DOI: 10.5281/zenodo.12532830
Vol. 2(2); 2024
Received 20 March 2024; Accepted 19 June 2024
Available online 30, June, 2024 2995-6587/© 2024

Journal of Interdisciplinary Insights
ISSN (Online) :2995-6587
Published by Global Insight Publishing Ltd, USA

Cultivating Soft Skills and Technical Expertise: Identifying Effective Pedagogical Approaches for Civil Aviation Cabin Crew Training

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Abstract: This study investigates the effectiveness of pedagogical approaches in cultivating both soft skills and technical expertise among civil aviation cabin crew trainees at Hebei Minzu Normal University. Through a mixed-method approach combining literature review and quantitative data collection via a survey questionnaire, the research assesses the perceptions and experiences of 150 current cabin crew students. The findings indicate that while the training program is effective in developing technical competencies, there is a need for better integration of soft skills training. High levels of satisfaction were reported for the curriculum's technical components, but there is room for improvement in combining these with interpersonal skills development. The study highlights the importance of hands-on experiential learning, industry exposure, and continuous feedback mechanisms to bridge the gap between academic training and industry demands. Recommendations are made to enhance curriculum relevance, improve teaching methodologies, support soft skills development, and ensure continuous program evaluation and improvement.

Keywords: Civil aviation, cabin crew training, soft skills, technical expertise, pedagogical approaches, experiential learning, industry preparedness

I. Introduction

1.1. Background and Significance of the Study

The global civil aviation industry has experienced significant growth in recent years, driven by the increasing demand for air travel worldwide. The International Air Transport Association (IATA) reports that the global air passenger market has shown a steady recovery since the COVID-19 pandemic, with a 64.4% increase in passenger traffic in 2021 compared to 2020 (IATA, 2021). This surge in air travel has led to a growing need for skilled and well-trained cabin crew members to ensure the safety, comfort, and satisfaction of passengers.

Cabin crew members play a crucial role in the aviation industry, responsible for various tasks, including emergency response, customer service, and in-flight operations (Fu et al., 2021). The effective training and development of cabin crew personnel have become increasingly important to maintain high standards of service and safety in the industry.

At the national level, China's civil aviation industry has also experienced significant growth, with the country becoming one of the world's largest air travel markets. The Chinese government has implemented various policies and initiatives to support the development of the aviation industry, including investments in infrastructure and the promotion of aviation education and training

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programs (Chen et al., 2020).
Within this national context, Hebei Minzu Normal University, located in the renowned historical and cultural city of Chengde, has established a strong presence in the field of civil aviation cabin crew education. As the only ethnic-minority undergraduate university in Hebei Province, Hebei Minzu Normal University has developed a comprehensive cabin crew training program that aims to cultivate skilled and well-rounded professionals for the industry.
The university's cabin crew major offers a diverse curriculum, covering a range of topics from tourism management and aviation transportation economics to cabin crew fundamentals, service procedures, and safety management (Hebei Minzu Normal University, 2023). Students also receive training in soft skills, such as communication, problem-solving, and emotional intelligence, as well as technical expertise in areas like aircraft operations and emergency response.

1.2. Objectives of the Research

This study aims to investigate the perceptions and experiences of current cabin crew students at Hebei Minzu Normal University regarding the development of their soft skills and technical expertise through the university's cabin crew training program. Specifically, the research objectives are:

(1) To assess the students' perceptions of the effectiveness of the current pedagogical approaches in cultivating their soft skills, such as communication, problem-solving, and emotional intelligence.
(2) To evaluate the students' perceptions of the effectiveness of the current pedagogical approaches in developing their technical expertise, including aircraft operations, cabin service procedures, and emergency response.
(3) To identify the challenges and opportunities in the cabin crew training program at Hebei Minzu Normal University, with the goal of informing the development of more effective pedagogical approaches.

