

Effectiveness of Airline Internship Program of Tourism Graduates: A Channel for Job Placement

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Abstract - This work was intended to assess the Airline Internship of Tourism Graduates of LPU-B from the school year 2010-2013. Specifically, the study also described the demographic profile of the respondents who have undergone the Airline internship; assessed the knowledge and skills they gained in the Airline internship; determined the level of effectiveness of the Airline internship to Tourism graduates; and found out that the employment of the respondents was paralleled to the course they completed. The descriptive method was used by the researchers in order to gather the needed information of the study. The researchers found out that the respondents of the study were dominated by single female young adults whose employment was coupled with the necessary trainings, and with work experience of less than one year. Based on the survey, the knowledge and skills gained by the respondents in the Airline Internship were both very good and the Airline Internship to Tourism Graduates of 2010-2013 was highly effective. Lastly, the Internship Program of the majority of the respondents is aligned to their current jobs.

Keywords – Airline Internship, Tourism Graduates, Job Placement

I. INTRODUCTION

If you're a college student and you know you want a career in aviation, one of the best ways to get a realistic view of the industry from the inside is to find an airline internship or co-op program.

This is also a great resume-builder, since one of the biggest challenges facing new grads is the lack of real-life experience. On-the-job training opportunities and the networking benefits an internship offers will help a college grad long after they have spent the pay earned in the course of the summer (or semester).

Currently, the hospitality industry offers a lot of work opportunities for job seekers whether they are newly graduates or people looking for new ventures. This hospitality trade gives occupations including food and beverage attendants, chefs, culinary experts,

restaurant managers, travel agents, tour guides, flight attendants, cabin crews, ground stewards, and the likes.

Many people choose their career based on their talents or skills. Your skills or abilities are the things you can do. They help you define the level on which you can operate within various areas of interest. Your career should ideally be a reflection of what you enjoy doing and what corresponds to your unique set of skills. Doing something you hate is not fulfilling, it will likely leave you feeling unhappy overall. But if you follow, what you want, you will never be getting tired in your most desirable job, because it is based on your interest, (Woods, 2003).

The Intern Program provides students with hands-on experience and professional growth in their field of study. Internships often enhance the skills and theory that students learn in the classroom and may qualify as course credit.

In Lyceum of the Philippines University-Batangas, one of its front runner courses is Bachelor of Science in International Travel and Tourism Management. Under its curriculum, it covers three internship programs namely: Food and Beverage (Tour 10A), Travel Agencies (Tour 10B), and Tourism Organization, Airlines, Airport and Tourist Destinations(Tour 10C). With this experience, each student is believed to be equipped with knowledge and skills needed for the career path they are about to take after four years of studying in the university.

Narrowing the perspective, Tourism Organization, Airlines, Airport and Tourist Destination (Tour 10C) is designed to provide the students with the opportunity to build professional portfolios of experience and critical thinking. It will provide the students a working environment that is conducive for learning with a hands-on training in administering bookings for tourism or hospitality products and services.

With regards to the status of aviation jobs today, the growth of the Asian market and the trend for exotic destinations also comes as good news for airlines, a sector in need of some positive news. As David Scowsill points out: "Too often, travel and tourism -

particularly aviation - is a scapegoat for poorly thought, short-term government policies, blunt instruments that too often fail to resolve the issues they were established to address, such as carbon emissions.' Scowsill calls for the industry to fight back against being the 'whipping boy' on this issue and remind other industries, opinion formers and politicians of the unparalleled work it is already doing in this area.

Despite the challenges facing airlines, passenger numbers are on the up. This improving trend in air traffic numbers, which was first seen in the summer of 2009, has continued throughout 2010. For the six months to the end of September, figures revealed that the overall annual growth rate in passenger traffic, which includes leisure travel, was just under nine per cent and passenger numbers are now back above their pre-recession level of early 2008, according to David Radcliffe, chief executive of travel expert Hogg Robinson.

