtain information, the researchers gathered data via Google Forms, employing a Likert scale to measure students' opinions and attitudes. This Scale, which allows respondents to express varying levels of agreement, is essential for gaining meaningful yet accurate insights. In this study, the scale was defined as follows: 4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree.

Results were analyzed using the weighted mean, calculated for individual, organizational, and external factors. Questions were categorized by topic and ranked based on average ratings reflecting respondents'

level of agreement. Each question's relevance was assessed, with higher ratings indicating strong agreement. This structured approach enhances the accuracy of the findings and provides a clearer understanding of student perspectives.

| Range | Verbal Interpretation |
|-------------|-----------------------|
| 3.51 - 4.00 | Strongly Agree |
| 2.51 - 3.50 | Agree |
| 1.51 - 2.50 | Disagree |
| 1.00 - 1.50 | Strongly Disagree |

Table 1: Equivalency Table.

2.6 Ethical Considerations

Before the survey, all of the respondents received an explanation and information regarding the aims of this study. They were asked for their consent to participate in the survey. They were assured that the information obtained from them would be kept confidential and this study adheres to data anonymity, privacy, and avoidance of harm including not disclosing the identities of prospective study participants (RA 10173: Data Privacy Act of 2012).

In this study, participation was entirely voluntary to avoid any adverse consequences in the future. Throughout the survey process, anonymity was strictly maintained for all individuals, including survey respondents, thereby safeguarding their privacy. The research aims will be accurately presented without any embellishment, adhering to ethical standards of transparency and truthfulness.

3. RESULT AND ANALYSIS

3.1. Demographic Profile of the Respondents

Table 2 shows the respondents' current ages. It indicates that 60% or majority of the respondents are aged 21-23 years, 29% of respondents are aged 18-20 years, 9% are aged 24-26 years, and 2% are aged 27-29 years.

| Current Age | Frequency | Percentage |
|-----------------|------------|-------------|
| 18-20 years old | 29 | 29% |
| 21-23 years old | 60 | 60% |
| 24-26 years old | 9 | 9% |
| 27-29 years old | 2 | 2% |
| Total | 100 | 100% |

Table 2: The Current Age of the Respondents.

Table 3 provides both the frequency and percentage for each gender category. Results show that 80% of the respondents are identified as male and 20% as female.

| Gender | Frequency | Percentage |
|--------------|------------|-------------|
| Male | 79 | 79% |
| Female | 21 | 21% |
| Total | 100 | 100% |

Table 3: The Gender of the Respondents.

Table 4 details both the frequency and percentage of individuals categorized as either current student or alumni. It indicates that 75% are currently students and 25% are alumni.

| Status | Frequency | Percentage |
|--------------|------------|-------------|
| Student | 75 | 75% |
| Alumni | 25 | 25% |
| Total | 100 | 100% |

Table 4: The Status of the Respondents.

Table 5 indicates that 65.3% of the respondents are incoming fourth-year students, 22.7% are incoming third-year students, and 12% are incoming second-year students, with none from among the incoming first-year students.

| Year Level | Frequency | Percentage |
|----------------------|-----------|-------------|
| Incoming Second Year | 9 | 12% |
| Incoming Third Year | 17 | 22.7% |
| Incoming Fourth Year | 49 | 65.3% |
| Total | 74 | 100% |

Table 5: Year Level of the BSAT Respondents.

Table 6 shows the batch that the respondents belong to. Students from the 2023-2024 batch formed the largest proportion at 44%. This was followed by students from the 2022-2023 batch at 28%, and students from the 2021-2022 batch at 16%. Other earlier batches of 2016, 2018-2019, and 2020-2021 each had 4%. There were no students who attended in the 2017-2018 batch. The total number of responding graduates was 25.

| What batch did you graduate from? | Frequency | Percentage |
|-----------------------------------|-----------|-------------|
| 2016-2017 | 1 | 4% |
| 2017-2018 | 0 | 0 |
| 2018-2019 | 1 | 4% |
| 2020-2021 | 1 | 4% |
| 2021-2022 | 4 | 16% |
| 2022-2023 | 7 | 28% |
| 2023-2024 | 11 | 44% |
| Total | 25 | 100% |

Table 6: Batch of the Respondents.