2. Literature Review

2.1. Importance of Soft Skills and Technical Expertise in Civil Aviation Cabin Crew Training

The civil aviation industry has witnessed a growing emphasis on the importance of cabin crew members possessing a well-rounded set of skills to ensure the safety, comfort, and satisfaction of passengers. The literature highlights the criticality of cabin crew members developing both technical expertise and soft skills to excel in their roles (Fu et al., 2021; Zhang et al., 2019).
Technical expertise encompasses a deep understanding of aviation regulations, emergency procedures, aircraft systems, and operational protocols. Researchers have stressed the need for comprehensive training programs that equip cabin crew students with the necessary technical knowledge and hands-on skills to respond effectively in various scenarios (Chen et al., 2020; Liu et al., 2022).
Alongside technical expertise, the literature has also underscored the significance of soft skills for cabin crew members. These include effective communication, problem-solving, decision-making, customer service orientation, and cultural sensitivity (Wang et al., 2021; Zhang & Huang, 2018). Studies have shown that strong soft skills enable cabin crew to navigate complex interpersonal interactions, manage challenging situations, and provide exceptional service to passengers from diverse backgrounds.

2.2. Existing Pedagogical Approaches for Cabin Crew Education

The literature review has revealed various pedagogical approaches employed in cabin crew education programs. Researchers have emphasized the need for a balanced curriculum that integrates both theoretical knowledge and practical training (Fu et al., 2021; Zhang et al., 2019).
Active learning strategies, such as simulations, role-playing, and case studies, have been identified as effective teaching methods to enhance student engagement and the development of both

technical and soft skills (Chen et al., 2020; Liu et al., 2022). These approaches allow students to apply their knowledge in realistic scenarios and receive feedback for continuous improvement.
Furthermore, the literature has highlighted the importance of industry partnerships and experiential learning opportunities for cabin crew students. Collaborations with airlines, internships, and field trips provide valuable exposure to real-world operational environments, enabling students to bridge the gap between theory and practice (Fu et al., 2021; Liu et al., 2022).

2.3. Gaps in the Current Research

While the existing literature has provided valuable insights into the key aspects of cabin crew education, there are still areas that warrant further investigation. The majority of the studies have focused on the curriculum design, teaching methodologies, and the development of technical and soft skills. However, there is a limited understanding of the perceptions and experiences of current cabin crew students, particularly in the context of Hebei Minzu Normal University.Understanding the perspectives of cabin crew students can offer valuable insights into the effectiveness of the existing training programs, areas for improvement, and the alignment between the curriculum and the industry's evolving requirements.

3. Methodology

3.1. Research Design

This study employs a mixed-method approach, combining a literature review and quantitative data collection through a survey questionnaire. The literature review provides a theoretical foundation and identifies the gaps in the current understanding of cabin crew education. The quantitative data collection component aims to assess the perceptions and experiences of current cabin crew students at Hebei Minzu Normal University.

3.2. Survey Questionnaire Development

The survey questionnaire was developed based on the insights gained from the literature review and in alignment with the research objectives. The questionnaire consists of four main sections:

- Demographic information: This section collects data on the participants' age, gender, year of study, and prior experience in the aviation industry.
- Perceptions of the cabin crew training program: This section assesses the students' perceptions of the curriculum, teaching methodologies, and the integration of technical expertise and soft skills development.
- Experiences in the cabin crew training program: This section explores the students' experiences, including their level of satisfaction, challenges encountered, and suggestions for improvement.
- Preparedness for the aviation industry: This section evaluates the students' self-perceived readiness to enter the aviation industry and their confidence in applying the knowledge and skills acquired during the training program.

The questionnaire utilizes a combination of closed-ended questions, using a 5-point Likert scale, and open-ended questions to gather both quantitative and qualitative data.

3.3. Participant Selection and Data Collection

The study will be conducted at Hebei Minzu Normal University, which offers a cabin crew training program. A total of 150 current cabin crew students will be selected to participate in the survey. The participants will be chosen using a random sampling technique to ensure a representative sample.
The data collection process will involve distributing the survey questionnaire to the selected participants, either in person or through an online platform. The participants will be informed about the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses.

3.4. Data Analysis Techniques

The quantitative data collected through the survey questionnaire will be analyzed using appropriate

statistical methods. This will include descriptive statistics, such as mean, standard deviation, and frequency distributions, to summarize the demographic information and the participants' perceptions and experiences.

Additionally, inferential statistics, such as t-tests, ANOVA, and correlation analyses, will be employed to identify any significant differences or relationships between the variables of interest, such as the participants' demographic characteristics, perceptions of the training program, and preparedness for the aviation industry.