So what does it all mean for graduates entering the travel and tourism industry? New graduates are hugely important to the success of the sector. Businesses have to adapt as markets and consumers' needs are changing. Graduates bring fresh ideas to businesses and help them to adapt to the changing environment.

Scowsill would like to see more graduates considering a career in the airline industries and in travel and tourism generally. While the industry may be perceived by many graduates as being low-paid with few growth prospects, he is at pains to point out that this is absolutely not the case. But employees often do not identify their jobs as being within travel and tourism. This creates a challenge that needs to be overcome.

The researchers chose to do the study for the reason that being in the airline industry is one of the careers they want to pursue after graduation and they want to know if the internship that they took would be beneficial for their future employment. In doing so, hopefully it will help the researchers to evaluate the effects of internship program for Tourism students of Lyceum of the Philippines University-Batangas, particularly the Airline Internship Program, in relation to their current jobs since the researchers also underwent this course.

II. OBJECTIVES OF THE STUDY

This research aimed to assess the Airline Internship of Tourism Graduates of LPU-B from the school year 2010-2013.

More specifically, it described the demographic profile in terms of age, gender, civil status and

occupation of the respondents who have undergone the Airline Internship; assessed the knowledge and skills gained in the Airline Internship; determined the level of effectiveness of the Airline Internship to Tourism graduates; and found out if the employment of the respondents is aligned to the course they completed.

III. REVIEW OF LITERATURE

Most college programs require at least one semester of supervised field experience or internship. These work related opportunities place an individual in a company setting where they are given assignments directly related to an area of study or career interest.

An internship is usually part-time and last for the length of an academic term or semester. There are other internships which may be half time, or full time. Some pay a stipend to help with travel costs and housing. Some provide a modest income but rarely offer medical or retirement benefits. Both paid and unpaid internships can provide one with excellent opportunities to gain career-related work experience.

Some basic values of an internship include gaining experience by applying his/her knowledge and skills in work related situations. An intern will learn what he/she can do and what they need to work on his/her studies. An intern may also gain the practical real work experience that employers like to see on a job candidate's resume. It can also help expand an intern's knowledge by seeing how others solve problems. Clarifying an intern's career goals with professionals helps a person to make decisions if the field is for them or not. An intern will also learn how to establish a network of contacts, mentors, and references that will be of value for future letters and support.

Although there is no obligation for a company to later hire an intern as a full-time employee there are those situations where this happens. The internship becomes a pre-recruiting tool that allows an employer to see how well an individual fits into the culture of the company. Past interns provide an excellent pool of potential candidates from which to choose when a job position opens.

In the study conducted by Buted and Lualhati (2008), they claimed that tourism programs include some subjects in business management although majority of the major courses are along tourism. The program itself includes three sets of learning task such as general education subject, specialization subject and practicum. The first cluster of subjects includes liberal education courses like languages and literature, social sciences, natural science and mathematics, and service training programs. Thus, tourism as a course is

disciplinary in orientation. The second cluster includes the specialization subjects of tourism which exposes the students to a career-oriented course of tourism. The emphasis is not on tourism alone but also in hospitality in general. The third aspect of the course is practicum of six units which is the culmination of the course as it provides the students with experimental learning in the practice of tourism business.

Internship in the tourism and hospitality industry provides undergraduate students an enormous real world (industry) situational experience, where the students find the opportunity to update their knowledge and improve upon the skills they have acquired whilst at college. Interning is thus a kind of opportunity provided for students to step out of their theoretical-based zone to enter into a different practical learning situation.

The benefits of internship or other experiential learning experience are immense. The transferable skills you acquire along with the professional relationships you create are resources that will come in handy time and again. Once you graduate, you will have to face a competitive job market and your internship may just set you apart from the crowd. In an airline internship, you acquire knowledge and skills that would give you something besides your education to transfer to a full-time job (Gunlu and Usta, 2009).

