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A Quantitative Study on Gender Experiences During OJT: Perspectives from Female PHILSCA-FAB Aviation Students

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About Article

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ABSTRACT

This study explores the gender-related experiences of female aviation students at the Philippine State College of Aeronautics-Fernando Air Base (PHILSCA-FAB) during their On-the-Job Training (OJT). In this study, a descriptive quantitative research design was used to survey 70 female students in BS Aviation Electronics Technology (BSAET) and BS Aircraft Maintenance Technology (BSAMT) using a structured, self-administered questionnaire. The instrument demonstrated high reliability (Cronbach's alpha = 0.89). Data was analyzed to look at weighted means and t-tests for responses regarding perceptions of respect, feeling included, and feeling supported as well as negative experiences connected to their gender during the OJT experience. Respondents indicated strong agreement that they were supported, valued, and respected during their training. Most participants disagreed that they had experienced gender discrimination. However, a statistically significant difference ($p = 0.0001$) was found between perceived positive experiences and the challenges encountered, underscoring the need for institutional action. This study suggests the introduction of regular gender sensitivity training, enforcement of explicit anti-discrimination policies, encouragement of equal opportunities, and creation of confidential channels for reporting.

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1. INTRODUCTION

Aviation has long been a symbol of innovation and progress; however, it continues to be perceived as a field in which gender imbalance persists. Although more women have entered the airline industry in recent years, aviation is still generally considered a man's realm. For female pilots, the male-centric occupational culture can be daunting (Yanıkoğlu *et al*., 2020). As Nussrat (2024) notes, despite being the lifeblood of the global economy and the circulatory system of international trade, aviation was largely a man's domain. This has left women with enormous obstacles in entering the field and advancing their careers. For example, according to Casebolt and Khojasteh (2020), in the field of aviation, while the presence of female professionals has been growing rapidly in other sectors, the rate remains low. In reality, as reported by Women in Aviation International (WAI), a nonprofit organization dedicated to encouraging and advancing women in all aviation career fields and interests, women account for fewer than 30% of aviation-related non-pilot roles, and only 7% of pilots are female (WAI, 2019). This led them to question how college pilots' perspectives of women in aviation compare. The responses expressed a collection of both negative and positive attitudes towards female representation, gender barriers, and bias in aviation.

However, the issue of gender imbalance in aviation extends well beyond the cockpit. One of the least examined areas involves women enrolled in aviation technical programs such as Aircraft Maintenance and Aviation Electronics, which remain heavily male-dominated disciplines. According to the Registrar of the Philippine State College of Aeronautics–Lipa Campus, for the Academic Year 2024–2025, there are currently 57 female On-the-Job Training (OJT) students in the Bachelor of Science in Aircraft Maintenance Technology (BSAMT) program and 19 in the Bachelor of Science in Aviation Electronics Technology (BSAET) program, out of a total of 277 OJT students campus-wide. This indicates that the percentage of female trainees' total OJT participants is just approximately 28.50%, emphasizing their lack of representation in technical training in aviation. Therefore, to fully understand the experience of female trainees, it is important to consider that OJT is a setting in which female trainees are exposed to real industry contexts, allowing for gender dynamics and interactions to be fully realized in the workplace.

The 1987 Constitution of the Philippines guarantees equal rights for both women and men. Moreover, the Magna Carta of Women (Republic Act No. 9710) was signed into law on August 14, 2009, requiring the government to actively take steps to foster equality of the sexes in the workplace. Article 6 calls for gender consideration to be included as a means of safeguarding women's rights and ending gender-based discrimination in the structure, approach, law, program, and work progress of governmental organizations and their conduct. Despite these legal protections, the industry still struggles to create an environment where women are treated and represented fairly. Thus, the pursuit of gender equity is not only a social obligation, but also a requirement for aviation to meet its sustainability objectives (Corazza, 2024). In addition, the International Aerospace Women's Association (IAWA) (n.d.) acknowledges that some firms feel that increasing gender diversity is a means to accommodate demands or satisfy corporate social responsibility. However, the field of aircraft still faces one of the most extreme gender imbalances. As noted by Aranjuez *et al*. (2022), gender equity is not "a 'women's issue,' but one that needs all societal actors to work together to ensure that a fair understanding of the differences and similarities between the two sexes is discussed within all social sectors. Taking away discrimination means that you can value women for what they can do, not for the fact that they are women. Moreover, the UNFPA (2022) confirms that women should be considered a key component of investment in development. Authentic gender equality does not exist until women and men have equal rights, opportunities, and responsibilities in all aspects of their domestic, social, and economic lives.