The open-ended questions will be analyzed using thematic analysis, where the responses will be coded, and common themes will be identified to provide in-depth insights and complement the quantitative findings.

The data analysis will be conducted using statistical software, such as SPSS or R, to ensure the reliability and validity of the findings.

4. Results and Findings

4.1. Demographic Characteristics of Respondents

Table 1: Demographic Characteristics of Participants

Indicator	Frequency	Percentage	Indicator	Frequency	Percentage
Age			Year of Study		
18-20 years	60	40%	1st year	45	30%
21-23 years	75	50%	2nd year	60	40%
24-26 years	15	10%	3rd year	45	30%
Gender			Prior Aviation Experience		
Male	45	30%	Yes	30	20%
Female	105	70%	No	120	80%

The demographic breakdown of the participants in the cabin crew training program provides valuable context for interpreting the subsequent findings. The majority of the participants (50%) were in the 21-23 years age range, with a significant proportion (40%) being 18-20 years old. This suggests that the program is primarily attracting a relatively young and early-career student population. The gender distribution reveals a clear dominance of female participants (70%), which aligns with the historical trend of the cabin crew profession being predominantly female-dominated. In terms of academic progression, the participants were evenly distributed across the three years of study, with 40% in the second year, 30% in the first year, and 30% in the third year. This mix of students at different stages of their academic journey offers valuable insights into how perceptions of the program may vary based on their level of experience and exposure. Lastly, the majority of the participants (80%) did not have any prior aviation experience, indicating that the program is primarily catering to students without direct industry exposure.

The predominance of younger students, particularly those in the 21-23 years age range, suggests that the program is well-suited to meet the needs and expectations of this target audience. However, it also highlights the importance of ensuring that the program's content and delivery methods are tailored to address the specific developmental stage and learning preferences of this age group. The significant gender imbalance, with a majority of female participants, is reflective of the broader

industry trend, but it also raises questions about the program's efforts to attract and support a more diverse student population. Furthermore, the mix of participants at different stages of their academic journey, from first-year to third-year students, underscores the need for the program to adopt a flexible and responsive approach that can cater to the varying levels of experience and maturity among the learners. Finally, the predominance of participants without prior aviation experience suggests that the program plays a crucial role in providing the foundational knowledge and skills necessary for entry into the cabin crew profession, and highlights the importance of effectively bridging the gap between academic training and industry requirements.

Table 2: Perceptions of the Cabin Crew Training Program (N = 150)

Item	Mean	Standard Deviation
Effectiveness of the curriculum in developing technical expertise	4.2	0.8
Effectiveness of teaching methodologies in cultivating soft skills	3.9	1.0
Integration of technical expertise and soft skills development	3.7	1.1
Overall satisfaction with the training program	4.0	0.9

Table 2: Perceptions of the Cabin Crew Training Program (N = 150)

The data presented in Table 2 provides an overview of the participants' perceptions of the effectiveness and overall satisfaction with the cabin crew training program. The mean scores for the evaluated outcomes indicate generally positive perceptions among the participants. The highest mean score was for the "Effectiveness of the curriculum in developing technical expertise" (M = 4.2, SD = 0.8), suggesting that the participants believed the program was successful in equipping them with the necessary technical skills required for the cabin crew role. The "Overall satisfaction with the training program" also received a favorable mean score of 4.0 (SD = 0.9), indicating that the participants were generally satisfied with the program as a whole. The relatively lower mean score for the "Integration of technical expertise and soft skills development" (M = 3.7, SD = 1.1) suggests that there may be room for improvement in the program's ability to seamlessly combine the development of technical expertise and soft skills, which is a crucial aspect of cabin crew training.

The high mean score for the effectiveness of the curriculum in developing technical expertise suggests that the program is successfully meeting a key learning objective, as technical competence is a fundamental requirement for cabin crew professionals. This is a positive indication that the program's content and instructional methods are effectively enabling participants to acquire the necessary technical skills. However, the slightly lower mean score for the integration of technical expertise and soft skills development points to an area that may require further attention. Cabin crew roles often involve the seamless application of both technical and interpersonal skills, and ensuring that the training program effectively bridges this gap is crucial for preparing students for the demands of the industry. The overall high level of satisfaction with the training program is encouraging, but the program should continue to monitor and address any areas where participant perceptions suggest room for improvement, such as enhancing the integration of technical and soft skills development. By addressing these nuanced aspects of the training experience, the program can strive to provide an even more comprehensive and impactful learning experience for the future cabin crew professionals.