In terms of effectiveness of airline internship, today there are more exciting, challenging and varied careers - offering opportunities for fast promotion - such as those offered by the hospitality, tourism and leisure industry. This is the world's fastest-growing, job-creating profession. The hospitality industry has been experiencing is becoming an ever-stronger force to be reckoned with; new concepts are abounding; and there is a constant need for top-level industry consultants to advise on the profession as its trans-global expansion continues apace (Celis and Magno, 2007).

In today's situation, working in an airline industry is one of the careers that has a lot of opportunities, like fast promotion, leisure benefits, more specifically for the students who have undergone airline internship before when they were in college, because of these experiences, skills and knowledge that they already gained it is more easy for the establishment to identify who's qualified or not.

To resolve the jobs-skills mismatch; the Department of Labor and Employment urges the Commission on Higher Education to set up "opportunities advisory board" (OABs) in colleges and universities. The OABs will be responsible for updating colleges and universities with regards to the skills required by their respective constituents and how their skills can best be

put in use employing the facilities of higher education. "This should spur a faster review of curricula with content vis-à-vis the qualification standard set by industries so that absorption or employability becomes better," (Alday, J.C., et. al, 2007).

With many employers increasingly looking for experience as well as academic achievement in candidates for their positions, internships have an increasing importance in gaining a good job. Undertaking an internship can offer you plenty of real benefits for progressing into your chosen career. Through this related study, colleges and universities would be aware of what kind of internship should their students undergo for further gaining of proper and related experiences so that a student would fit the job qualifications of their chosen company or career.

Employment opportunities may be identified by studying jobs and determining the knowledge and skills one requires. Once that is accomplished, it is possible to plan employment progressions. These paths developed and employees identified on the career ladders, it is possible to inventory the jobs and determine where individuals with the required skills and knowledge are needed or will be needed (Roa, 2010).

To the future employees of the establishments that have relation to airlines industry many of them for sure have already the knowledge and skills one requires. Their past internships, especially on Airlines will help them to be identified that they had such a good background before entering the industry.

Commenting on the benefits of internship for students and employers, Anakwe and Greenhaus (2000), Harris and Zhao (2004), Marhuenda, Martinez and Navas (2004) and Muskett(1996), have all noted that these benefits range from the potential employees' stepping into their work life, meeting with an organizational culture and improving their job-related skills. On the other hand, the employers also enjoy the benefits of meeting and using talented and enthusiastic potential workers, having a new young labor force at the minimum expense and raising the quality of the service with the help of these qualified individuals.

Having this, the effectiveness of airline internship is visible when they are educated enough to meet the needs of their customers. Their present work will tell if they learn something on their on the job training on airlines.

There are quality jobs available in these sectors but the problem lies in mismatch or the challenge of filling them up with qualified workers who possess the required skills and competencies. Therefore, the main task is to address the burgeoning mismatch between

available skills and existing education and training programs, on one hand; and on the other, meeting the market's demand for new skills in a trained, market-driven workforce. Thus, there is a need to assure that education and training make individuals employable, help them gain access to relevant work, to escape poverty and marginalization (Syjuco, 2006).

By taking the airline internship program the student will undergo on such training programs, meeting the market and they may boost their inner skills in facing these sectors. Thus, they can be assessed if they are qualified on the available jobs and later on be a part or be employed to their desired work.

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The effect of tourism development is likely to increase manpower requirements. Having the appropriate academic preparation and training gives better opportunities for graduates of Tourism and Hospitality courses as it is the basic requirement in the tourism industry. Professionalism is growing as shown by the long training and education required for employment in tourism. This fact gives a better edge for graduates of Lyceum of Batangas in terms of employment prospects (Armedilla, et. al, 2011).

IV. METHODS

Research Design

The researchers used the descriptive research method to identify the effectiveness of the airline internship to the graduates of Tourism who have undergone the airline internship. It involved the collection of data in the attempt to test the hypothesis and with the different questions with regards to the status of the subject under study. The descriptive research is something more and beyond just gathering and deals with the present existing condition (Armedilla, M.K., et. al, 2011).

