
Satisfaction with Factors Influencing the Hidden Curriculum in a BS Air Transportation Program

John Michael R. Aquino', Julian Angelo A. Baliat', Elden John D. Besa', John Christopher M. David', Jehann Andre S. Declaro', Patrick William P. Lobigas', Nicole Adrein A. Ramos'
Brian Ben C. Coronel

*'BS in Air Transportation, PATTS College of Aeronautics
Lombos Avenue, Brgy. San Isidro, Parañaque City
nicoleadrein.ramos@patts.edu.ph*

ABSTRACT

The limited research on the hidden curriculum propelled the researchers to conduct a study focusing on specific aspects related to general activities, school facilities, faculty and staff behavior, and BS in Air Transportation (BSAT) activities. The study employed a mixed-method approach involving an assessment survey from two hundred BSAT respondents, along with interviews of six participants. Findings showed that most respondents were 21-year-old male Filipinos who generally expressed satisfaction across various areas. However, certain elements, such as general and departmental activities and teacher and faculty behavior, require improvement. Activities organized by the school and department effectively enhanced teamwork, discipline collaboration skills among students. Respondents identified classrooms as essential facilities; however, they indicated the library, activity room, and gym needed improvements. The researchers recommend increasing the availability of BS AT relevant books and journals, magazines, library, providing monetary incentives and other motivation to boost the passion and commitment of faculty members, ensuring cleanliness and orderliness during class transitions, maintaining more international programs, developing additional activities that are aligned with and needed by BS AT students.

Keywords: *Hidden Curriculum, Air Transportation, Assessment, Education, Aviation*

INTRODUCTION

The aviation sector has been one of the backbones of the world economy, as it involves numerous activities, including transporting passengers and cargo over vast distances. These activities encompass airline operations, airport management, aircraft design, and other aviation-related tasks. Aviation students must prepare for their prospective jobs in the field; much of this preparation involves their curriculum.

There are several types of curriculum. One of these is the Recommended Curriculum. This curriculum is defined as the curriculum suggested by government institutions or agencies. In the Philippines, Basic Education recommendations come from the Department of Education, while the Vocational and Technical Education standards are set by the Technical Education and Skills Development Authority (TESDA), and the Higher Education guidelines are provided by the Commission on Higher Education (CHED). For more than five decades, the aviation school and the air transportation program where the study was conducted have followed the rules and regulations of the commission.

While meticulously following the curriculum outlined by CHED, an unplanned type of curriculum also emerges: the hidden curriculum. Although not intentionally designed, this hidden curriculum significantly influences learners' behavior. Elements like peer pressure, school environment, media exposure, parental expectations, societal shifts, cultural traditions, and natural disasters all play a role in shaping it. To date, few research has been conducted in technical schools to explore this phenomenon further.

The researchers aimed to assess the satisfaction of air transportation students with general college activities, physical facilities, faculty, and non-teaching staff behavior, and departmental activities. These factors have an impact and play a significant role in the learners' experience, aside from the recommended curriculum being implemented and deliberately planned.

Background of the Study

The BS in Air Transportation program caters to a wide variety of careers, such as air traffic control, flight dispatch, and flight operations. The program includes courses in weather, navigation, theory of flight, and aviation regulations. It emphasizes safety protocols, decision-making skills, and critical thinking, essential components in the aviation industry. Established in 1969 under the name "Air Transport Engineering," it later evolved to "Air Transportation." To earn a degree in this field after completing approximately 180 units, including general education courses alongside core aviation subjects like electives, a comprehensive recommended, taught, and supported curriculum is being implemented by the department. Amongst its facilities are a Flight Simulator for scenario-based learning experiences; an advanced laboratory dedicated to understanding intricacies involved during each stage within complex systems; and a Virtual Visual Environment Trainer enabling firsthand appreciation via realistic simulations when exploring dynamic operational scenarios. These features are part of the recommended curriculum, while the learners attain this, the students also participate in a wide variety of activities to enhance their knowledge and experience. Activities like foundation day, departmental programs, the interaction of students with their teachers and non-teaching personnel, and the usage of the facilities help students develop values and social skills that aid them in cultivating essential abilities such as leadership, communication, and teamwork. These skills are highly valued in the aviation industry.

Statement of the problem

The study aims to assess the satisfaction of selected factors influencing the hidden curriculum of an air transportation program. It seeks to answer the following questions.

1. What is the demographic profile of the respondent in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Nationality
2. What is the level of BS AT student satisfaction in terms of the following?

