Learner-centered cabin crew training supporting work readiness

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Learner-centered approach is a way of designing and delivering effective training. Needs, preferences, and goals of the learner are essential for employee training. A well-designed leaner-centric training offers numerous of benefits. Learner-centered training includes active involvement and self-direction of the learning process.

This thesis consists of the theoretical part, the implementation of the research and the results. This research examines the learner-centered cabin crew training supportiveness for the work readiness. The research defines the current state of the learner-centered Cabin Crew training, and it helps to find out whether the Cabin Crew training is as supportive for the work readiness as expected and valued by the learners. The target group for the research is the cabin crew members, employees, who received cabin crew training during the year 2023.

Research method is the SERVQUAL method. Results of the research are analyzed according to the SERVQUAL method and its calculation formula $SQ=(P_i-E_i)$. SQ is the perceived service quality, P_i is the score factor of the experience and E_i is the score of the expectation. Negative gap score tell that the training quality is perceived poor, and the positive gap tell that service quality expectations are exceeded. According to the SERVQUAL model, the service provider must be able to provide five critical elements and these elements are environment, reliability, responsiveness, assurance, and empathy. These SERVQUAL dimensions support and guide the research.

This research was conducted by using a structured scale-based online survey which was sent to the respondents by e-mail in October 2023. 86 useful answers were received for this research.

The results of the study showed that the learners agreed that the learner-centered cabin crew training support the work readiness. Research results show the gaps between the expectations and the actual perceptions of the learners. In particular, feedback and communications were identified as an area for development. The tangible elements of the cabin crew training were valued by the learners. This research was conducted during the autumn 2023.

Keywords: Learner-centered, cabin crew, training, work readiness

Content

1   Introduction

Effective and learner-centered training empowers employees. Effective training gives the employees the correct tools and skills to provide high quality services. Proper training is a competitive advantage for the companies, it gives in turn benefits, such as higher customer satisfaction rates and increased profits. (Infopro learning 2023)

Learner-centered approach is one of the approaches for designing and delivering effective training and it is based on the principles of adult learning. It focuses on the needs, preferences and goals of the learner and it includes active involvement and self-direction of learner in the learning process. (Neelen & Kirschner 2020)

Cabin crew members are appropriately qualified crew members who are assigned by an operator to perform duties related the safety of passengers and conduct flight operations. Airline cabin crew represents the values and the identity of the airline. At the same time the cabin crew members are also responsible for ensuring a comfortable, pleasant, and safe flying experience for the customers. (EASA 2023)

 In addition to the cabin crew safety training, which International Air Transport Association (IATA) & European Union Aviation Safety Agency (EASA) requires, cabin crew receives additional training from the airline companies. These trainings which are provided to the cabin crew members varie airline by airline. (IATA 2023; EASA 2023)

The European Union Aviation Safety Agency and International Air Transport Association set the guideline for initial cabin crew training. In addition, in Finland Traficom set aviation regulations which be followed. These restrictions, rules and guidelines direct the cabin crew training. That affects the formulating and implementation of the cabin crew training content. (IATA 2023; EASA 2023 & Traficom 2023)

1.1   Aim and purpose of the research

An employee experience and a customer experience are deeply connected. According to a study, employees who have a positive employee experience are more likely to provide positive customer experience. The link between employee experience and customer experience is so strong, that many are saying that employee experience as the new customer experience. (Business Leadership Today 2023)

Employee experience is everything a worker learns, sees, feels and does at each stage of the employment. Customer experience (CX) refers to how companies engage with their customers at every point of their buying journey. (Qualtrics 2023; Oracle 2023)

A positive employee experience can be supported for example by providing opportunities for professional development, healthy feedback, good work/life balance and employee training. A lack of employee training can cause a company to miss a chance to engage its employees, and therefore to lose an opportunity to create better customer experience. (Neelen & Kirschner 2020)

A learner-centered approach in training and development means focusing on the employee needs, preferences and goals. It is often based on the principles of adult learning, and it includes active involvement and self-direction of the learner. (Neelen & Kirschner 2020)

The learner-centered approach empowers the employees to own their learning paths by focusing on knowledge, which they gain through the learning. With the knowledge they can solve the upcoming problems and perform their duties according to the given instructions. Nothing is more important to the customer satisfaction and experience than the properly trained employees. (Neelen & Kirschner 2020; Qualtrics 2023)

The objective for this research is to find out how Finnair Flight Academy's learner-centered cabin crew training supports the work readiness. The target is to assess to what extent the perspectives of the instructor and the learners align regarding expectations and perceptions. Based on the research answers Finnair Flight Academy get better knowledge about their learners' expectations, perceptions and satisfaction of provided learning quality.

In addition, based on the research results Finnair Flight Academy have the possible to further develop their training quality and to improve the learner's satisfaction. All these elements together give an opportunity to improve the overall customer experience when the learners have an efficient learner-centered cabin crew training which supports their work readiness.