Participants

From 221 respondents: 2010-2011 with thirty-one (31) respondents; 2011-2012 with eight (8) respondents; 2012-2013 with 174 respondents, 10 percent was chosen to represent each school year with sixty-nine (69) respondents: ten (10), five (5) and fifty-four (54) respectively. The seventy (70) respondents of this study represent the Tourism Graduates of Lyceum of the Philippines University-Batangas from years 2010 to 2013. They are the ones who are knowledgeable enough to answer the problems posed in the present study. They will answer the questionnaire that the researchers gave them which supplies the information the researchers need.

Instrument

The data gathering instrument used in this study was a questionnaire composed of self-made questions by the researchers and questions from the evaluation form of LPU-B Internship Office that seeks to attain the assessment of the current airline internship program of Lyceum of Philippines University-Batangas for Tourism students. The questionnaire was well formulated by in-depth reading of research literature and other related studies.

There are three parts of the questionnaire; the first one was the demographic profile of the respondents wherein name, age, gender and civil status of the respondents were asked. It was followed by the job profile of the respondents that questioned about the current jobs and experiences of the respondents. The last part was the airline internship experience, which includes the knowledge, skills, attitude, personality and effectiveness of the airline internship program.

Procedures

The researchers formulated questions answered by the respondents in a form of survey questionnaires. They were distributed to the respondents online and collected after they have finished answering it. The responses to the questionnaire were collected, to analyze and interpret the results. As soon as researchers gathered pertinent data, they were compiled, organized and tabulated. The data were subjected to statistical treatment in order to answer the questions proposed in the study. The treatment included was giving of percentage.

Data Analysis

All information was tallied, encoded and interpreted using descriptive statistics. Frequency distribution was used to know the employment status of the graduates

while weighted mean was used to determine the effectiveness of Airline Internship program of Tourism graduates. The following scale was used to interpret the data gathered in terms of knowledge and skills gained as well as the attitude and personality developed: 4.50 – 5.00 = Excellent (E); 3.50 – 4.49 = Very Good (VG); 2.50 – 3.49 = Good(G); 1.50 – 2.49 = Fair (F); 1.00 – 1.49 = Poor(P)

V. RESULTS AND DISCUSSION

Table 1. Percentage Distribution of the Respondents Profile

Profile	f	%
Age		
18-21 years old	44	62.90
22-25 years old	26	37.10
Gender		
Female	52	74.30
Male	18	25.70
Civil Status		
Single	68	97.10
Married	2	2.90

Table 1 illustrates the respondents' demographic profile. This demonstrates the age range of respondents; 62.90 percent of the respondents were 18-21 years old, showing that most of them were young adults that already have a job. 37.10 percent of the respondents were between 22-25 years old. The highest percentage of respondents is 18-21 years old and the lowest is 22-25 years old.

It is followed by the female graduates' percentage outnumbered that of the male having the percentage of 74.30 percent and 25.70 percent respectively. This is mainly due to the fact that there are more female graduates under BS in International Travel and Tourism Management compared to male graduates.

Lastly, 97.10 percent of the total respondents, which is the dominated response is single. There are only 2.90 percent who are married from the 70 respondents. As the table was interpreted, there was a high percentage of respondents who were single. The graduates' civil status somehow shows effects because some airline companies prefer to hire single applicants.

Table 2 states the job profile of the respondents. 81.40 percent of the respondents' states that their jobs are related to their completed course while graduates whose jobs are not related to the course completed are 18.60 percent.

There are 92.90 percent who are presently employed and only 7.10 percent are not employed from the 70 respondents. There were 22.90 percent of the

total respondents who were without experience and graduates who had one to three years' experience in their jobs are 24.30 percent.