For many years, female pilots have found themselves in the male-dominated field of aviation, and there has been a long debate about women being allowed to fly in a cockpit. Thatchatham and Peetawan (2020) showed there is gender bias in the airline industry, which creates a need for female pilots to prove themselves in training and in the workplace. A result of the study that was favorable, one of the study participants stated that there was a reduction of sexual bias against women flying and it was "encouraging" to see that there were more and more females joining former all male airlines.

Despite numerous local and international efforts to promote diversity and equal opportunity, the aviation field continues to grapple with gender imbalance, especially in hands-on training environments such as OJT. While prior research has explored gender-based challenges faced by women in aviation careers, limited attention has been given to the actual experiences of female aviation students in the Philippine context during their industry exposure. As OJT is central to the development of future aviation professionals, it is important to explore how gender dynamics occur during this stage to create more representative and supportive educational settings.

In response to this gap, the current study aims to assess the experiences of female aviation students at PHILSCA-FAB as they participated in their On-the-Job Training in respect, inclusion, and support, including perceived barriers. The study also intends to examine what significant differences there are in their perceived positive experiences in comparison to their possible gender-based challenges. Recognizing these dynamics can provide evidence-based recommendations for institutional and industry reforms that foster a more equitable experience in training.

Specifically, the study seeks to answer the following questions:

i. How do female aviation students at PHILSCA-FAB perceive their On-the-Job Training experience in terms of respect, inclusion, and support?

ii. How do female aviation students at PHILSCA-FAB perceive the challenges of gender stereotypes during their On-the-Job Training?

iii. Is there a significant difference between the perceived experiences and challenges of the female aviation students at PHILSCA-FAB during their On-the-Job Training?

iv. What recommendations can be proposed to strengthen the inclusion and support of female aviation students at PHILSCA–FAB during their OJT program?

Based on these questions, the study tests the following hypothesis:

There is no significant difference between the perceived experiences and challenges of the female aviation students at PHILSCA-FAB during their On-the-Job Training.

2. LITERATURE REVIEW

Through their literature review, Gorlin and Bridges (2021) also investigated challenges to women pilots as a result of aviation culture. It focused on empirical studies published in the last two and a half decades (1996–2020) and was organized around two main questions: how aviation culture configures the experiences of women as pilots and how it shapes their roles as pilots. From an interpretive perspective, the dominant discourse of gender-biased and discriminating cultural beliefs about women was evident. The papers overwhelmingly suggested that the prevailing masculine culture in aviation not only erodes women pilots' experiences but also negatively affects their performance. The authors cautioned that if anything were to progress for female pilots, a cultural reboot was needed within the aviation industry. As Octaviani *et al.* (2023) noted, gender discrepancy has been a common topic in the workplace for quite some time. It is also inherently related to the Sustainable Development Goals which are designed to achieve gender equality and empower all women and girls.

Nevertheless, the contribution of the aviation sector to global connectivity and economic growth will continue to be limited if there are imbalances in gender and diversity, especially in leadership. For example, Marintseva *et al.* (2021) highlight the significant underrepresentation of women in the position of "pilot." Several studies have identified discrimination based on sex and stereotypes at the societal level (e.g., that the job of a pilot is only for men) as one of the major obstacles that contribute to the problem. In addition, many organizations have done quite a lot of outreach and recruitment, yet women remain underrepresented in many aviation careers (Lutte & Morrison, 2022).