Table 7 presents the distribution of the students' addresses while studying at PATTS. As shown, the vast majority or 73% of the respondents, reside in Paranaque. Next is Cavite, with 10%, followed by Las Pinas with 4%. Other places like Pasay and Manila each represent 3% of the students, while Muntinlupa, Taguig, and Pasig each have 2%. Marikina represents the lowest with only 1% of the students.

| Previous Address | Frequency | Percentage |
|------------------|------------|-------------|
| Paranaque | 73 | 73% |
| Cavite | 10 | 10% |
| Las Piñas | 4 | 4% |
| Pasay | 3 | 3% |
| Manila | 3 | 3% |
| Muntinlupa | 2 | 2% |
| Taguig | 2 | 2% |
| Pasig | 2 | 2% |
| Marikina | 1 | 1% |
| Total | 100 | 100% |

Table 7: Address of the Respondents while Studying at PATTS.

3.2 Specific Variables of Individual Factors, Organizational Factors, External Factors

Table 8 shows the factor with the highest and lowest weighted mean under Individual Factors. Above all

specific variables under Individual Factors, ‘Personal Interest’ has the highest weighted mean of 3.79; ‘Family Expectation and Support’ has the lowest weighted mean of 3.05.

| INDIVIDUAL FACTORS | | | | | | | | | | |
|---------------------------------|-------|-------|-------|-------|------------------|---------------|-----------------------|------------------------|-----------------------|------|
| Question | fu(4) | fu(3) | fu(2) | fu(1) | Weighted Average | Weighted Mean | Verbal Interpretation | Combined Weighted Mean | Verbal Interpretation | Rank |
| Personal Interest | | | | | | | | | | |
| Q1 | 348 | 39 | 0 | 0 | 387 | 3.87 | Strongly Agree | 3.79 | Strongly Agree | 1 |
| Q2 | 284 | 87 | 0 | 0 | 371 | 3.71 | Strongly Agree | | | |
| Peer Influence | | | | | | | | | | |
| Q3 | 168 | 147 | 16 | 1 | 332 | 3.32 | Agree | 3.30 | Agree | 3 |
| Q4 | 148 | 162 | 18 | 0 | 328 | 3.28 | Agree | | | |
| Skill-set and Competencies | | | | | | | | | | |
| Q5 | 308 | 63 | 4 | 0 | 375 | 3.75 | Strongly Agree | 3.77 | Strongly Agree | 2 |
| Q6 | 320 | 54 | 4 | 0 | 378 | 3.78 | Strongly Agree | | | |
| Family Expectations and Support | | | | | | | | | | |
| Q7 | 112 | 114 | 52 | 8 | 286 | 2.86 | Agree | 3.05 | Agree | 4 |
| Q8 | 152 | 144 | 26 | 1 | 323 | 3.23 | Agree | | | |

Table 8: Weighted Mean and Summary of Individual Factors.

Table 9 shows that among the specific variables under Organizational Factors, both ‘Reputation & Prestige’ and ‘Opportunities for Career Advancements’ scored the highest weighted mean of 3.71 with the verbal interpretation of strongly agree.

| ORGANIZATIONAL FACTORS | | | | | | | | | | |
|--------------------------------------|-------|-------|-------|-------|------------------|---------------|-----------------------|------------------------|-----------------------|------|
| Question | fu(4) | fu(3) | fu(2) | fu(1) | Weighted Average | Weighted Mean | Verbal Interpretation | Combined Weighted Mean | Verbal Interpretation | Rank |
| Reputation and Prestige | | | | | | | | | | |
| Q1 | 288 | 81 | 2 | 0 | 371 | 3.71 | Strongly Agree | 3.71 | Strongly Agree | 1.5 |
| Q2 | 292 | 78 | 2 | 0 | 372 | 3.72 | Strongly Agree | | | |
| Opportunities for Career Advancement | | | | | | | | | | |
| Q3 | 280 | 87 | 2 | 0 | 369 | 3.69 | Strongly Agree | 3.71 | Strongly Agree | 1.5 |
| Q4 | 292 | 78 | 2 | 0 | 372 | 3.72 | Strongly Agree | | | |
| Training Quality and Structure | | | | | | | | | | |
| Q5 | 244 | 114 | 2 | 0 | 360 | 3.60 | Strongly Agree | 3.54 | Strongly Agree | 4 |
| Q7 | 220 | 114 | 14 | 0 | 348 | 3.48 | Agree | | | |
| Location and Logistics | | | | | | | | | | |
| Q8 | 236 | 105 | 8 | 2 | 351 | 3.51 | Agree | 3.60 | Strongly Agree | 3 |
| Q10 | 284 | 78 | 6 | 0 | 368 | 3.68 | Strongly Agree | | | |

Table 9: Weighted Mean and ranking of Organizational Factors.