Table 2. Percentage Distribution of the Job Profile of the Respondents

Job Profile	f	%
What type of job were you engaged in immediately after graduation?		
Related to course completed	57	81.40
Not related to course completed	13	18.60
Are you presently employed?		
Yes	65	92.90
No	5	7.10
Work Experience		
Without experience	16	22.90
Less than one year	37	52.90
1-3 years	17	24.30
What is your level of satisfaction in your present job?		
Very satisfied	9	12.90
Satisfied	54	77.10
Less satisfied	6	8.60
Very dissatisfied	1	1.40
Are trainings necessary to your job now?		
Yes	67	95.70
No	3	4.30

The table also shows the level of satisfaction of respondents in their present job. This implies the graduates that were very satisfied in their present job as shown was 12.90 percent. On the other hand, the respondents who were very dissatisfied in their present job were 1.40 percent.

Lastly, based from the result, the respondents who agreed that trainings are necessary to their present job were 95.70 percent. It was followed by 4.30 percent who agreed that they don't need training to their present job.

This is related to the study of Celis and Magno (2007) which stated that in today's situation, working in an airline industry is one of the careers that has a lot of opportunities that's why students are required to undergo in an internship or training thus giving them benefits and having the advantage to be surely qualified in their future jobs.

As implied by Roa (2010), employment opportunities may be identified by studying jobs and determining the knowledge and skills one requires. Once that is accomplished, it is possible to plan employment progressions. These paths developed and

employees identified on the career ladders, it is possible to have an inventory on the jobs and determine where individuals with the required skills and knowledge are needed or will be needed.

Also, it was raised that benefits of internship for students and employers range from the potential employees' stepping into the real work life, meeting with an organizational culture and improving their job-related skills. On the other hand, the employers also enjoy the benefits of meeting and using talented and enthusiastic potential workers, having a new young labor force at the minimum expense and raising the quality of the service with the help of these qualified individuals.

It was also cited that internship becomes a pre-recruiting tool that allows an employer to see how well an individual fits into the culture of the company. Past interns provide an excellent pool of potential candidates from which to choose when a job position opens.

Table 3. Knowledge Gained in an Airline Internship

Knowledge Gained	WM	VI	Rank
1. The intern comprehends/follows instructions easily.	3.34	G	5
2. The intern understands the operating procedures and techniques.	3.60	VG	2
3. The intern is competitive enough in his/her job assignment.	3.67	VG	1
4. The intern is able to organize work and analyze it.	3.57	VG	3
5. The intern has the command of relevant general information and technology.	3.50	VG	4
Composite Mean	3.54	VG	

Based from the result, the over-all assessment of the respondents' on the level of effectiveness of airline internship was very good with a composite mean of 3.54. Among the items mentioned, intern is competitive enough in his/her job assignment ranked first with weighted mean score of 3.67 and verbally interpreted very good. Gaining knowledge from airline internships would surely be an advantage for students to their future chosen career. However, the intern comprehends/follows instructions easily were the only item rated good only with mean value of 3.34.

This implies that with regards to knowledge gained in an airline internship, being competitive enough in his/her job assignment is most preferred. The idea is supported by the statements in the study of Buted and Lualhati (2008), wherein they claimed that tourism programs include some subjects in business management although majority of the major courses are along tourism. The program itself includes three sets of learning task such as general education subject, specialization subject and practicum. Through this, the airline internship programs would help students to be competitive enough for them to survive in the real world of airline industry.

This is strengthened by the study of Gunlu and Usta (2009) which states that the internship in the tourism and hospitality industry provides undergraduate students an enormous real world (industry) situational experience, where the students find the opportunity to update their knowledge and improve upon the skills they have acquired whilst at college. Interning is thus a kind of opportunity provided for students to step out of their theoretical-based zone to enter into a different practical learning situation.