- 2.1 General Activities
- 2.2 General Physical Facilities
- 2.3 Faculty Behavior
- 2.4 Non-Teaching Staff Behavior and
- 2.5 Departmental Activities

3. Which activities organized by the college and department are most significant to the participants?
4. What values were gained by the participants from joining in the activities?
5. Which school facility has had the greatest impact on shaping the personality of the participants?
6. Which school facilities are most neglected when it comes to maintenance and improvement?

Theoretical framework

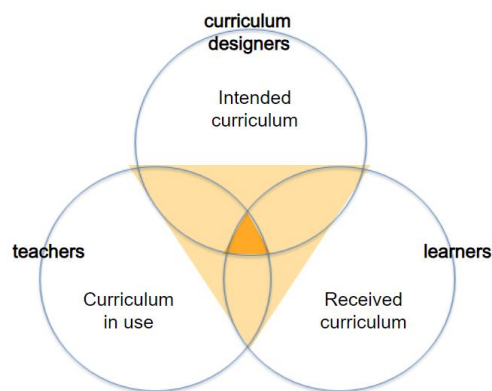


Fig. 1: Theoretical Framework diagram

This diagram, proposed by Rachel Ellaway PhD, Lisa Graves MD, and Andrew Robinson MD, was adopted as the theoretical basis of the study. They stated that a hidden curriculum is what students learn outside the formal curriculum given to them. It serves as a way for them to adapt to the real world of professional work.

Intended Curriculum. This refers to the plan and objectives developed by curriculum designers, including college administrators, course chairpersons, faculty members, and non-teaching staff involved in creating the BS AT program.

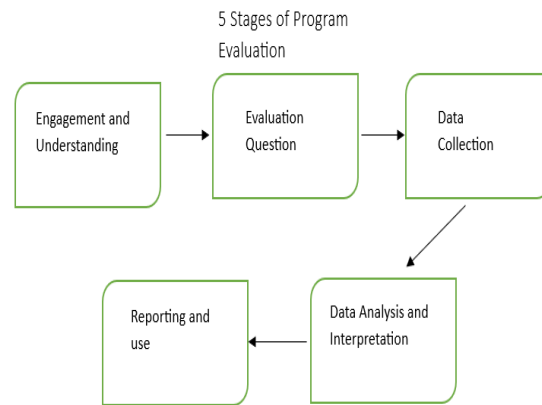
Received Curriculum. This pertains to the concepts and content that learners, specifically BS AT students, genuinely absorb and retain from their classroom experiences.

Curriculum in use - This refers to the implemented BS AT curriculum or lessons delivered and presented by each BS AT Faculty member.

Hidden curriculum - This refers to the lessons and values that students acquire indirectly through their school environment, interactions with others, and participation in activities. This concept is symbolized by the inverted triangle in the diagram.

Conceptual Framework

Fig. 2: Conceptual Framework of the study



The research follows the Five Stages of Program Evaluation in completing the study.

Stage 1: Engagement and Understanding. At this stage, collaborative integration took place between the researchers, the faculty of the BS in Air Transportation program, and the Guild of Air Transportation Students. The researchers gathered information and finalized the scope of the research.

Stage 2: Evaluation Questions. At this stage, the researchers seek the expertise of various professionals, such as graduates with an educational background, statisticians, student leaders, and the chairperson, to validate the alignment and correctness of the questions. Survey questionnaires and interview questions were prepared.

Stage 3: Data Collection. At this stage, the researchers distributed the questionnaire to students in the first semester of the Bachelor of Science in Air Transportation course for the academic year 2024-2025. The survey was conducted for one and a half months, targeting 200 students from different groups with assistance from the Guild of Air Transportation Students. The official course organization of the BS AT Department.

Stage 4: Data Analysis and Interpretation. The researchers worked closely with the Research and

Development Center to analyze the collected data. This process included compiling and interpreting responses from the questionnaire, with assistance from the statistician of the department.

Stage 5: Reporting and use. At the last stage, the researchers put together a report that encapsulated the major findings of the research study. This report was submitted to the interests of those who participated in the research, which included the Department of Bachelor of Science in Air Transportation, Office of the Student Affairs, and Guild of Air Transportation Students.

Scope and Limitations

This study primarily aims to assess the satisfaction of selected factors affecting the Hidden Curriculum of a BS in Air Transportation program. It covers satisfaction in terms of Campus and Departmental activities, General Physical Facilities, Faculty Behavior, Non-Teaching Behavior, and BS in Air Transportation Activities.