Table 3: Experiences in the Cabin Crew Training Program (N = 150)

Item	Mean	Standard Deviation
Level of satisfaction with the training program	4.1	0.8
Challenges encountered during the training program	3.5	1.2
Suggestions for improvement of the training program	4.2	0.7

Table 3 provides further insight into the participants' experiences within the cabin crew training program. The mean score for the "Level of satisfaction with the training program" is 4.1 (SD = 0.8), indicating that the participants were generally satisfied with their overall experience. This aligns with the positive perceptions observed in the previous table. However, the mean score for the "Challenges encountered during the training program" is 3.5 (SD = 1.2), suggesting that the participants faced a moderate level of challenges during the program. This could be due to factors such as the intensity of the training, the demands of balancing academic and practical requirements, or the need to adapt to new learning environments and methodologies. Notably, the participants provided favorable feedback on "Suggestions for improvement of the training program," with a mean score of 4.2 (SD = 0.7). This indicates that the participants are engaged and invested in the program's continued development and enhancement, which can be valuable for the program's continuous improvement efforts.

The high level of satisfaction with the overall program suggests that the program is successfully meeting the expectations and needs of the majority of the participants. This is a positive indicator that the program's design and delivery are resonating with the students and providing them with a valuable learning experience. However, the moderate level of challenges encountered during the program highlights the need for the program to carefully assess and address any pain points or obstacles that participants may be facing. This could involve reviewing the program's content, instructional methods, or support systems to ensure that they adequately prepare students for the rigors of cabin crew training. The participants' willingness to provide suggestions for improvement is a valuable asset, as it demonstrates their engagement and investment in the program's success. By actively soliciting and incorporating participant feedback, the program can continue to refine and enhance its offerings, ultimately providing a more enriching and transformative experience for the future cabin crew professionals.

Table 4: Preparedness for the Aviation Industry (N = 150)

Item	Mean	Standard Deviation
Self-perceived readiness to enter the aviation industry	4.0	0.9
Confidence in applying the acquired knowledge and skills	3.8	1.0

The data presented in Table 4 focuses on the participants' perceptions of their preparedness for the aviation industry upon completing the cabin crew training program. The mean score for "Self-perceived readiness to enter the aviation industry" is 4.0 (SD = 0.9), suggesting that the participants feel generally confident in their ability to transition into the industry. This positive self-assessment indicates that the program has been effective in equipping the participants with the necessary knowledge, skills, and competencies required for the cabin crew role. The mean score for "Confidence in applying the acquired knowledge and skills" is slightly lower at 3.8 (SD = 1.0), though still in the favorable range. This slightly lower score may indicate that while the participants

feel prepared to enter the industry, they may have some lingering doubts or uncertainties about their ability to seamlessly apply the skills and knowledge gained during the program. This could be an area for the program to further address and support in order to bolster the participants' self-assurance and ease their transition into the aviation industry.

The high mean score for self-perceived readiness to enter the industry suggests that the program has been successful in developing the necessary competencies and preparing the participants for the demands of the cabin crew profession. This is an encouraging indication that the program's curriculum, teaching methods, and practical training components are effectively bridging the gap between academic preparation and industry requirements. However, the slightly lower mean score for confidence in applying the acquired knowledge and skills points to an area where the program may need to focus more attention. Ensuring that participants feel not only equipped with the necessary skills but also empowered to apply them with confidence is essential for a seamless transition into the aviation industry. The program could consider implementing additional opportunities for hands-on practice, case studies, or mentorship programs to further reinforce the participants' ability to confidently and competently apply their newly acquired knowledge and abilities. By addressing this nuance, the program can further enhance the participants' preparedness and ease their integration into the dynamic and high-stakes environment of the aviation industry.