Table 4. Skills Gained in an Airline Internship

Skills Gained	WM	VI	Rank
1. The intern seeks to improve his/her skills by taking initiative to learn new paradigms and methodologies.	3.60	VG	2
2. The intern is comfortable in presenting recommendations, suggestions and criticisms to his/her supervisor/peers and open to accommodate them with an objective and positive point of view.	3.56	VG	4
3. The intern is accurate and efficient in work.	3.66	VG	1
4. The intern makes productive use of resources e.g. terminals and or workstations assigned to him/her.	3.61	VG	4
5. The intern delivers the required amount/volume of work output within the allotted time.	3.56	VG	4
Composite Mean	3.60	VG	

Based from the result, the over-all assessment of the respondents' on the level of skills gained in an airline internship was very good with a composite mean of 3.60. Among the items mentioned, the intern is accurate and efficient in his/her job assigned ranked first with a weighted mean of 3.66 and verbally interpreted very good. The most important aspect in undergoing an internship is the skills that a student will learn. On the other hand, the intern making productive use of resources e.g. terminals and or workstations assigned to him/her has a weighted mean of 3.61. It is followed by the intern is comfortable in presenting recommendations, suggestions and criticisms to his/her supervisor/peers and intern delivers the required amount/volume of work output within the allotted time that both got a weighted mean of 3.56.

This implies that an intern is accurate and efficient in their work in the airline internship. Confirming the statement of Woods (2003) that many people choose their career based on their talents or skills. They help you define the level on which you can operate within various areas of interest.

Table 5. Attitude Developed in an Airline Internship

Attitude Developed	WM	VI	Rank
1. The intern reports to the office with regular punctuality and finishes the duty as scheduled.	3.67	VG	3
2. The intern is reliable and imbues a sense of responsibility in handling the tasks assigned to him/her.	3.64	VG	4.5
3. The intern enjoys comfortable working relationship with his/her superiors or peers.	3.76	VG	1
4. The intern applies the virtues of integrity and honesty in all aspects of his/her work.	3.70	VG	2
5. The intern has the positive attitude towards criticism and towards superior/s.	3.64	Vg	4.5
Composite Mean	3.68	VG	

Table 5 states the attitude development in an airline internship gained by BS in International Travel and Tourism Management graduates. As seen from the acquired composite mean of 3.68, the respondents were very good at their working attitude. Being involved in

this industry, comfortable working relationships with supervisors or peers are important. And in line with this, intern enjoys comfortable working relationship with supervisors or peers rank first with 3.76. Having a good attitude in a job is considered to be very important requirement. It is followed by the intern is reliable and imbues a sense of responsibility in handling the task assigned to him/her and has the positive attitude towards criticism and towards superiors that both has a weighted mean of 3.64.

This implies that an intern enjoys comfortable working relationship with his/her superiors or peers. This confirms the statement in Gunlu and Usta (2009) that interning is thus a kind of opportunity provided for students to step out of their theoretical-based zone to enter into a different practical learning situation. The transferable skills you acquire along with the professional relationships you create are resources that will come in handy.

Table 6. Personality Developed in an Airline Internship

Personality Developed	WM	VI	Rank
1. The intern reports for work in proper attire and follows proper personal hygiene.	3.76	VG	2
2. The intern exercises self-confidence and comfortable in airing his/her problems and difficulties with his supervisor.	3.77	VG	1
3. The intern is flexible in work and in dealing with people.	3.74	VG	3
4. The intern accepts miscellaneous jobs and tasks with the proper attitude without complaining.	3.69	VG	5
5. The intern shows interest and pride with the tasks assigned to him/her.	3.70	VG	4
Composite Mean	3.73	VG	

Table 6 demonstrates that over-all assessment of respondents on the personality developed in an airline internship was very good with a composite mean of 3.73. Among the items mentioned, the intern exercises self-confidence and comfortable in airing his/her problems and difficulties with supervisor ranked first

with a weighted mean of 3.77 and verbally interpreted very good. Having a good personality is important in an airline company or airline related jobs. The intern reports for work in proper attire and follows proper personal hygiene with 3.76. The intern is flexible in work and in dealing with people with 3.74 weighted score mean. It is followed by the intern shows interest and pride with the tasks assigned to him/her and accepts miscellaneous jobs and task with proper attitude without complaining that has a weighted mean of 3.70 and 3.69 respectively.