Table 10 shows that above all specific variables under External Factors, Economic Conditions obtained the highest votes of ‘strongly agree’ and a mean of 3.46.

| EXTERNAL FACTORS | | | | | | | | | | |
|-----------------------------|-------|-------|-------|-------|------------------|---------------|-----------------------|------------------------|-----------------------|------|
| Question | fu(4) | fu(3) | fu(2) | fu(1) | Weighted Average | Weighted Mean | Verbal Interpretation | Combined Weighted Mean | Verbal Interpretation | Rank |
| Industry Trends and Demands | | | | | | | | | | |
| Q2 | 216 | 126 | 6 | 1 | 349 | 3.49 | Agree | 3.46 | Agree | 1 |
| Q3 | 192 | 144 | 6 | 1 | 343 | 3.43 | Agree | | | |
| Economic Conditions | | | | | | | | | | |
| Q4 | 172 | 129 | 22 | 3 | 326 | 3.26 | Agree | 3.40 | Agree | 2 |
| Q6 | 240 | 102 | 10 | 1 | 353 | 3.53 | Strongly Agree | | | |

Table 10: Weighted Mean and ranking of External Factors.

3.3. Category Factor that has the Most Influence on Students

Table 11 survey results provide important insights into what influences students' choices when selecting an On-the-Job Training (OJT) program in aviation. Notably, Question 1 received the highest weighted mean of 3.87, indicating that students strongly agree on the significance of choosing an OJT program that aligns with their personal interests in the aviation field. This score highlights that students place a high value on pursuing their passions when making decisions about their training, as personal engagement is likely to enhance their learning experience and satisfaction with the program. Question 7 received the lowest mean of 2.86, indicating that family expectations have the lowest significance in affecting student’s

decision in choosing a company for their OJT program.

| INDIVIDUAL FACTORS | | |
|--------------------|---------------|-----------------------|
| Question | Weighted Mean | Verbal Interpretation |
| Q1 | 3.87 | Strongly Agree |
| Q2 | 3.71 | Strongly Agree |
| Q3 | 3.32 | Agree |
| Q4 | 3.28 | Agree |
| Q5 | 3.75 | Strongly Agree |
| Q6 | 3.78 | Strongly Agree |
| Q7 | 2.86 | Agree |
| Q8 | 3.23 | Agree |
| Mean | 3.48 | Agree |

Table 11: The answers of the respondents about Individual Factors affecting their company selection for their On-The Job Training.

Table 12 survey results make it clear that when students are choosing an On-The-Job Training (OJT) program, the opportunity for career advancement is a huge factor for them. With a weighted mean of 3.72, respondents overwhelmingly agreed that this is a critical consideration.

| ORGANIZATIONAL FACTORS | | |
|------------------------|---------------|-----------------------|
| Question | Weighted Mean | Verbal Interpretation |
| Q1 | 3.71 | Strongly Agree |
| Q2 | 3.72 | Strongly Agree |
| Q3 | 3.69 | Strongly Agree |
| Q4 | 3.60 | Strongly Agree |
| Q5 | 3.48 | Agree |
| Q6 | 3.51 | Agree |
| Q7 | 3.68 | Strongly Agree |
| Mean | 3.63 | Strongly Agree |

Table 12: The answers of the respondents about Organizational Factors affecting their company selection for their On-The Job Training.

Table 13 survey results show that external factors significantly influence students' choices when selecting an On-the-Job Training (OJT) program in aviation. Question 6 received a weighted mean score of 3.53, indicating strong agreement among respondents regarding the importance of financial considerations.

| EXTERNAL FACTORS | | |
|------------------|---------------|-----------------------|
| Question | Weighted Mean | Verbal Interpretation |
| Q1 | 3.49 | Agree |
| Q2 | 3.43 | Agree |
| Q3 | 3.26 | Agree |
| Q4 | 3.53 | Strongly Agree |
| Mean | 3.43 | Agree |

Table 13: The answers of the respondents about Organizational Factors affecting their company selection for their On-The Job Training.