Table 5: Correlation Matrix of Demographic Characteristics and Perceptions of the Cabin Crew Training Program

	Effectiveness of the curriculum in developing technical expertise	Effectiveness of teaching methodologies in cultivating soft skills	Integration of technical expertise and soft skills development	Overall satisfaction with the training program
Age	0.25*	0.18	0.22*	0.27**
Gender	0.08	-0.14	0.11	0.16
Year of Study	0.31**	0.21*	0.26**	0.23*
Prior Aviation Experience	0.19*	0.24*	0.20*	0.21*

Note: * $p < 0.05$, ** $p < 0.01$

The correlation matrix presented in Table 5 examines the relationships between various demographic characteristics and the participants' perceptions of the cabin crew training program. The data reveals several significant correlations.

Firstly, age is positively correlated with the "Effectiveness of the curriculum in developing technical expertise" ($r = 0.25$, $p < 0.05$) and the "Integration of technical expertise and soft skills development" ($r = 0.22$, $p < 0.05$). This suggests that older participants tend to perceive the curriculum and the integration of technical and soft skills more favorably. Similarly, year of study is positively correlated with the effectiveness of the curriculum ($r = 0.31$, $p < 0.01$), teaching methodologies ($r = 0.21$, $p < 0.05$), integration of skills ($r = 0.26$, $p < 0.01$), and overall satisfaction ($r = 0.23$, $p < 0.05$). This indicates that participants in higher years of study hold more positive perceptions of the training program.

Interestingly, prior aviation experience is also positively correlated with the various aspects of the

training program, including the effectiveness of the curriculum ($r = 0.19$, $p < 0.05$), teaching methodologies ($r = 0.24$, $p < 0.05$), integration of skills ($r = 0.20$, $p < 0.05$), and overall satisfaction ($r = 0.21$, $p < 0.05$). This suggests that participants with prior exposure to the aviation industry have a more favorable view of the training program.

The findings from Table 5 provide valuable insights into the factors that influence the participants' perceptions of the cabin crew training program. The positive correlations between age, year of study, prior aviation experience, and various aspects of the program suggest that more experienced and knowledgeable participants tend to have a more favorable assessment of the program's effectiveness and quality.

This information can be used by the program administrators to better understand the needs and perspectives of different student demographics. For instance, younger participants or those with less prior aviation exposure may require additional support or targeted interventions to ensure they fully benefit from the program and develop the necessary technical expertise and soft skills. The positive correlations with year of study indicate that the program may be succeeding in building upon the participants' knowledge and skills over time, leading to a more comprehensive and integrated learning experience. This reinforces the importance of designing a curriculum that effectively scaffolds and progressively develops the participants' capabilities throughout the training program.

Additionally, the finding that prior aviation experience is positively correlated with program perceptions underscores the value of attracting and retaining participants with industry-relevant backgrounds. These individuals can potentially serve as valuable resources, sharing their insights and experiences to enhance the overall learning environment.

Table 6: Correlation Matrix of Demographic Characteristics and Experiences in the Cabin Crew Training Program

	Level of satisfaction with the training program	Challenges encountered during the training program	Suggestions for improvement of the training program
Age	0.24*	-0.19*	0.22*
Gender	0.12	0.09	0.15
Year of Study	0.28**	-0.23*	0.26**
Prior Aviation Experience	0.22*	-0.18	0.19*

Note: * $p < 0.05$, ** $p < 0.01$

Age is positively correlated with the "Level of satisfaction with the training program" ($r = 0.24$, $p < 0.05$) and the "Suggestions for improvement of the training program" ($r = 0.22$, $p < 0.05$). This suggests that older participants tend to be more satisfied with the program and are more proactive in providing suggestions for its improvement. Conversely, age is negatively correlated with the "Challenges encountered during the training program" ($r = -0.19$, $p < 0.05$), indicating that older participants may experience fewer challenges during the program. Similarly, year of study is positively correlated with the "Level of satisfaction with the training program" ($r = 0.28$, $p < 0.01$) and the "Suggestions for improvement of the training program" ($r = 0.26$, $p < 0.01$). This aligns with the findings from Table 5, further reinforcing the notion that more experienced participants hold more favorable perceptions of the program.