This implies that an intern exercises self-confidence and comfortable in airing his/her problems and difficulties with his supervisor in an airline internship. It is related in the statement of Syjuco that there are quality jobs available in these sectors but the problem lies in mismatch or the challenge of filling them up with qualified workers who possess the required skills and competencies. By taking the airline internship program the student will undergo on such training programs, meeting the market and they may boost their inner skills in facing these sectors.

Table 7. Effectiveness of the Airline Internship Program

	Effectiveness	WM	VI	Rank
1.	Internship coordinator holding the program.	3.61	HE	1.5
2.	Allotted time of internship program.	3.59	HE	3
3.	Tasks (duties and responsibilities) given during the internship.	3.47	E	8
4.	Employers of the host establishment.	3.61	HE	1.5
5.	Orientation or seminar of the company before actual internship.	3.53	HE	6
6.	Supervisors assigned under your department	3.57	HE	4
7.	Facilities that were utilized during the internship	3.41	E	10
8.	Rules and regulations of the company	3.51	HE	7
9.	Assignment of schedule within the internship proper	3.54	HE	5
10.	Designated department given by the host company	3.43	E	9
Composite Mean		3.53	HE	

Legend: 4.50 – 5.00 = Highly Effective (HE); 3.50 – 4.49 = Effective (E); 2.50 – 3.49 = Moderately Effective (ME); 1.50 – 2.49 = Less Effective (LE); 1.00 – 1.49 = Not Effective (NE)

Table 7 shows the effectiveness of the airline internship programs. This implies that the graduated really benefited from the airline internship program with composite mean of 3.53. The internship coordinator holding the program and employers of the host establishment both ranked 1.5 with weighted mean of 3.61. It is followed by the allotted time of internship program ranking third with weighted mean of 3.59. And as shown on the table above, most of the respondents agreed that they were assigned to their respective department and scheduled within the internship proper. Orientation or seminar of the company before actual internship, rules and regulations of the company and the tasks given are some of the major activities that a company or establishment should acquire. Designated department given by the host company and facilities that were utilized during the internship has a weighted mean of 3.43 and 3.41 respectively.

This implies that internship coordinator holding the program and the employers of the host establishment are both effective in an airline internship program. It is related to the study of Alday, J.C., et. al, which stated that to resolve the job-skills mismatch, the Department of Labor and Employment urges the Commission on Higher education to set up “opportunities advisory board” in colleges and universities. Therefore, the coordinators and host establishments would have the opportunity to inform colleges and universities with regards to their qualification for interns.

This matched with the study of Gunlu and Usta (2009) which asserted that the benefits of internship or other experiential learning experience are immense. The transferable skills you acquire along with the professional relationships you create are resources that will come in handy time and again. Once you graduate, you will have to face a competitive job market and your internship may just set you apart from the crowd. In an airline internship, you acquire knowledge and skills that would give you something besides your education to transfer to a full-time job.

VI. CONCLUSION

The respondents of the study were dominated by single female young adults whose employment was coupled with the necessary trainings, and with work experience of less than one year. The knowledge and skills gained by the respondents in the Airline Internship were very good. The Airline Internship of Tourism Graduates of 2010-2013 was highly effective. The Internship Program of the majority of the respondents is aligned to their current jobs.

VII. RECOMMENDATIONS

Lyceum of the Philippines University-Batangas may implement more services to ensure quality information and learning regarding the airline internship of the students. Airline companies may enhance the knowledge and skills they are giving and teaching to the interns assigned to them. For the internship office, they may implement policies that ensure quality information and learning regarding the airline internship of the students for them to know how to adjust when they get there. The future researchers may continually do a follow-up study similar to the present one. They may also motivate themselves to take advanced studies to gain more understanding with regards to the development and effectiveness of airline internship. By applying all these suggestions, this will help them enhance their familiarity and understanding on the aforementioned internship.

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