This study will not cover or touch other factors like educational policies, cultural influences, socioeconomic context, and assessment practices that influence hidden curriculum.

METHODOLOGY

Research Design

The researchers used the Mixed Method Research in the study. It is an approach that combines both qualitative and quantitative methods to provide a more comprehensive understanding of the topic. The researchers used survey questionnaires to collect data from a group of respondents and conducted one-on-one interviews with participants to cross-check the results of the survey against their opinions. Mixed methods research integrates elements of both quantitative and qualitative approaches to address the research questions. By combining these methodologies, the researchers can achieve a more comprehensive understanding than through isolated quantitative or qualitative studies alone, as it harnesses the strengths of each method (George 2023).

Respondents of the Study

The respondents were 3rd-year and 4th-year BSAT students, as they have completed most of the program's core subjects and participated in various curricular and extracurricular activities. By this stage, these students are expected to have had the most exposure to both the formal curriculum and the hidden curriculum—unspoken expectations, cultural norms, and values imparted through their academic journey. The researchers came up with 203 respondents and used the Cochran formula. Other researchers also interviewed three student leaders and three incoming officers of the Guild of Air Transportation Students.

Research Instrument

The survey questionnaire is a researcher-made questionnaire that was validated and tested by three experts. A member of the BS AT faculty, a staff member in the Research and Development Center, and a faculty member who is a licensed teacher. A student leader was also consulted in drafting the questionnaire.

The questionnaire consists of five sections. The first set of questions is about the demographic profile of the respondents. The second part concerns the level of student participation in extracurricular activities. The third section addresses satisfaction with various school physical facilities. The fourth section evaluates students' satisfaction regarding the behavior of faculty and non-teaching personnel. Lastly, interview questions were developed to explore factors affecting the hidden curriculum. These questions are exclusively for the six participants of the study who are primarily student leaders.

The answers to the questionnaire were measured using the following choices:

VALUE	RANGE	DESCRIPTION
4	3.51 - 4.50	I WAS EXTREMELY SATISFIED.
3	2.51 - 3.50	I WAS SATISFIED.
2	1.51 - 2.50	I WAS UNSATISFIED.
1	1.00 - 1.50	I WAS EXTREMELY UNSATISFIED.

Table 4: Range and Value

Data Gathering Procedure

On November 25, 2024, the researchers began a validation process using a few selected BS Air Transportation instructors with the intention of demonstrating the validity of the questionnaire. This preliminary trial helped identify possible issues in the questionnaire related to clarity, length, and relevance. Necessary adjustments were made to these aspects based on feedback from this validation before distributing it to the main sample.

On December 6, 2024, the researchers successfully utilized the revised questionnaires on a sample of students in their third and fourth years who were pursuing a degree in BS Air Transportation. The questionnaires were distributed as printed paper copies. Students were asked to respond by providing answers to various questions about their encounters and opinions regarding out-of-school experiences during face-to-face interactions. Upon completion of the questionnaires, the researchers automatically received them once filled out.

An interview was conducted with both current and incoming officers of the Guild of Air Transportation Students (GATS) to discuss their experiences and satisfaction concerning general activities, departmental activities, and physical facilities.

Statistical Treatment

1. Percentage Formula

Percentage=(WholePart)×100

2. Frequency

f=Number of occurrences of the response

3. COCHRAN’s Formula

$$n_0 = \frac{z^2 p (1 - p)}{e^2}$$

Fig. 2 COCHRAN’S

The researchers will be using COCHRAN’s Formula to determine the sample size for an infinite population wherein:

n_0 =is the sample size

Z= this is the desired confidence level which is 95%

p=this is the maximum variability

e= this is the margin of error which is 5% (0.05%)

After the infinite population, the researchers will apply it to the finite population correction wherein:

$$n = \frac{n_0 * N}{n_0 - I + N}$$

n=sample size of infinite population (384)

N= the total population (416)

Thematic analysis is a qualitative method employed in the social sciences to spot and showcase recurring patterns or themes within data. The researchers process the transcripts via MAXQDA and meticulously interpret them to extract significance and comprehend diverse topics and interpretations.

Ethical considerations

The researchers adhered to the ethical principles outlined in Republic Act No. 10173 (Data Privacy Act of 2012). This included obtaining approval from the ethics committee, ensuring alignment with the BS AT research agenda, maintaining data security and storage, ensuring safety for both researchers and participants during interviews, and seeking permission from the BS AT Chairperson and Research Development Center before distributing questionnaires. Additionally, activities were conducted so as not to significantly disrupt the daily operations of the department or affect the institution's reputation. Finally, due care was taken regarding all source citations in their references section. Regarding academic integrity, they checked for plagiarism using plagiarism-checking software before considering the manuscript ready for presentation and publication.