Sending more women to work in aviation is not just about fulfilling hiring needs; it is also about reaping the benefits of a workforce that reflects the realities of the world—benefits that include better profits, greater safety, and more innovation. Over the past couple of years, many organizations have become more aware of the need to have a diverse team, promote fairness within that team, and be inclusive. Recent global events have demonstrated the urgency of diversity, equity, and inclusion (DEI) in the aviation profession, thereby becoming a major issue for both the workplace and classroom (Albelo & O'Toole, 2021). Nevertheless, the women's aviation community of the Asia Pacific region still experiences a number of obstacles in their attempts to enter and progress in the industry.

Nur and Abdul (2023) observed that, among other such issues, the challenges include societal norms, bias and discrimination, lack of support networks, shortage of role models/mentors, absence of policies, and limited access to training/development opportunities. Additionally, Rahman and Nur (2023) stress the increasing role of women in the workforce as a major contributor to the success of the organization in every sector.

However, participation among women in the aviation industry continues to be significantly lower than that among men, even though it increases slowly. Barriers such as low expectations, lack of access to key skills and progress opportunities, and uneven policy systems insulate women's part of the system and retard their trajectory. Likewise, Stevenson *et al.* (2021) found that women were significantly more concerned about sexual harassment and gender bias at work than men were. Women also reported significantly less confidence in speaking up to their managers compared to men. These results coincide with other research that indicates that a significant barrier to women in aviation professions is working in an environment where a male-dominated culture prevails.

It is why achieving gender parity and diversity in aviation is critical not just for women's advancement, but also for the industry's strength and the advancement of the world. Davidson (2022) researched the few numbers of women who remain, marginalized as aviators, more specifically pilots, worldwide women make up only 4% of pilots total. Focusing on Kenya Airways, it discusses both the economic, social, and political implications of women's employment as airline pilots, and details the barriers that exist for women (discriminatory practices, biases and attitudes, and lack of role models).

Progress in gender equality initiatives, both at the national and international levels; for example, Kenyan constitutional provisions for promoting gender equality have been slow. The widespread factors contributing to the low employment of women as pilots are cultural influence, not knowing there are careers, lack of mentorship, fear of work patterns, and lack of development of dispositions and attitudes. Raising awareness, providing mentorship, standardizing rosters, and fostering confidence and skill were identified as strategies to combat barriers and increase gender representation in aviation.

In another study, Casebolt (2023) conducted a phenomenological qualitative study to explore the experiences of women in a gender minority population in the aviation industry in an effort to raise public awareness about their experiences and to also help explain why women enter the aviation profession. In individual interviews, participants described shared experiences of obstacles encountered during their learning, training, and career. Common themes included always feeling outnumbered, stunted career progression despite qualifying, and the challenges of balancing motherhood with the demands of an aviation career. The research also highlights some of the most pressing problems that require action to establish a valid platform that key players can use to address the gender imbalance in aviation.

Morisen (2023) also studied the experiences of women and minority pilots in aviation using a qualitative phenomenological study and applied sociocultural theory. The research explored the history of women and minority contributions in the industry and the discrimination and bias they have endured. While 93 percent of the aviation workforce consists of white males, women and people of color are underrepresented by a large margin and are disadvantaged by such things as a lack of early exposure to aviation careers, high training costs, and a lack of funding. The study showed that early exposure is key, as girls and minorities are oftentimes uninterested in STEM fields, aviation included, by the time they are 12 years old since

there are no role models in those communities. Contributors also shared the financial difficulties and ridicules they faced in their careers. They found that reducing harassment, offering more visibility and representation for girls and minorities, and further funding opportunities are key to improving diversity and promoting a more inclusive aviation industry.

This exploration follows the work of Yaşar Dinçer and Yirmibeşoğlu (2024) on the problems of women's inclusion in the masculine space of commercial airline piloting, which utilizes a liberal feminist theoretical base. The research illustrates how the aviation industry has been transformed in recent decades by globalization, which has provided more opportunities for women in aviation since the 1980s, despite numerous roadblocks. The authors investigated women's challenges at each career stage with a series of semi-structured interviews. These involved parental negativity when women announced their intention to become pilots, discrimination from trainers during their training, and structural obstacles in the work itself, even after they gained their licenses. For women, there are two sets of problems: the need to handle responsibilities within the private sphere (they often have husbands and children back home) and the problem of navigating workplace discrimination from administrators, male colleagues, flight attendants, and even passengers. Finally, it provides some suggestions to overcome these obstacles to enhance female participation in piloting and challenge gender stereotypes in aviation.