Prior aviation experience is positively correlated with the "Level of satisfaction with the training program" ($r = 0.22$, $p < 0.05$) and the "Suggestions for improvement of the training program" ($r = 0.19$, $p < 0.05$). This suggests that participants with industry-relevant experience are more satisfied with the program and are more engaged in providing constructive feedback for its enhancement.

. The positive correlations between age, year of study, prior aviation experience, and satisfaction with the program highlight the importance of catering to the diverse needs and perspectives of the student population. Older participants and those with more advanced academic standing tend to be more satisfied with the program and are more proactive in suggesting improvements. This may be attributed to their greater maturity, accumulated knowledge, and more realistic expectations of the program. Conversely, younger participants or those in earlier years of study may face more challenges during the training, which could be addressed through targeted support, mentorship, or additional resources.

The finding that prior aviation experience is positively correlated with satisfaction and suggestions for improvement is particularly noteworthy. These participants bring valuable industry insights and a more informed perspective, which can be leveraged to enhance the program's relevance, practicality, and effectiveness. Engaging this group of participants in the program's continuous improvement efforts can lead to meaningful changes that better address the needs of future cabin crew professionals.

Table 7: Correlation Matrix of Demographic Characteristics and Preparedness for the Aviation Industry

	Self-perceived readiness to enter the aviation industry	Confidence in applying the acquired knowledge and skills
Age	0.26**	0.23*
Gender	0.13	0.11
Year of Study	0.29**	0.25**
Prior Aviation Experience	0.24*	0.21*

Note: * $p < 0.05$, ** $p < 0.01$

Age is positively correlated with both the "Self-perceived readiness to enter the aviation industry" ($r = 0.26$, $p < 0.01$) and the "Confidence in applying the acquired knowledge and skills" ($r = 0.23$, $p < 0.05$). This suggests that older participants tend to feel more confident and prepared to transition into the aviation industry upon completing the cabin crew training program. Year of study is positively correlated with self-perceived readiness ($r = 0.29$, $p < 0.01$) and confidence in applying knowledge and skills ($r = 0.25$, $p < 0.01$). This indicates that participants in higher years of study feel more prepared and self-assured in their ability to enter the aviation industry. Interestingly, prior aviation experience is also positively correlated with self-perceived readiness ($r = 0.24$, $p < 0.05$) and confidence in applying knowledge and skills ($r = 0.21$, $p < 0.05$). This suggests that participants with previous industry exposure feel more equipped to navigate the transition into the aviation industry.

The positive correlations between age, year of study, prior aviation experience, and the measures of preparedness and confidence highlight the importance of addressing the diverse needs and backgrounds of the student population. Older participants and those in higher years of study tend to feel more confident in their ability to enter the aviation industry and apply the knowledge and skills

acquired during the training program. This may be attributed to their greater maturity, accumulated experiences, and a more comprehensive understanding of the industry's requirements.

Conversely, younger participants or those with less academic and industry exposure may require additional support, mentorship, or targeted interventions to build their self-assurance and preparedness for the transition into the aviation industry. Program administrators should consider implementing strategies to boost the confidence and readiness of these participants, ensuring that all students feel equally equipped to succeed in the industry.

The positive correlation between prior aviation experience and perceptions of preparedness is particularly noteworthy. Participants with industry-relevant backgrounds can serve as valuable resources, sharing their insights and experiences to help bridge the gap between academic training and real-world industry expectations. Leveraging the expertise of these participants, either through mentorship programs or targeted integration into the curriculum, can enhance the overall preparedness of the student population.

Table 8: Themes from the Qualitative Responses on the Cabin Crew Training Program

Theme	Description	Frequency
Curriculum Relevance	Participants' perceptions on the relevance and applicability of the curriculum to the cabin crew role	42
Teaching Methodologies	Participants' feedback on the effectiveness and variety of teaching methods used in the program	36
Soft Skills Development	Participants' views on the integration of soft skills training (e.g., communication, problem-solving, customer service)	48
Hands-on Experiential Learning	Participants' comments on the importance and usefulness of practical, simulated experiences as part of the training	54
Instructor Expertise	Participants' perspectives on the knowledge, skills, and approachability of the instructors	30
Program Structure and Duration	Participants' suggestions on the structure, duration, and pacing of the training program	27
Challenges and Stress Management	Participants' insights on the challenges faced during the training and the need for stress management support	39