RESULTS AND ANALYSIS

Findings

I. Demographic Profile of the Respondents

Age		
Age	Frequency	Percentage
Under 18 years old	0	0%
19 years old	61	30%
20 years old	32	15.3%
21 years old and above	111	54.7%
Total:	203	100%

Table 1: Age of the 3rd and 4th year BSAT students

The table shows a total of 203 respondents, with the 21 and years old above category the highest percentage among all four categories. Meanwhile, there is zero percent in the under 18 years old category, 30% in the 19 years old category, and 15.3% in the 20 years old category.

Gender		
Gender	Frequency	Percentage
Male	167	82.3%
Female	31	15.3%
Non-Binary	1	0.5%
Prefer not to say	4	1.0%
Total	203	100%

Table 2: Gender of the 3rd and 4th year BSAT students

The table above shows the values of the percentage of respondents regarding what gender they selected. The total number of respondents is 203, and most of the gender selected is male, having a percentage of 82.3%. The second

most selected is female with 15.3%. Four of the respondents chose the category of “prefer not to say,” having a percentage of 1.0%. Lastly, one respondent selected the “non-binary” category as having the least frequency and percentage among all.

Marete, C., Zakharov, W., and Mendonca, F. (2022) highlight that male enrollment in aviation courses is significantly higher than female enrollment, underscoring a persistent gender gap in the field.

Nationality		
Nationality	Frequency	Percentage
Filipino	199	98.0%
Other	4	2%
Total	203	100%

Table 3: Nationality of the BSAT students

The table above represents the values of percentage of respondents regarding their nationality. Most of the respondents are found to be Filipino, having a percentage of 98.0%. The other four respondents chose the “other” category, having a percentage of 2%.

Research indicates that the Philippines has a weak presence in the international student market, with inbound foreign students limited to specific nationalities and in much smaller numbers compared to other popular study destinations. Bayudan-Dacuycuy, C., Luzon, P., & Zambrano, S. (2024)

Statement	Standard Deviation	Weighted Mean	Decision
The student and faculty production numbers were engaging and entertaining.	0.645	3.20	Satisfied
The student and faculty production numbers were engaging and entertaining.	0.567	3.28	Satisfied
The resource speaker's delivery was engaging and clear.	0.598	3.25	Satisfied
The cash raffle was conducted fairly and transparently.	0.739	3.25	Satisfied
Composite mean	0.637	3.25	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 4: Opening Ceremony

The weighted mean of this area is 3.25, indicating a "Satisfied" result. The highest weighted mean is 3.28, reflecting the student-faculty interaction during the opening ceremony, while the lowest mean is 3.20 for engaging and entertaining student and faculty production numbers.

According to Liu and Tang (2024), their study titled “Optimizing University Ceremonies for Psychological Well-Being” concludes that school programs, such as opening ceremonies, have a highly positive impact on students by fostering a sense of belonging and community. These programs help students feel more connected, welcomed, and excited, improving their overall experience even if the events themselves are not continuously engaging until the end.

Statement	Standard Deviation	Weighted Mean	Decision
The exhibits were creative and innovative	0.610	3.24	Satisfied
The exhibits were informative and educational.	0.632	3.20	Satisfied
The exhibits were well-presented and visually appealing.	0.657	3.21	Satisfied
Composite mean	0.633	3.22	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 5: PATTS Exhibit

The weighted average for this area is 3.2, suggesting a "Satisfied" outcome. The highest mean of 3.24 pertains to the exhibit's creativity and innovativeness, whereas informativeness and educational value received the lowest mean score of 3.20.

The 2023 study by Sreeramana Aithal and Nandita Mishra titled “Effect of Extracurricular and Co-Curricular Activities on Students’ Development in Higher Education” shows that extracurricular activities—including exhibits—make students more active inside and outside the classroom. These activities encourage students to socialize more, as they get opportunities to meet and interact with peers participating in such events.