The purpose of the thesis is to present that the learner-centered cabin crew training is important to all the cabin crew members despite the earlier work experience. It benefits the employer and in the big picture it is very important to the entire aviation industry.

Aviation industry is a rapidly changing industry, and it requires adaptability from the employees to stay up to date. (ICAO 2023) Lifelong learning skills are essential for the employees working in the aviation industry. By ensuring the cabin crew training is formulated according to learning-centered approach principles the employees gain needed skills and knowledge to complete their work duties, taking into account the company's business goals.

1.2   Target company

As an organization Finnair is one of the oldest operating airlines in the world and it flies to more than 80 destinations domestically and in Europe, Asia, and North America. The company values are commitment to care, simplicity, courage and working together. These values guide all the actions that happens in the company. (Finnair 2023)

According to Finnair, their employees are top-performing professionals who challenge themselves and their colleagues to create the very best experience for the customers. A strong safety culture, values and taking responsibility guide Finnair employees in their daily work and the committed employees ensure safe flying experience with excellent customer experience. (Finnair 2023)

Finnair Flight Academy provides airline training with high quality, with commitment and customer orientation in a motivating and relaxed way. In addition to the cabin crew training Finnair Flight Academy provides also pilot training with high quality devices for airlines using either dry or wet lease arrangements. (Finnair Flight Academy 2023)

Finnair Flight Academy is built around different assets: facilities, simulators and people. The quality of their services relies on the expertise of their people who bring together a rich variety of skills and experience. (Finnair Flight Academy 2023)

2   Workplace readiness

Workplace readiness refers to the preparation of the new and returning employees with the needed knowledge, skills and abilities. It ensures that employees have the needed academic, critical thinking and personal skills required to perform their jobs correctly. In addition, workplace readiness skills ensure that the employees have the possibility to complete their work on time, while ensuring that the employer's required business goals and objectives are fulfilled. Workplace readiness skills refer to the qualities that the employers look for in their employees. (Vantage circle 2023)

Work readiness skills are a set of skills that are necessary for any kind of work. These skills and behaviors are trained through different types of trainings, which are typically organized by the workplace. Work readiness skills are classified to three different categories, specific social/interpersonal skills, independent living skills and other training areas. (Forbes 2018)

Specific social/interpersonal skills include positive attitude, teamwork, problem solving skills, decision making skills, professionalism, cooperation, conflict resolution and good manners. Community participation, appropriate behavior, use of devices, time management and

community safety are good examples of independent living skills. Other training areas can be for example understanding employer expectations for punctuality and performance and other soft skills which are necessary for the employment. Soft skills are also known as people skills. These skills cover communication and interpersonal skills, leadership skills and other non-technical skills that are related and needed for the assigned work position. (Forbes 2018)

Finnair requires from their cabin crew members a strong customer service orientation, discretion, great social interaction skills, adaptability, team spirit, flexibility, and an ability to take initiative. Additionally, Aviation authorities and Finnair require safety and first aid competences which are specifically defined. Service communication and cultural awareness, as well as Finnair's vision and principles of good customer service are essential skills and topics for Finnair Cabin Crew. (Finnair 2023)

3   Employee experience

Employee experience is way of thinking about the organization. It takes into consideration what employees see, believe, hear, and feel about all aspects of their employment. These aspects stretch from the beginning of the employment to the end of it. (People Insight 2023)

The company's physical workspace, culture and technology are all important aspects of the employee experience. Strengthening the employee experience have plenty of benefits that are associated with employee satisfaction, which lead to higher profits and better marketplace positioning of the organization. (TechTarget 2023)

In general, the most successful organizations in employee experience attract work seekers and score well in research studies. They are often in the top of the list for the places to work. These organizations have also high customer experience scores. Happy and satisfied employees are more likely to keep up with a better mood while interacting with the customers. In addition, these happy and satisfied employees are more dedicated to understanding the products and services offered by their employer, which in turn enables them to give better customer service to their customers. Numerous studies show that there is a direct link between employee experience and customer experience. (TechTarget 2023)

3.1   Employee engagement

Employee experience and employee engagement seem similar, but there are differences between these two. Employee engagement typically feeds the employee experience. The actual difference is that experience is the input of the organization. It is everything what the

employees feel, see, and hear in their daily work. Engagement is what employees feel as a result of the experience. (People Insight 2023)

"Employee engagement is the commitment the employee has to the organization and its goals" (Forbes 2018). Employee engagement is about the depth of the mental and emotional connection, which the employees feel towards the work they do, their teams, and their organization. When the employee engagement is on a high level, the employees are engaged, and the discretionary efforts increase. That means that the employees want to perform over the basic requirements of their work duties. (Forbes 2018)

Making employees happy is not the same as making them engaged to their work. Employee engagement measures how employees feel about the organization, and it can be categorized into four main groups. Highly engaged employees, moderately engaged employees, barely engaged employees and disengaged employees. (Quantum 2023)

The biggest factor and the driver that supports the employee engagement is that the work duties should allow the employees to utilize their strengths. The work should feel interesting but at the same time challenging. The trust for the employer should be on a good level. (Quantum 2023)