While there is increasing scholarship on the topic of gender and diversity in flight, most prior studies have emphasized airline pilots, management, and training organizations emerged and Western contexts like the United States or Europe (Casebolt, 2023; Lutte & Morrison, 2022; Gorlin & Bridges, 2021). Limited empirical studies have investigated women's experiences in aviation education and training in the Philippine context or other Southeast Asian sociocultural settings. The limited studies that exist fails to capture how gender norms, institutional practices, and sociocultural processes inflect women aviation students in a local educational context. By highlighting this gap, it is evident that the current study is valuable, as it aims to add to the body of research by examining the gendered experiences of female aviation students at PHILSCA-FAB, during their On-the-Job Training in the Philippines.

3. METHODOLOGY

3.1. Research design

This research used a descriptive quantitative research approach to investigate and describe the experiences and challenges of female aviation students in their On-the-Job Training. The research hoped to determine the perceived gender bias, inclusion, and opportunities for professional development to their experiences based on their lived experiences. This research design permitted the researcher to gather quantitative statistical evidence to enhance our understanding of the trends and patterns of gender-related experiences and challenges in the authentic context of the aviation industry.

3.2. Population and locale of the study

The research took place in the Philippine State College of Aeronautics - Fernando Air Base (PHILSCA-FAB), which is one of the campuses in Batangas that offer technical programs for aviation. The population of the study was comprised of female aviation students who were enrolled in the Bachelor of Science in Aircraft Maintenance Technology (BSAMT) and the Bachelor of Science in Aviation Electronics Technology (BSAET) programs and underwent their On-the-Job Training (OJT) during the Academic Year 2024-2025.

According to the Registrar of the PHILSCA–Lipa Campus, there were 57 female OJT students from the BSAMT program and 19 from the BSAET program, out of a total of 277 OJT students campus-wide. Given the relatively small number of female trainees in both programs, a census sampling technique was employed to ensure that all eligible female OJT students were included in the study.

The participants completed their industry training in different aviation institutions, such as Omni Aviation Corporation at the Omni Aviation Complex in Clark Freeport Zone, Angeles City, Pampanga, and the Philippine Air Force at Fernando Air Base in Lipa City. These placements offered them valuable hands-on experience in aviation maintenance and electronics operations, enabling the researcher to document genuine insights from both civilian and military aviation settings.

3.3. Data collection

Data were collected using a structured, self-administered questionnaire developed by the researchers and validated by three experts in aviation education. The authors developed a questionnaire to assess adherence to ideas regarding gender stereotypes in various spheres of work. The reliability of all the scales in the questionnaire was tested. A pilot test with 20 female aviation students resulted in a Cronbach's alpha of 0.89, demonstrating strong reliability of the questionnaire. The actual data collection was carried out using an online survey distributed through Google Forms. The data collection period lasted for two weeks. Participants were assured of the anonymity and confidentiality of their responses and their right to withdraw at any time.

3.4. Data analysis

The data collected from the questionnaire were organized, tabulated, analyzed, and treated statistically using weighted mean and t-test and interpreted accordingly using the descriptive and inferential statistical treatment. Descriptive statistics, such as frequency, were used to determine the frequency distribution of the respondents, and weighted mean to determine the perspective of the respondents on their experiences and challenges during their OJT.

The researchers used the Likert scale technique to compute the frequency of the respondents' responses. Regarding the extent of use of the various skills in the respondents' present job, the mean responses were interpreted using the following scale:

Table 1. Likert scale range and verbal interpretation

Scale	Range	Verbal Interpretation
4	4.00 - 4.99	Strongly Agree
3	3.00 - 3.99	Agree
2	2.00 - 2.99	Disagree
1	1.00 - 1.99	Strongly Disagree

3.5. Ethical considerations

Prior to data collection, permission to conduct the study was obtained from the PHILSCA-FAB Campus Research and the OJT coordinators of the institution. Since the study focused on the students' personal experiences rather than official evaluations of partner organizations, no direct data collection was conducted within the industry sites themselves.