Statement	Standard Deviation	Weighted Mean	Decision
The quality of the merchandise items was good.	0.707	3.16	Satisfied
The prices of the merchandise items were reasonable.	0.753	3.04	Satisfied
The taste of the food was good.	0.708	3.09	Satisfied

The prices of the food were reasonable.	0.708	3.09	Satisfied
The games were enjoyable.	0.733	3.04	Satisfied
The games were fair and well-organized.	0.71	3.12	Satisfied
The booth decorations were creative and visually appealing.	0.645	3.14	Satisfied
The booth decorations were appropriate for the event theme.	0.647	3.26	Satisfied
The performers showcased excellent talent and skills.	0.628	3.27	Satisfied
The costumes and props were appropriate and visually appealing.	0.641	3.28	Satisfied
The special numbers were entertaining.	0.643	3.29	Satisfied
The special guests were engaging and interesting to listen to.	0.683	3.14	Satisfied
The special guests made valuable contributions to the event.	0.633	3.19	Satisfied
The celebrity status of the special guests added to the overall appeal of the event.	0.728	3.16	Satisfied
Composite mean	<i>0.681</i>	<i>3.17</i>	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 6: Booths and Bazaars

The weighted mean is 3.17, indicating a "Satisfied" response. The highest mean value of 3.29 pertains to the entertaining special number at the event, while the lowest mean of 3.04 relates to how enjoyable the games were.

A study by Magboo-Campo (2024) titled “Tourism Student Satisfaction with Extra-Curricular Activities in a Public Higher Education Institution in the Philippines” found that students are highly satisfied when engaged in extracurricular events. Participation in activities such as fairs and booths provides students with opportunities to express creativity and talents.

Statement	Standard Deviation	Weighted Mean	Decision
The contestants are stunningly beautiful and physically fit.	0.709	3.15	Satisfied
The production numbers are enjoyable.	0.677	3.35	Satisfied
The gowns and suits of the male and female contestants are breathtaking.	0.682	3.32	Satisfied
The contestants confidently answered the questions.	0.708	3.26	Satisfied
Composite mean	0.694	3.27	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 7: Campus Pageant

The weighted average is 3.27, indicating a response of "Satisfied." The highest mean score is 3.26, focusing on the contestants' confidence during the question and answer segment. Meanwhile, their stunning beauty and physical fitness received the lowest score of 3.15.

In the study by Bañez et al. (2024), participants detailed their experiences managing the demands of both academic responsibilities and participation in pageantry. While some reported that the difficulties sometimes outweighed the benefits, the majority highlighted positive personal growth and outcomes. Key themes emerging from their accounts included the challenge of balancing pageantry with academic work, handling pressures and expectations, forging meaningful connections and relationships, and deriving a sense of fulfillment from their involvement.

Statement	Standard Deviation	Weighted Mean	Decision
The contestants' singing and dancing talents are impressive.	0.699	3.24	Satisfied
The production numbers are exciting and captivating.	0.675	3.27	Satisfied
Composite mean	0.687	3.26	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 8: Campus Idol Singing and Dancing Contest

The weighted average for this area is 3.26, indicating a response of "Satisfied." The highest average value is 3.27, which pertains to the excitement and captivation generated by the production numbers. On the other hand, a 3.24 mean was obtained by contestants' singing and dancing talents, with slightly lower mean scores than others in comparison.

Hallam (2010) reviews extensive empirical evidence on how active engagement with music positively impacts the intellectual, social, and personal development of children and young people. It draws on brain research using advanced technologies, as well as quantitative and qualitative psychological and educational studies.

Statement	Standard Deviation	Weighted Mean	Decision
The artists invited are talented and experienced.	0.668	3.27	Satisfied
The sound and lighting were good and added to the excitement.	0.677	3.40	Satisfied
The concert was entertaining and memorable.	0.677	3.28	Satisfied
Composite mean	0.674	3.32	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 9: *Music Fest*

The weighted average for this area is 3.32, indicating a response of "Satisfied." The highest mean score is 3.40, which focuses on the enhanced excitement from good sound and lighting. Meanwhile, at 3.27, the artists invited received the lowest score for their talent and experience.

Statement	Standard Deviation	Weighted Mean	Decision
The booths are organized.	0.670	3.26	Satisfied
The recruiters are approachable.	0.706	3.20	Satisfied
I believe my group is a good fit for me and my interests.	0.686	3.22	Satisfied
The recruiters were friendly and informative.	0.672	3.24	Satisfied
Composite mean	0.684	3.23	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 10: *Recruitment Week: Program-Oriented and Special Interests Organizations*

The weighted average is 3.23, indicating a "Satisfied" response. The highest mean of 3.26 corresponds to the organized booths category, while the lowest score of 3.20 relates to recruiters being approachable.