The growth and development opportunities of the employees should be considered to attract and retain highly engaged employees. The information and skills that are needed for the work duties must be clearly informed and trained to the employees. (Quantum 2023; People Insight 2023)

Employees who know what is required from them, who find their work duties challenging, and who have a possibility to utilize their strengths stay motivated and engaged. Employees' want to work for employers who have a good strategy built for success, because they want to have a feeling that they can contribute to the organization's success in their own working roles. (Quantum 2023)

An employee can be extremely skilled and talented but not engaged with the work and that makes the difference. Disengaged employees will never completely achieve their potential. Employee satisfaction is the minimum entry fee which needs to be met for an employee to be fully engaged. (People Insight 2023)

3.2   Employee Satisfaction

Employee satisfaction is combination of affective reactions to the differential perceptions of what wants to be received compared to what was received. Employee satisfaction is also defined as a feeling that an individual has about their job and its various aspects (Spector 1997; Smith & Stone 1992).

The term employee satisfaction is used with employee engagement. Employee engagement is one of the factors which affects the overall employment satisfaction. Employee satisfaction shows how satisfied the employees are with their employment experience. (Peoplehum 2023)

Employee satisfaction can be achieved for example by being realistic with the expectations from the organization. Which means recognizing employees good work, communicating more, offering employees with opportunities for learning, empowering them and providing them with frequent feedback. (Qualtrics 2023; Peoplehum 2023)

Expectations from the organization should be clearly mentioned and achievable. Recognizing good work is the cheapest way to increase employee satisfaction and the communication is one of the key aspects of that. Creating a work culture which is open and honest regarding communication is a key component of a successful team. (Peoplehum 2023)

By giving frequent feedback to the employees opportunities are created for open conversations where it is possibly to address grievances, share information and empower the employees in such a way that they feel satisfied with their work. Personal growth is one of the most important factors for the employee engagement. (Peoplehum 2023)

The desired level of employee satisfaction for those employees who interact with the customers should be on a high level because it can reflect to the customer experience. That is the reason why employee satisfaction is important to measure. Employee satisfaction can be improved by offering competitive compensation and benefits, by creating a transparent culture and feedback culture, by employee wellbeing and by providing strong and qualified training and career development opportunities for the employees. When employees are happy and satisfied at work, they contribute to the company success.
(Qualtrics 2023)

4   Cabin crew training

The success of the company largely depends on employees' skills and knowledge. By ensuring and prioritizing employee training the company ensures that their employees are equipped with the needed tools and expertise to perform their duties. "A well-designed employee

training program can offer numerous benefits, from improved work satisfaction and productivity to reduced turnover rates." (Bottrell 2023).

Employees who receive regular training are typically better equipped to perform their work responsibilities. Regularly trained employees understand the company objectives and are adapted to the evolving industry trends. Besides these, the employee training contributes highly to employee motivation. Employee motivation gives the employee the opportunity to act on the employee engagement. "The engagement is the feeling, and the motivation is the doing." (Seen It 2023).

By providing employee training the employers have the possibility to point out the needed knowledge and skills they want their employees to receive. Training programs can include new skills, or training to the existing skills to enhance productivity. A high-quality and efficient training program provides the employee with a better understanding of organization processes, procedures, and goals. (Seismic 2023)

Employee training objectives are one of the most important parts of the training. Training objectives are the beforehand mentioned goals and expectations and the measurable outcomes which the employee achieves after completing the training. In the end of, the main reason for the employee training is to make better results which affect positively company's core business. (Neelen & Kirschner 2020)

Training objectives are important to all the involved stakeholders. The objectives provide a roadmap with clear expectations. Without any alignment to the training objectives and the goals the whole training can be a waste of resources. Behind every employee training there must be a purpose. The purpose should be defined to the learners. (Neelen & Kirschner 2020)

It is common that there might be mismatch between the employees' skills and the actual skills that the organization expect the employees to have. These skills are needed to be able to fulfill the goals of the organization and any gap is an increasing threat to the company's business performance. (Neelen & Kirschner 2020)

A cabin crew member is defined as "appropriately qualified crew member, other than a flight crew or technical crew member, who is assigned by an operator to perform duties related to the safety of passengers and flight during operations." (EASA 2021).