All participants were informed about the purpose of the study and their right to participate voluntarily. They were assured of anonymity, confidentiality, and protection from any form of risk or coercion. The respondents completed their On-the-Job Training (OJT) in various aviation-related organizations, including Omni Aviation Corporation (Clark Freeport, Pampanga) and the Philippine Air Force at Fernando Air Base (Lipa City), among others. However, no data were collected directly from these institutions, and no identifying details about the students, supervisors, or OJT companies were disclosed in the results. The study strictly followed ethical standards for research involving human participants, guided by the principles of honesty, respect, and privacy throughout the entire process.

4. RESULTS AND DISCUSSION

This section discusses, examines, and explains the information to better understand the experiences and difficulties of female aviation students during their On-the-Job Training (OJT) program.

4.1. Experiences during OJT

Table 2. Weighted mean and verbal interpretation on the experiences during OJT of the respondents

Statement	Weighted Mean	Verbal Interpretation
My supervisors and colleagues treated me with respect throughout my OJT experience.	3.74	Strongly Agree
I felt included and valued as part of the team during my OJT.	3.76	Strongly Agree
I received adequate support, feedback, and guidance from my mentors during my OJT.	3.80	Strongly Agree
I was assigned tasks that allowed me to learn and grow professionally, regardless of my gender.	3.70	Strongly Agree
I felt safe and comfortable in the workplace environment throughout my OJT.	3.66	Strongly Agree
My supervisors and colleagues treated me with respect throughout my OJT experience.	3.67	Strongly Agree
My contributions were acknowledged and appreciated by my supervisors or teammates.	3.74	Strongly Agree
The OJT environment promoted mutual respect and inclusivity among all genders.	3.69	Strongly Agree
I observed equal treatment and opportunities provided to all trainees, regardless of gender.	3.63	Strongly Agree
My OJT experience positively influenced my motivation to pursue a career in aviation.	3.66	Strongly Agree
Grand Weighted Mean	3.70	Strongly Agree

The data also show that most of the respondents strongly agreed with the statement, "My supervisors and colleagues treated me with respect throughout my OJT experience." and "*My contributions were acknowledged and appreciated by my supervisors or teammates.*" Both had a weighted mean of 3.74, indicating that respondents felt respected, recognized, and valued for their work and contributions.

On the other hand, the statement "*I was assigned tasks that allowed me to learn and grow professionally, regardless of my gender.*" had a weighted mean of 3.70 with verbal interpretation of "*Strongly Agree*" or most of the respondents felt that, irrespective of their gender, they were given responsibilities that enabled them to develop and advance professionally. While, "*The OJT environment promoted mutual respect and inclusivity among all genders.*" had a weighted mean value of 3.69, most of the respondents strongly agreed that the atmosphere given in their OJT fostered mutual respect and inclusiveness for all genders.

The statement "*My supervisors and colleagues treated me with respect throughout my OJT experience.*" had a weighted mean

of 3.67, most of the respondents strongly agreed that during their OJT, they felt being respected by their colleagues and supervisors. Most of the respondents also strongly agreed with the statement, "*I felt safe and comfortable in the workplace environment throughout my OJT.*" and "*My OJT experience positively influenced my motivation to pursue a career in aviation.*" Both had a weighted mean of 3.66. This means that the respondents felt a sense of safety and comfort in their work environment during their OJT, and this experience greatly enhanced their desire to pursue a career in aviation.

It can be noted from the table that the expression "*I saw equal treatment and opportunities given to all trainees, irrespective of gender.*" had the lowest weighted mean value of 3.63, which has a verbal expression of "*Strongly Agree.*" Although this rating is still positive and in the highest category of agreement, its relatively lower mean than the other indicators indicates that equal treatment perceptions, although positive, could be not as strong with all the respondents.