According to a 2022 study conducted by Swingler et al. titled “Bridging the gap: skill development in curricular, co-curricular and extra-curricular activities and the impact on students' perceived readiness for employment.”, their study concluded participating in extra or co-curricular activities improves self-reflection on self-development. Also, the students are able to find ways to be confident during their progress of self-development making them more generally approachable. In this way, we can safely assume that the factors of reflection of self-development can lead to better preparedness for the general challenges in life.

Statement	Standard Deviation	Weighted Mean	Decision
I appreciate the opportunity to participate in Sportsfest and contribute to the school community	0.693	3.32	Satisfied
The sports activities during Sportsfest were engaging.	0.701	3.26	Satisfied
The events during Sportsfest were well organized.	0.739	3.22	Satisfied
I am satisfied with the camaraderie among participants during Sportsfest.	0.718	3.18	Satisfied
Composite mean	0.713	3.25	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 11: *Sportsfest*

The weighted mean for this area is 3.25, indicating a response categorized as "Satisfied." The highest weighted mean stands at 3.32 and focuses on Sportsfest participation alongside school community contributions. Satisfaction with camaraderie among participants during the Sportsfest received the lowest score of 3.18.

The 2020 study by Rozali et al. titled “Factors of Active Participation of Engineering and Technical Student-Athletes in Co-Curricular Activities (Sport)” concludes that active participation in co-curricular activities leads to promising developmental growth across multiple dimensions: mental, spiritual, physical, and emotional intelligence. The study finds that students who actively engage become more capable and driven, demonstrating better self-management and overall discipline. This suggests that involvement in such activities fosters holistic personal development and improves the students' ability to manage themselves effectively.

Statement	Standard Deviation	Weighted Mean	Decision
Classrooms are properly ventilated and lighted.	0.754	3.19	Satisfied
The chairs are well-arranged and in good condition.	0.785	2.89	Satisfied
The room is clean and well-maintained.	0.797	2.75	Satisfied
The corridors are free from any obstructions.	0.886	2.72	Satisfied
The laboratories are well-equipped.	0.745	3.00	Satisfied
The computer's hardware and software operate efficiently.	0.812	2.91	Satisfied
The temperature in the non-air-conditioned laboratories is comfortable.	0.835	2.80	Satisfied
The tools and equipment are in good working condition and readily available.	0.956	2.46	Dissatisfied
Safety equipment, such as fire extinguishers, eye wash stations, and first-aid kits, are available.	0.793	2.93	Satisfied
The comfort rooms are well-lit and have adequate water supply.	0.797	3.05	Satisfied
The comfort rooms are regularly cleaned and maintained.	0.949	2.68	Satisfied
The library has sufficient books and other learning materials.	1.010	2.44	Dissatisfied
The library has enough space to accommodate students who want to study.	0.727	3.02	Satisfied
The library has enough space to accommodate students who want to study.	0.869	2.89	Satisfied
The internet connection is reliable and stable.	0.810	3.09	Satisfied
The assembly and athletic facilities are adequate and functional.	1.055	2.22	Dissatisfied
The offices are well-lit and properly labeled.	0.781	2.88	Satisfied

The accounting office is well-equipped with modern technology such as computers, printers, and scanners.	0.707	3.00	Satisfied
Composite mean	0.837	2.83	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 12: Satisfaction Level of the Students in the General Physical Facilities

The weighted mean is 2.83, indicating a greater number of "Satisfied" responses. The highest mean, at 3.19, pertains to adequate ventilation and lighting in classrooms. Meanwhile, the library's availability of sufficient books and learning materials scored a mean of 2.44; tools and equipment being in good working condition and readily accessible scored a 2.46; whereas assembly and athletic facilities were rated lowest with an average score of 2.22 for adequacy and functionality.

The 2024 study by Enciso, R. E., and Bueno, D. C., titled "Enhancing Graduate Student Satisfaction through Modern Campus Facilities: A Case Study of Columban College," concludes that technological adaptation, infrastructure upgrades, and proper cleanliness and maintenance of campus facilities significantly enhance the academic experience for graduate students. Addressing issues related to the physical environment of the school and facilities leads to greater student comfort and confidence, which in turn improves their productivity and overall satisfaction with the facilities. This study highlights the importance of a quality physical and technological environment in fostering a high-quality academic experience and satisfaction among students at Columban College.