Cabin crew training is very intensive, and the length of the course varies between five to seven weeks, depending on the airline. However, some airlines especially in Asia extends the course up to three months. (SimpleFlying 2022; Finnair 2023)

Cabin crew training includes exams. These exams have typically a pass rate of 95% or above, depending on the airline. This often leads to that some people leave during the training

because they don't pass the required exams or because they realize that the work might not be suitable for them. (SimpleFlying 2022)

Prior to the actual training, the cabin crew learn the airport codes, phonetic alphabet, airline terminology, aircraft terms and responsibilities of the cabin crew. After the basic knowledge the cabin crew learn about the assigned aircraft type, and the safety equipment's on board, as well as normal operations. This is called type specific learning. (SimpleFlying 2022)

After the type specific learning cabin crew learn about their own airline's safety and emergency procedures, both in theory and in practice. The emergency procedures are practiced over and over, because during the critical events cabin crew must know how to act fast without even thinking. (Finnair 2023)

Other requirements include that the cabin crew member need to know how to put out a fire onboard. Cabin crew members are required to know the firefighting procedures as well as advanced first aid procedures. First aid procedures include CPR and other medical emergency onboard. Self-defense, grooming, and inflight services are also part of the cabin crew training. (SimpleFlying 2022; Finnair 2023)

Every year cabin crew members have their recurrent training. Recurrent training includes safety, emergency and first aid training and there are exams which are required by the aviation authorities. These exams cabin crew needs to pass to be able to work as a cabin crew member. In addition to the recurrent training and the new entrant courses, the airlines can have their own trainings which provide different type of knowledge and skills to ensure safe and enjoyable operation. (EASA 2021; SimpleFlying 2022)

5   Learner-centered approach

Learner-centered approach, also known as student-centered teaching methods, shift the traditional teaching approach from teacher to learners. Learner-centered teaching focuses on students' passions and interests, and it also highlights their strengths. (Murray 2022; Neelen & Kirschner 2020)

Learner-centered methods have been shown to be superior to the traditional teacher-centered approach. The leaner-centered teaching methods include Active learning, cooperative learning and inductive teaching and learning. (Neelen & Kirschner 2020)

"Taking a learner-centered approach means centering your learners as the key pieces in your instructional puzzle." (Murray 2022). Active learning method places responsibility of the learning to the students. It requires the students to collaboratively oversee the content and change the role of the teacher entirely.

The traditional learning approaches were influenced by the behaviorism. The behaviorism saw the learners as blank slates and the instructors as experts who had the responsibility to export all the relevant info. In the learner-centered approach the teacher is not anymore the primary resource of the instruction. Instead, the learner serves as a facilitator of the learning. Strategies for promoting active learning are for example group projects, debates, peer teaching and role-playing. (Neelen & Kirschner 2020; Murray 2022)

Instructors have the opportunity and the responsibility to support the employees to be able to do their jobs better and enable them to have the job also in the future. Instructors should teach and preach that the employees should be lifelong learners but sometimes they tend to forget that they don't do as they think they do. In the end they leave a behind a legacy which is waste of time, money and effort. (Neelen & Kirschner 2020,36-42)

5.1   Aspects of learner-centered learning

Learning is experienced in different ways and different contexts. Learning is a journey and it is a process that takes time over a certain period. The learner scientist has found a common ground on the certain aspects of learning which are needed for successful learning. (Neelen & Kirschner 2020) Focus on deeper conceptual understanding, focus on learning and instruction, creation of learning environments, building on prior knowledge and including opportunities for reflection are the aspects for successful learning. (Neelen & Kirschner2020)

The focus on deeper conceptual understanding is important. The employees cannot think deeply or conceptually about something that she/he doesn't have any previous knowledge about. By actively participating the employee to their own learning process they have the possibility to achieve a deeper conceptual understanding of the learning. In case there are some previously learned things it is important to include them in the learning. People tend to learn best if they are in an environment that builds on or acknowledges their existing knowledge. (Neelen & Kirschner 2020,40-42)

People learn better when they think about what they are learning. That happens through conversations with others, writing about the learned thing, or by recalling and teaching the

learned thing to another. By that way the learner can reflect and analyze the previous learned thing. (Neelen & Kirschner 2020)

The fact is that all the learners are different. Learners have different prior knowledge, beliefs, needs and different motivation to participate. Because of that, what worked in an earlier workshop or lesson, will not necessarily work in another workshop or lesson, even though the workshops are held the same day. In addition to these differences also the environmental factors such as room temperature and atmosphere can affect the learning. (Neelen & Kirschner 2020)

5.2   Feedback as part of the learner-centered approach

Feedback is one of the most important techniques to support the learning. Effective feedback (Picture 1) is found to be the most powerful intervention to improve the learning. The purpose of the feedback is to reduce the gap between the learner's current understanding and the desired goal. (Neelen & Kirschner 2020, 196-202)