This subtle variation implies that while most female students felt respected, supported, and included during their OJT, some may have observed slight inconsistencies in how opportunities and responsibilities were distributed. That is, the result is not one of dissatisfaction but is rather an indication of an area of continued improvement, that of perpetually achieving consistent gender equity in training assignment and work setting interactions. Such nuances are valuable to institutional self-reflection, as they bring to light the areas of inclusion in need of bolstering through policy or supervisor training.

In conclusion, most of the respondents strongly agreed that they experienced respect, support, guidance, motivation to pursue aviation, safety and comfort, and equal treatment and opportunities throughout their OJT, regardless of gender, with a grand weighted mean of 3.70. Although overall perceptions are highly positive, the slight differences in item means underscore the importance of ongoing attention to gender equity and inclusiveness in training practices.

4.2. Challenges encountered during OJT

Table 3. Weighted mean and verbal interpretation on the challenges encountered during OJT of the respondents

Statement	Weighted Mean	Verbal Interpretation
I observed or experienced instances of gender bias or discrimination during my OJT.	2.00	Disagree
I felt that my competence or abilities were questioned due to my gender.	1.89	Strongly Disagree
I encountered stereotypes that certain aviation roles are more appropriate for men.	2.81	Disagree
My ideas or input were dismissed or undervalued during team discussions.	1.79	Strongly Disagree
I witnessed unequal task distribution influenced by gender assumptions.	1.94	Strongly Disagree
I experienced hesitation or reluctance from colleagues when I took on leadership or decision-making roles.	1.86	Strongly Disagree
There was a lack of female role models or mentors in leadership positions in the workplace.	2.27	Disagree
I noticed differences in how male and female trainees were treated by supervisors.	2.04	Disagree
I had to work harder to prove my capabilities compared to my male/female counterparts.	2.09	Disagree
I felt that gender-related challenges negatively affected my OJT experience.	1.84	Strongly Disagree
Grand Weighted Mean	2.05	Disagree

Table 3 presents the weighted mean distribution and verbal interpretation of the challenges encountered during the respondents' OJT. As shown in the table, "*I encountered stereotypes that certain aviation roles are more appropriate for men.*" had the highest weighted mean value of 2.81, most of the respondents disagreed that they faced gender stereotypes in any specific aviation positions. The statement "*There was a lack of female role models or mentors in leadership positions in the workplace.*" had a weighted mean of 2.27, most respondents disagreed that there was an absence of female leaders in the workplace.

The statement "*I had to work harder to prove my capabilities compared to my male/female counterparts.*" had a weighted mean of 2.09, with a verbal interpretation of "*Disagree*" or most of the respondents believed that they did not need to exert more effort to demonstrate their skills than their male or female peers. In addition, most of the respondents disagreed with the statement "*I noticed differences in how male and female trainees were treated by supervisors.*" which had a weighted mean of 2.04, or the respondents observed that their supervisors treated them fairly. Likewise, the statement "*I observed or experienced instances of gender bias or discrimination during my OJT.*" had a weighted mean of 2.0 with a verbal interpretation of "*Disagree*" or most of the respondents did not witness or encounter discrimination throughout their OJT.

However, a majority of the respondents gave a firm disagreement to the statement "*I witnessed unequal task distribution influenced by gender assumptions.*" with a weighted mean of 1.94, a majority of the respondents did not witness any task allocation imbalance based on gender. In addition, the item "*I felt that my competence or abilities were questioned due to my gender.*" also had a weighted mean of 1.89, with the majority of the respondents strongly disagreeing with their skills or capabilities being questioned because of their gender.

Furthermore, the statement "*I experienced hesitation or reluctance from colleagues when I took on leadership or decision-making roles.*" had a weighted mean of 1.86, with a verbal interpretation of "*Strongly Disagree*" or most of the respondents did not encounter indecision or resistance from their coworkers when they were given decision-making positions. In addition, most of the respondents strongly disagreed with the statement "*I felt that gender-related challenges negatively affected my OJT experience.*" which had a weighted mean value of 1.84, or the respondents did not believe that challenges related to gender adversely impacted their OJT experience.