Statement	Standard Deviation	Weighted Mean	Decision
Faculty members are dedicated to their profession.	0.704	3.06	Satisfied
Faculty members are approachable and willing to help.	0.688	3.15	Satisfied
Faculty members provide timely and constructive feedback.	0.709	3.13	Satisfied
Faculty members provide guidance and support beyond academic requirements.	0.670	3.08	Satisfied
Faculty members are well-dressed and have a professional appearance.	0.699	3.20	Satisfied
Composite mean	0.694	3.12	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 13: Level of Satisfaction of Students with the Behavior of the Faculty

The weighted average is 3.12, indicating a "Satisfied" response. The highest mean of 3.20 reflects students' satisfaction with the Faculty's behavior due to their well-dressed and professional appearance, while the lowest mean of 3.06 pertains to faculty members being dedicated to their profession.

The 2023 study by Gao, H. L., Ding, D., and Duan, X., titled "Understanding the Impact of Administrative Service Quality on Satisfaction and Loyalty Towards University Students," concluded that student satisfaction is significantly influenced by the quality of non-teaching staff. When administrative personnel are approachable, joyful, and respectful towards students, it leads to higher levels of student satisfaction. This highlights the important role that positive interactions with non-teaching staff play in fostering a supportive and satisfying university environment, which can also contribute to greater student loyalty.

Statement	Standard Deviation	Weighted Mean	Decision
Non-teaching personnel are knowledgeable and able to assist with inquiries.	0.721	3.22	Satisfied
Non-teaching personnel are always present and punctual.	0.720	3.13	Satisfied
Non-teaching personnel are friendly and approachable	0.666	3.08	Satisfied
Non-teaching personnel are respectful and courteous.	0.694	3.06	Satisfied
Non-teaching personnel are helpful and provide valuable guidance on campus.	0.694	3.12	Satisfied
Composite mean	0.699	3.12	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 14: Level of Satisfaction of the Students with the Behavior of the Non-teaching Personnel

The weighted average is 3.12, indicating a "Satisfied" response level. The highest mean score of 3.22 pertains to students' satisfaction with the non-teaching staff's knowledge and capacity to handle inquiries effectively, highlighting their respectful and courteous conduct, which received a rating of 3.06.

The study by Patalinghug et al. (2021), titled “Students’ Satisfaction on School Services in a State College in the Philippines,” concluded that students are highly satisfied with the supportive assistance and healthy environment provided by the school. Students greatly appreciate the guidance and responsiveness of the staff, which positively impacts their overall satisfaction. Beyond meeting students’ needs effectively, the school itself also benefits by gaining high recognition. This underscores the importance of attentive service and a conducive environment in fostering student satisfaction and institutional reputation within the higher education context.

Statement	Standard Deviation	Weighted Mean	Decision
The information provided about the events was clear and easy to understand.	0.659	3.18	Satisfied
The information of all the events was communicated on time.	0.687	3.31	Satisfied
The activities' objectives aligned with the department's mission and vision.	0.696	3.12	Satisfied
The BS AT Officers and organizers were well-prepared and organized.	0.634	3.24	Satisfied
The different BS AT committees worked together effectively and efficiently.	0.745	3.20	Satisfied
The BS AT participants were actively engaged in the event activities.	0.697	3.25	Satisfied
The time allotted for all of the activities was appropriate.	0.716	3.31	Satisfied
The dates chosen for the event were suitable and convenient for most participants.	0.773	3.1	Satisfied
All the venues for BS AT activities have enough capacity to accommodate every participant.	0.792	3.13	Satisfied
Composite mean	0.711	3.20	Satisfied

Legend: 3.51 - 4.50 Very Satisfied, 2.51 - 3.50 Satisfied, 1.51 - 2.50 Dissatisfied, 1.00 - 1.50 Very Dissatisfied

Table 15: Level of Satisfaction of the Students with the Departmental Activities (King’s M.O.V.E, Recruitment Week, King’s Cup, International Coastal Clean-Up, BS AT General Assembly, ATRN Seminars, Guild of Air Transportation Study, Redbird Flight Simulator)

The weighted average is 3.20, indicating a "Satisfied" response level. The highest mean score of 3.31 pertains to information about all the events communicated on time and the time allotted for all of the activities was appropriate while the information provided about the events was clear and easy to understand which received the lowest rating of 3.18.

Summary of Findings

Age of the Respondents

Most of the respondents are twenty-one years old, followed by those who are nineteen and twenty

Gender of the Respondents

The majority of respondents are male, totaling 167. Thirty-one are female, one is non-binary, and four chose not to disclose their gender.

Nationality of the Respondents

One hundred ninety-nine of the respondents are Filipinos, and four are foreign nationals.