Effective feedback focuses on three things (Picture 1): goals, current performance, and future performance. In addition, the feedback should be provided on four levels: task level, process level, self-regulation level and self-level. (Neelen & Kirschner 2020,196-197)
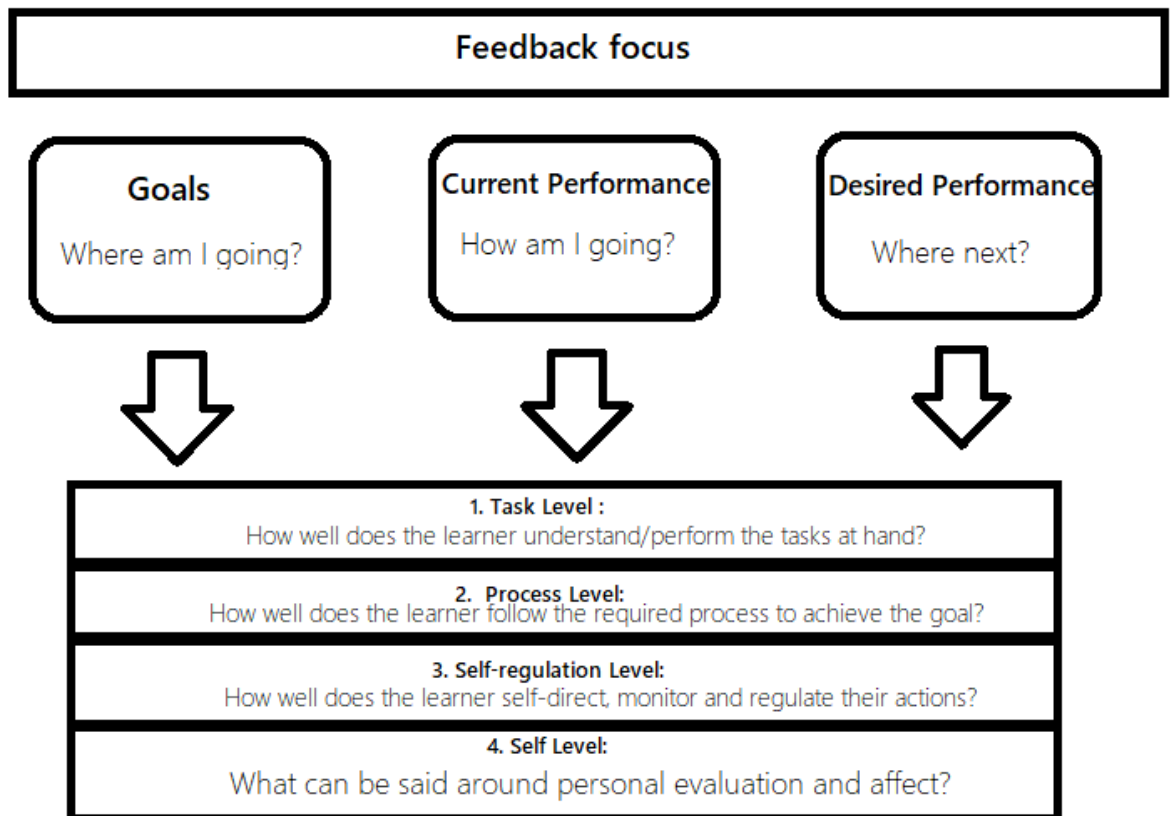
Picture 1. Effective feedback model.

Feedback is complicated and that is why it is important to understand that if given incorrectly it can affect the learning negatively. Feedback is not a thing of its own; it is part of a process. There are many different types of feedback and all of them serve different purposes in a different phase of the learning. (Neelen & Kirschner 2020,198-202)

To influence effective learning through feedback, it should be ensured that the feedback is directed at the dimensions which ensure the learner's success. The given feedback should communicate the gap between the current knowledge and the targeted knowledge by specifying how to meet that target. (Neelen & Kirschner 2020,198-202)

It is recommended that the learners should have the possibility to do something with their feedback, for example to respond to it. Responding to the feedback leads to significant improvement in the learning. Example of the responding could be requiring a task to be carried out again based on the received feedback. (Neelen & Kirschner 2020)

5.3   Self-directed learning as a part of learner-centered approach

The concept of self-directed learning (SDL) originated in adult education especially at workplace learning. SDL is a process where the learner takes the initiative to diagnose his or her own learning needs, to formulate the learning goals, to identify the learning tasks to be carried out to support their learning and perform those tasks. Self-directed learning can take place both inside and outside of the formal learning sessions. If instructors are involved, they should be facilitators, not transmitters. (Neelen & Kirschner 2020,245)

The self-directed learners are often ready to independently prepare and complete their learning. The SLD includes establishing what you need to learn and how to learn it. It is simply about the overall learning process. Self-directed learning is clearly a multifaceted concept, and it should not be approached through only one perspective. (Neelen & Kirschner 2020,245-248)

5.4   Self-regulated learning as a part of learner-centered approach

Self-regulated learning (SRL) is about the execution of a specific learning task and about managing the steps such as orientation, planning and monitoring in a specific part of the learning process. Self-regulation of the learning refers to self-generated thoughts, feelings and actions that are often designed constantly and adapted to the completion of personal goals. (Zimmerman 2005,14; Neelen & Kirschner 2020,245).