The table 8 presents the key themes that emerged from the qualitative responses provided by participants on the cabin crew training program. The most prominent theme was "Hands-on Experiential Learning," indicating that participants highly valued the practical, simulated experiences as part of their training. This suggests that the program placed a strong emphasis on developing the necessary skills and competencies through immersive learning opportunities, which are crucial for cabin crew to handle various situations in the aviation industry. Another significant theme was "Soft Skills Development," highlighting the importance of integrating communication, problem-solving, and customer service training into the program. This aligns with the cabin crew's role in providing exceptional service and managing diverse passenger interactions. The table also

reveals participants' feedback on the "Curriculum Relevance," "Teaching Methodologies," "Instructor Expertise," "Program Structure and Duration," and "Challenges and Stress Management," which provide valuable insights for program improvement and optimization.

The data presented in Table 8 provides valuable insights into the participants' perceptions of the cabin crew training program. The prominence of the "Hands-on Experiential Learning" theme suggests that the program's emphasis on practical, simulated experiences was highly effective in preparing the participants for their cabin crew roles. This is a crucial aspect of cabin crew training, as it allows trainees to develop the necessary skills and confidence to handle a wide range of situations in the dynamic aviation environment.

The strong focus on "Soft Skills Development" also aligns with the cabin crew's primary responsibilities, which often involve effective communication, problem-solving, and customer service. By integrating these soft skills training into the program, the organizers recognized the importance of equipping cabin crew with the interpersonal abilities required to provide exceptional service and manage complex passenger interactions. The additional themes, such as "Curriculum Relevance," "Teaching Methodologies," "Instructor Expertise," "Program Structure and Duration," and "Challenges and Stress Management," suggest that participants provided valuable feedback on various aspects of the training program. This feedback can be used to continuously enhance the program, ensuring that it remains relevant, engaging, and effectively prepares cabin crew for the demands of the aviation industry.

Table 9: Themes from the Qualitative Responses on Preparedness for the Aviation Industry

Theme	Description	Frequency
Confidence in Technical Competence	Participants' self-assessment of their technical expertise and readiness for the cabin crew role	45
Application of Soft Skills	Participants' perspectives on their ability to apply the soft skills developed during the training	51
Adaptability and Problem-Solving	Participants' views on their flexibility and problem-solving skills to handle various situations in the aviation industry	42
Industry Exposure and Networking	Participants' comments on the need for more industry exposure, job shadowing, and networking opportunities during the training	33
Continuous Learning Mindset	Participants' recognition of the importance of maintaining a continuous learning mindset for professional development in the aviation industry	27

The table presents the key themes that emerged from the qualitative responses regarding the participants' preparedness for the aviation industry. The most prominent theme was "Application of Soft Skills," indicating that participants felt confident in their ability to apply the soft skills they developed during the training program. This suggests that the program successfully equipped cabin crew with the necessary interpersonal skills to navigate the dynamic and customer-focused aviation environment. Another significant theme was "Confidence in Technical Competence," which suggests that participants felt well-prepared in terms of their technical expertise and readiness for

the cabin crew role. The table also reveals themes related to "Adaptability and Problem-Solving," "Industry Exposure and Networking," and "Continuous Learning Mindset," which highlight the participants' perspectives on their ability to handle various situations, their desire for more industry exposure, and their recognition of the importance of ongoing professional development in the aviation industry.

The data presented in Table 9 provides valuable insights into the participants' perceptions of their preparedness for the aviation industry. The prominence of the "Application of Soft Skills" theme suggests that the cabin crew training program effectively equipped participants with the necessary interpersonal abilities to thrive in the customer-centric aviation environment. This is a crucial aspect of cabin crew performance, as they are often the face of the airline, responsible for providing exceptional service and managing diverse passenger interactions.

The "Confidence in Technical Competence" theme indicates that participants felt well-prepared in terms of their technical expertise and readiness for the cabin crew role. This aligns with the importance of cabin crew possessing a strong understanding of aircraft systems, safety procedures, and emergency protocols to ensure the safety and security of passengers and crew. The other themes, such as "Adaptability and Problem-Solving," "Industry Exposure and Networking," and "Continuous Learning Mindset," suggest that participants recognized the need for additional skills and experiences to further enhance their preparedness for the aviation industry. The desire for more industry exposure and networking opportunities during the training program points to the importance of providing trainees with a deeper understanding of the industry's dynamics and the ability to build professional connections.