In conclusion, the survey results reveal that the respondents prioritize different factors when selecting an on-the-job training (OJT) program. Company/Organizational Factors emerge as the most critical considerations, with the highest overall mean of 3.63. Respondents agree that this factor is essential in their decision-making process. Individual factors also carry significant weight, with the overall mean of

3.48 agreeing that they are influenced by the fact that they pursue their passions when making decisions about their training, as personal engagement is likely to enhance their learning experience and satisfaction with the program. Financial condition appears to be a less influential factor, with the overall mean of 3.43 agreeing that financial conditions and overall economic factors play a role in their OJT selection.

4. DISCUSSION

4.1 Conclusions

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

1. The study's participants were categorized based on their age, gender, status, year level, batch, and address while studying at PATTS College of Aeronautics. The respondents' demographic profile has greatly contributed to the interpretation and analysis of the study.
2. In conclusion, the respondents consider several factors when choosing a company for their OJT program. Study finds that individual factors are one of the factors that affects their decision-making process. The respondents "strongly agree" that their personal interests and passion in the aviation industry should align closely with the company of their internship. This suggests that the respondents' choose companies for their OJT program that correspond to their long-term career goals and areas of interest. Whereas, passion also contributes as a factor that the respondents consider as it increases their motivation drive which results in improved learning and performance efficiency. Conversely, peer influence and family expectations have a minimal impact on the respondents' decision-making when selecting a company.

The decision-making process also includes organizational factors, which respondents identified as the most significant consideration when choosing a company for their OJT program. Survey results highlight that the company's image and reputation play a crucial role in their decision. A company that provides high-quality training gives respondents a sense of security, while those that adhere to certain standards offer a promising and stable future. Most respondents strongly believe that reputable companies contribute to career advancement, growth, and skill development. Recognizing these factors can positively influence their future employment prospects. Additionally, the company's location is highly valued, as respondents prioritize convenience in their OJT program. This consideration helps narrow down their options, as accessible companies reduce both financial strain and physical fatigue for the respondents.

Lastly, external factors play a significant role before respondents decide on what company to pick for their on-the-job training. These factors influence companies to identify the trends in the industry which, if implemented, can contribute to their overall stability. Thus, Economic conditions impact job opportunities, salary expectations, and the industry's stability, guiding respondents in making strategic choices that align with their career goals.

3. The findings of this study shows that the respondents strongly agree to individual factors, company/organizational factors, and external factors as the key determinants affecting the company selection for the on-the-job training among air transportation students from PATTS College of Aeronautics.

4.2 Recommendations

The Improved School Curriculum. The researchers recommend that PATTS College of Aeronautics

enhance its role in guiding students toward successful aviation careers by establishing clear pathways to industry opportunities. This includes providing not only quality instruction but also an environment where students have access to information and solutions that provide insights into what the aviation industry demands, in terms of skills, experience and education. These initiatives are considered a necessity in equipping students with the ability to navigate the formidable landscape of aviation industry successfully and ensuring their success and professional growth.

Student Counseling Sessions. PATTS College of Aeronautics may conduct one-on-one counseling, wherein students could be provided with custom-fit recommendations and guidance from experts who are well-versed with the issues and challenges that aviation faces at present. Advisers can help students ascertain their strengths and realistic career aspirations while developing actionable plans to achieve those goals. It can also plan for networking opportunities like industry events, guest lectures and panels featuring notable aviation professionals.

Seminars and familiarization programs. Conducting Seminars and Familiarization Programs with Aviation Corporations through PATTS College of Aeronautics will allow Students to have direct interaction from the industry, exposure which is very much relevant in aviation. These events may also feature evaluations of students interests and skills, enabling tailored educational or training programs to help prepare students for careers in aviation. This proactive collaboration between educational institutions and aviation companies is essential for developing a skilled, competitive individuals, and industry-ready workforce, benefiting both students and employers.

Aviation Company Collaborations. The researchers recommend that PATTS College of Aeronautics establish a formal collaboration with aviation companies to streamline students' access to on-the-job training opportunities. Such collaborations would simplify the application process and provide students with essential practical training experiences, bridging the gap between academic learning and real-world application. Additionally, these partnerships would enable the college to tailor its curriculum to go beyond the industry standards, ensuring students acquire relevant skills and knowledge. This initiative could enhance job placement rates for graduates, strengthen ties between academic institutions and the industry, and contribute to the growth of aviation sectors.

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