The SRL have different models, but they share same opinion about self-regulation and how it is triggered by goal setting. Human behavior is goal-directed. Humans self-regulate their doing by their behavior, their cognition and their emotions in order to achieve the goals. (Carver & Scheier 2005; Zimmerman 2005)

Goals define standards for accomplishing a task. In addition, the goals provide a criterion for example for orientation, planning, monitoring, and evaluation. The importance of goals cannot be underestimated because in initiating self-regulation learning the factors impacting the learning goals at work are essential for the development of the understanding of self-regulatory learning processes at the workplace. (Neelen & Kirschner 2020,246-247)

5.5   Role of an instructor in learner-centered approach

Many humans have faulty mental models about learning. That makes the learning process difficult. Mental models are personal, internal representations of external reality that humans use to interact with the world around them. Typically, learners may have faulty mental models. Instructors can support the learners to overcome these models through training or implicitly helping the learners to discover their actual level of knowledge. Actual level of

knowledge can be achieved by shortly telling some tips about learning e.g., by telling the basics of how human memory works. (Neelen & Kirschner 2020,279)

When it comes to improving skills and the knowledge, the individual itself is the driver of the learning. Learning professional, in this case instructors, should design the learning experiences in a way that it facilitates the SDL and the SRL. In addition to that the training should encourage and support the learners to be self-directed and self-regulated learners. (Neelen & Kirschner 2020,279)

While designing the learning experience, the reality needs to be kept in mind. The learner doesn't necessary start the learning process by identifying the learning need. The learner might only try to complete the training. That is the reason why it is important to focus on both short-term, and long-term learning goals. (Neelen & Kirschner 2020, 278)

 A short-term learning goal means solving a current problem. A long-term learning goal means that the learner aims to develop a required skill or skills to operate efficiently at work. The instructors can support the learner by making sure that both learning goals are considered during the training. (Neelen & Kirschner 2020)

Having the SDL and the SRL skills makes it easier to keep up with the adaptation to the economic, societal, and technological changes in the work environment. All these skills are essential for a lifelong learning and that is why the SDL and the SRL guidance are part of a formal learning experience. (Neelen & Kirschner 2020)

A formal learning is planned and guided by an instructor. Learning occurs face-to-face or through an online learning platform. A formal learning is usually used in a cabin crew training. During a formal learning instructors can integrate reflection points to help learners to drive their own learning.

By asking critical questions, by providing insights into the learners' weaknesses and strengths and by giving feedback the instructor can challenge the learner's way of thinking. Challenging the way of thinking helps the learner to increase the awareness of misjudgment of their learning outcomes. In addition, giving the support and guidance in a formal learning context the instructors should support the learner also in their normal workflow. (Neelen & Kirschner 2020,281)

The only way learner can experience learning success is through setting learning goals and by monitoring the progress. The learner can't necessarily do that independently and they need guidance for that. (Neelen & Kirschner 2020)

6   Research approach

A survey is a traditional way of collecting information. It can be used for collecting extensive data for the research and at the same time it is a very efficient way and saves the researcher's time and effort. In the surveys the material is collected in a standardized way, which means that all respondents are asked the same way. (Hirsjärvi, Remes & Sajavaara 1997, 193-195).

The answers received from the online survey might remain superficial, because there is unfortunately no actual evidence that the respondents have taken the study seriously. It is important to design the survey in a way that respondents understand each question. In such way the likelihood of respondents answering the survey truthfully is higher. (Hirsjärvi ym. 1997,195)

Scale based questions are commonly used in the surveys. These kind of questions present statements, and the respondent chooses the most suitable option for himself, usually on a five-step scale. (Ojasalo 2009,41)

In this research structured online survey were used. The questionnaire contained mainly scale-based questions. In addition to the scale-based questions there was an opportunity for open feedback. Open feedback enables the researcher to get more perspective about the research and the possible improvement suggestions for the future. This research had scale-based questions and the scale from one to five was used: 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree.

The aim of this research was to obtain a total of one hundred responses, making the study valid and reliable. This survey was conducted by using an online questionnaire, based on the specific elements of the SERVQUAL method (Picture 2). The SERVQUAL method used in this research is the European perspective of it, which is also known as Grönroos's service quality model, 1984. The questionnaire was divided into five different sections according to the SERVQUAL method. These questions were formulated on the basis of the research theory.

The online survey was done in English, and it was sent by e-mail to the learners and instructors. The e-mail contained a link to the online survey with an accompanying text. The learners who received the e-mail had attended a cabin crew training during the year 2023. The instructors who received the same online questionnaire had a valid instructor contract.

A trial version of the online survey was sent to one of the instructors and one of the learners. The reason for the trial version was to receive feedback if the online survey was correctly understandable. The final online survey was sent to the respondents the 9th of October 2023.

The survey was sent to 263 respondents in total. An email reminder about the survey were sent to the respondents the 14th of October 2023.

After the background questions, which were decided in a such way that the research got the most out of the research the first section of the online survey contained questions based on the responsiveness elements (Picture 5) of the learner-centered cabin crew training. Respondents were asked to answer scale-based about their expectations and perceptions for these questions; Goal for the cabin crew training is clearly defined and enough time to process the learned skills during the cabin crew training.