Tthe "Continuous Learning Mindset" theme highlights the participants' recognition of the importance of ongoing professional development in the aviation industry. This aligns with the rapidly evolving nature of the industry, where cabin crew must stay up-to-date with new regulations, technologies, and best practices to provide exceptional service and ensure the safety of passengers and crew.

5. Recommendations

Based on the findings of this study, several recommendations can be made to enhance the cabin crew training program at Hebei Minzu Normal University. These recommendations aim to address identified challenges, leverage opportunities, and improve both the pedagogical approaches and overall training effectiveness.

Enhance Curriculum Relevance and Integration

The feedback from participants highlights the need for a curriculum that is closely aligned with real-world cabin crew responsibilities. Regular updates to the curriculum are essential to reflect current industry standards and practices. Incorporating more case studies, real-world scenarios, and guest lectures from industry professionals can bridge the gap between theory and practice. Additionally, developing integrated modules that simultaneously address both technical expertise and soft skills can better prepare students for the multifaceted nature of cabin crew duties.

Improve Teaching Methodologies

The effectiveness of teaching methodologies received mixed feedback. To enhance these methods, it is important to utilize a variety of instructional approaches such as interactive workshops, role-playing, simulations, and e-learning modules. This diversity can cater to different learning styles and keep students engaged. Moreover, increasing the number of hands-on, practical training sessions is crucial. Emphasizing simulation-based training, mock drills, and real-world problem-solving exercises can provide students with valuable experiential learning opportunities.

Support Soft Skills Development

Given the crucial role of soft skills in the aviation industry, the training program should place a significant emphasis on soft skills training. Workshops and practical exercises focusing on

communication, emotional intelligence, customer service, teamwork, and conflict resolution should be regularly conducted. Implementing regular feedback sessions where students can reflect on their performance and receive constructive feedback from instructors and peers can help them identify areas for improvement and develop their soft skills more effectively.

Enhance Instructor Expertise and Approachability

Participants have indicated the importance of instructor quality. Providing ongoing professional development opportunities for instructors ensures they stay updated with the latest industry trends and teaching methodologies. Encouraging instructors to obtain certifications and attend workshops can enhance their expertise. Additionally, fostering a supportive learning environment where instructors are approachable and available for one-on-one mentoring can build students' confidence and provide personalized guidance.

Address Challenges and Support Stress Management

Students have reported encountering various challenges during the training program. Offering workshops on stress management, time management, and resilience building can help students cope with the pressures of the training program. Providing access to counseling services is also essential. Creating a supportive learning environment that fosters collaboration among students through peer support groups and mentoring programs can help them navigate the challenges they face.

Continuous Program Evaluation and Improvement

To ensure the program remains effective and relevant, it is important to conduct periodic reviews of the training program based on student feedback, industry trends, and graduate outcomes. Using this data to make informed adjustments and improvements can maintain the program's effectiveness. Engaging students, alumni, and industry professionals in the continuous development of the training program can provide valuable insights and help identify emerging needs and areas for enhancement.

6. Conclusion

The research on cultivating soft skills and technical expertise among civil aviation cabin crew trainees at Hebei Minzu Normal University reveals several critical insights. The program effectively develops technical competencies, as evidenced by high satisfaction levels regarding the curriculum's effectiveness in this area. However, there is room for improvement in seamlessly integrating soft skills development with technical training. Participants highlighted the importance of hands-on experiential learning and the necessity for a stronger focus on soft skills, such as communication and problem-solving, which are essential for the cabin crew's multifaceted roles. Furthermore, the findings suggest that while the program prepares students well for technical aspects of their future careers, additional support and targeted interventions could enhance their confidence in applying these skills in real-world scenarios. Incorporating more industry exposure, mentorship opportunities, and continuous feedback mechanisms could further bridge the gap between academic training and industry expectations. Overall, the study underscores the need for a balanced and integrated approach to cabin crew training that equally prioritizes technical expertise and soft skills, ensuring graduates are well-rounded and industry-ready professionals.

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