Finally, the statement "*My ideas or input were dismissed or undervalued during team discussions.*" had the lowest mean value of 1.79, with a verbal interpretation of "*Strongly Disagree*" or most of the respondents did not encounter that their thoughts or contributions were deemed insignificant during team meetings.

In conclusion, most of the respondents disagreed that they encountered gender discrimination throughout their OJT experiences, with a grand weighted mean of 2.05.

4.3. Significant difference between the perceived experiences and challenges of the female aviation students at PHILSCA FAB during their on the job Training.

Table 4. T-statistics value between perceived experiences and challenges of the respondents

Level	Mean	SD	df	t-value	p-value	Interpretation
Experiences	3.70	0.05	9	1.34E-8	0.0001	Significant
Challenges	2.05	0.30	9			

As shown in Table 4, the perception of the respondents in their experiences in OJT had a mean of 3.70 and standard deviation of 0.05, which were higher than their challenges with a mean of 2.05 and standard deviation of 0.30. However, the results obtained a t-statistics value of 1. 34E-8 and p-value of 0.0001, which means this difference of mean and standard deviation values is statistically significant at 0.05 level of significance. Since the p-value of 0.001 is less than 0.05, therefore the hypothesis that there is a significant difference between the perceived experiences and challenges of the female aviation students at PHILSCA FAB during their On the Job Training is accepted. This also implies that the discrepancy between the two variables is sufficient to make the deduction that there is a statistically significant effect. This implies that there is an effect in the population that the sample was taken from. The experiences and issues of female students of aviation are not randomly different; there is a systematic difference. The greater mean score for "experiences" indicates that, in general, their experiences are more positive than the problems they encountered. While female aviation students at PHILSCA-FAB generally had positive OJT experiences, their own problems were significantly different, which means that these problems, if not universal in occurrence, nonetheless need directed attention to provide a truly supportive and fair training environment.

5. CONCLUSION

This study explored the gendered experiences of female aviation students at PHILSCA-FAB during their On-the-Job Training (OJT). The findings reveal a layered perspective: while students generally perceive their OJT experiences positively in terms of respect, inclusion, and support, a statistically significant difference exists between these perceived positive experiences and the challenges related to the gender stereotypes they may encounter.

Specifically, the study found that respondents strongly agreed that they had received adequate support, feedback, and guidance from their mentors during their OJT. They also felt appreciated and included themselves as valued members of their respective teams. Although most participants disagreed with statements indicating their experiences of gender discrimination, a statistically significant difference was observed between their perceived positive experiences and the challenges they encountered ($p = 0.0001$). This suggests that although female aviation students generally perceive their OJT experience positively, the underlying gender-related issues still warrant attention and targeted interventions.

Longitudinal studies can be conducted in the future to study the long-term effects of OJT on the career development of female aviation students and how interventions made at the institutional level can affect career paths and industry retention.

RECOMMENDATIONS

Based on the results of this research, the following are suggested recommendations to enhance the OJT process for female aviation students at PHILSCA-FAB:

- Regular gender sensitivity and inclusivity training for OJT supervisors, mentors, and personnel.
- Creating clear policies and procedures to prevent and address gender-based discrimination, bias, and harassment.
- Providing equal and fair access to learning experiences, task assignments, and leadership opportunities for all students, independent of gender.

• Actively promoting a workplace culture that values diversity, respect, and mutual support among trainees and staff.

• Conducting periodic evaluations of the OJT program using student feedback to improve gender equity and overall training experience.

• Highlighting and supporting female role models or mentors in aviation-related roles to inspire and empower students.

• Gender inclusivity and workplace equity are key criteria for evaluating OJT partner organizations.

• Offering a confidential reporting system for students to report gender concerns while on their OJT.

Through the adoption of these recommendations, PHILSCA-FAB can assist in promoting a fair and empowering OJT experience, moving towards a more diverse, inclusive, and progressive aviation industry.

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