Second section contained questions based on the reliability elements (Picture 6) of the learner-centered cabin crew training. Respondents were asked to answer scale-based about their expectations and perceptions for these questions; Learner-centered practical exercises support the learning, needed requirements for passing the cabin crew training were clearly defined, the time used for sharing knowledge and discussion during the cabin crew training were enough and during the cabin crew training I got information how I can develop my professional skills in the future.

Third section contained questions based on the assurance elements (Picture 12) of the learner-centered cabin crew training. Respondents were asked to answer scale-based about their expectations and perceptions for these questions; The cabin crew instructors are professional and the cabin crew training support the work readiness.

Fourth section of the online survey contained questions based on the tangible elements (Picture 13) of the learner-centered cabin crew training. Respondents were asked to answer scale-based about their expectations and perceptions for these questions; Learning facilities during the cabin crew training support the work readiness, the training environment is open, learner-centered practical exercises support the work readiness and the used equipment for cabin crew training work properly.

Fifth section of the online survey contained questions based on the empathy elements (Picture 14) of the learner-centered cabin crew training. Respondents were asked to answer scale-based about their expectations and perceptions for these questions; My previous skills will be taken into account in the cabin crew training, instructors support your learning during the cabin crew training and I get regularly constructive feedback during the cabin crew training.

After publishing the survey, the researcher found several minor errors in the background variable questions. In the background variable questions the respondents were asked to answer their gender, age, area of residence, nationality, level of education and their earlier experience as a cabin crew. Earlier cabin crew experience numbers overlapped with each other.

This might have affected the reliability of the questionnaire results. The full online survey (appendix) can be found as an attachment at the end of the research.

6.1 Quantitative research method

Quantitative research method is used to describe and interpret the object statistically with numbers. Quantitative research refers to the systematic collections and investigations about a case related to which a researcher collects data from different persons. The data is based on a numerical figure. The data obtained is analyzed by using different methods, such as mathematical, statistical and computational tools. The purpose of the quantitative research method is to create and generate understanding about the social world. It is a way to learn about a particular group of people, also known as a sample population. (Hirsjärvi ym. 1997; Shenmare 2022)

Quantitative research includes methodologies such as a questionnaire. The quantitative research allows the researcher to find averages and patterns. (Hirsjärvi ym. 1997; Shenmare 2022)

6.2 SERVQUAL method

The SERVQUAL method was created by the researches' Parasuraman. A, Zeithaml.V, Berry,L and it stands for service quality. The gap based SERVQUAL method is typically used when wanting to measure the service quality. The SERVQUAL method model (picture 2) helps to measure the difference between the expectations and the feelings received afterwards of the service. (Question Pro 2023; Cuofano 2023)

The method is based on ten dimensions of quality which Berry, Parasuraman and Zeithaml have summarized to five elements. These five elements are: environment, reliability, responsiveness, assurance, and empathy. According to the SERVQUAL model, the service provider must be able to provide these five critical elements.
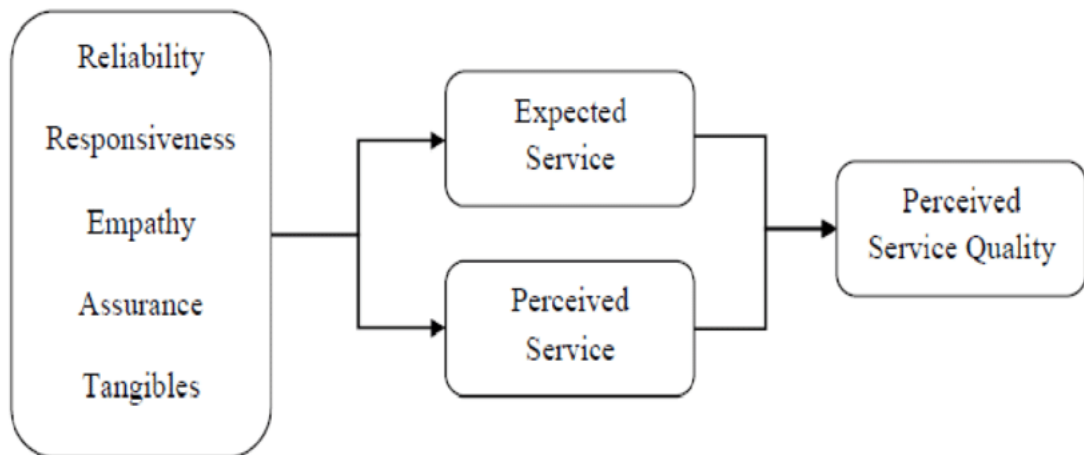
Picture 2. The SERVQUAL method. (SimpliMBA 2023)

The SERVQUAL model is a gap-based research method which figures out the gap score for each element by taking the average score for expectation and subtracting it from the average score of perception. Negative gap scores show that the service quality is perceived poor. A positive gap shows that a higher service quality and customer satisfaction is received. (Parasuraman, Zeithaml & Berry 1988)

In addition to the SERVQUAL method there are variety of gap analysis tools. All the tools have similar fundamental components such as the current state, the future state, gap description and the next steps and proposals for improvement. (Forbes 2022)