Satisfaction with Factors Influencing the Hidden Curriculum

Most areas received "Satisfied" level remarks. However, the researchers want to focus on and give attention to the lowest-rated aspects that need improvement:

- Opening Ceremony: engaging and entertaining student and faculty production numbers.
- Exhibit: informativeness and educational value.
- Booths and Bazaars: relates to how enjoyable the games were.
- Campus Pageant: stunning beauty and physical fitness of the contestants
- Campus Idol (singing and dancing contest): contestants' singing and dancing talents
- Music Fest: the artist's talent and experience.
- Recruitment week: recruiters being approachable.
- Physical Facilities: availability of sufficient books and learning materials, tools and equipment not being in good working condition or easily accessible, as well as issues with assembly and athletic facilities.
- Faculty Behavior: Commitment to Their Profession.
- Conduct of the Non-Teaching Personnel: Polite and Respectful Behavior
- Departmental Activities: the clarity details of the events.

Activities organized by the college and department hold great significance for the participants.

For the general activities, the participants selected the Foundation Day celebration as their most memorable event due to the wide range of activities available over two days. They particularly highlighted booths and bazaars, along with the music festival. Another activity noted by attendees was the Freshmen Recruitment Week organized by various organizations.

For the departmental activities, the GATS Annual Assembly became the most memorable event, followed by the Singapore Changi Airport Tour.

The values are received from engaging in the activities.

Leadership skills, social skills, communication abilities, collaboration, and teamwork were all gained and enhanced through organizing the campus-wide event. Participants mentioned that they enjoyed the music festival for its opportunities to socialize and bond with fellow community members.

Once more, participants highlighted social skills, teamwork, collaboration, and discipline as key values they learned through departmental activities. Collaboration was particularly emphasized as fostering a sense of unity among them.

The school facility has played the most significant role in shaping the participants' personalities.

The participants prioritize organization, orderliness, cleanliness, tidiness, and comfort. They believe that being organized boosts personal growth and drives strong motivation. The classroom environment has significantly influenced the development of their personalities. The library was also mentioned as a secondary factor that influences their personalities.

Neglected school facilities when it comes to maintenance and improvement.

According to the participants, the most neglected facilities at the school are part of the athletics area, the Activity Room, and the Gymnasium. While they find it spacious, issues were noted with ventilation, air conditioning, and sound systems.

CONCLUSION

The majority of respondents and participants in the study are satisfied with the activities, facilities, and behavior of both faculty and non-teaching personnel at the institution.

Activities, physical facilities, and the behavior of faculty and non-teaching personnel influence their motivation to study and learn. There are aspects of these activities and facilities that need improvement.

Skills and values are developed and enhanced by joining activities, participating in events, and interacting with faculty as well as non-teaching staff. This process fosters leadership, social skills, communication abilities, discipline, teamwork, and collaboration.

Recommendations

Air Transportation Department

- maintains the involvement of BS AT students in campus-wide and department-wide activities.
- required for selected BS AT students to participate in competitions during the foundation day program.
- ensure that there are sufficient and relevant BSAT books, journals, magazines, and learning materials available in the library.
- provide monetary incentives and other forms of motivation to enhance the passion and commitment of BSAT faculty members.
- Ensure that the officers and members in the Recruitment Booth of the Guild of Air Transportation have pleasant personalities and are approachable.
- Propose to the college administration improvements for the athletic facilities used by BS AT students.
- Coordinate with the Office of Student Affairs and the Foundation Day Program Committee regarding areas or aspects to improve in various programs and other campus-wide events.
- Provide financial support and resources for research projects led by faculty.

Air Transportation Chairperson and Faculty Members

- Ensure that the classrooms are clean and orderly during transitions between classes.
- Provide timely and relevant professional development opportunities specifically for BS AT faculty members, separate from the general faculty seminars they attend at the institution, to rekindle their passion for teaching.

Office of the Student Affairs

- To collaborate with the BS Air Transportation department, the Guild of Air Transportation Students aims to create more relevant student activities that align with the objectives of their program.
- To guarantee that the college's support services are providing quality assistance, special attention is required for the library, classrooms, and athletics services as they were mentioned in need of improvement.

Guild of Air Transportation Students

- Organize and sustain more activities like international programs that will enhance the skills of BS AT students, ensuring they gain valuable experiences.
- Collaborate with the Office of Student Affairs, as well as the BS AT Chairperson and Faculty Members, to develop additional activities that are aligned with and needed by BS AT students.

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