Gap analysis process helps to identify the organizations how to achieve their business goals. Gap analysis describes the satisfaction of the service/product. With the help of gap analysis, it is possible to assess the relevance and success of the quality set out e.g. in questionnaire. Gap analysis differentiates how successfully the quality is achieved in relation to its importance. Overall gap analysis is a very efficient tool to be used in every department of the organization in case something needs to be improved. (Forbes 2022)
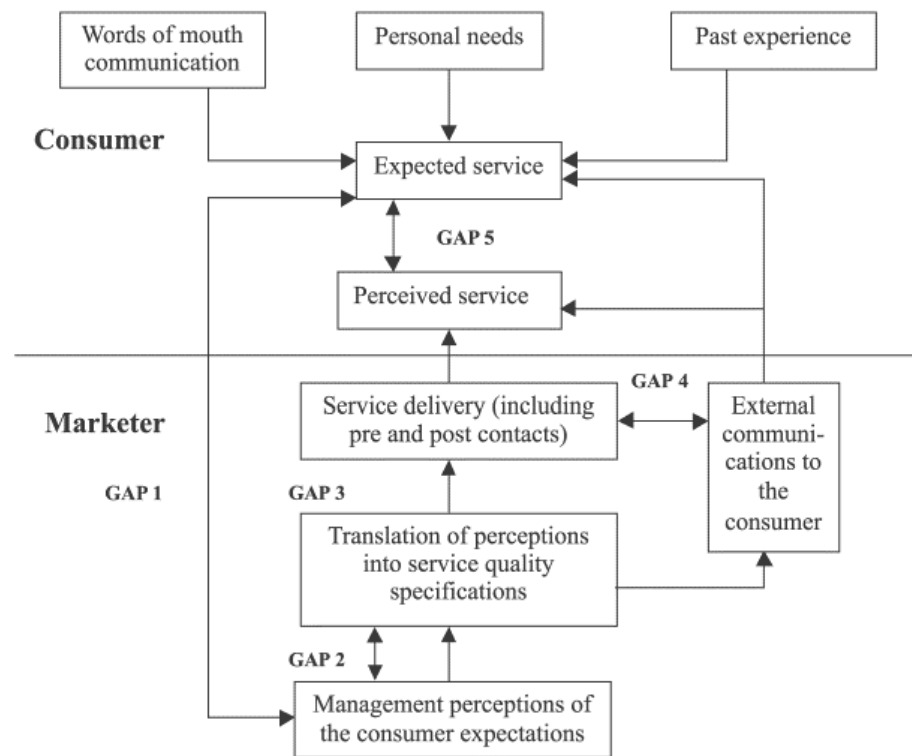
Picture 3. The Gap model of Service quality. (Parasuraman ym.1988)

As a result of the SERVQUAL model five potential gaps may be identified (Picture 3).
Gap 1. is the difference between customers' expectations and what the company as-
sumes them to expect. Different kind of factors affect the gap, such as lack of communica-
tion between employees and management or simply a failure to listen to feedback.
(Zeithaml, Bitner & Gremler 2009) *Gap 2.* is the so-called policy gap. It reflects the difference
between perception of management regarding the customers' needs and expectations.
(Zeithaml ym. 2009) *Gap 3.* The difference between service standards and policies and the
actual delivery of it. Also known as Service performance gap. (Zeithaml ym. 2009) *Gap 4.* This
gap is about the communication. How well did the communicated promises match with the
delivered service? (Zeithaml ym.2009) *Gap 5.* The difference between the service the cus-
tomer expects to receive, compared to the actual perception of it. (Zeithaml ym. 2009)

6.3   Reliability and validity of the research

Reliability and validity are concepts that are used for evaluating the quality of a research. Reliability indicates how reliable and how reproductively the used research method measures the desired phenomena. Reliability refers to the ability of the research method to achieve reliable results. When the research is reliable it is permanent. Permanent research will give same results when the research is repeated under the same conditions. This can be achieved by conducting the questionnaire carefully and by creating understandable and unambiguous questions to the respondents. (Mäntyneva 2008; Scribbrs 2023)

If the reliability of the study is low, the validity of the study is low. Knowledge of these two concepts is important, as research evaluation is typically based on them. Validity refers e.g., to the ability of the research method to measure what it is intended to measure. (Hirsjärvi ym.1997)

This research is reliable as the questionnaire was carefully designed according to the SERVQUAL dimensions. Research results can be seen as valid since the questionnaire framework was in addition to the SERVQUAL dimensions supportive of the objectives and theories of the research.

The objective for this research was to find out how Finnair Flight Academy's learner-centered cabin crew training supports the work readiness. In addition, the target was to assess to what extent the perspectives of the instructor and the learners align regarding expectations and perceptions. Based on the research answers Finnair Flight Academy get better knowledge about their learners' expectations, perceptions and satisfaction of provided learning quality.

The results of the study support the selected theories and are aligned with each other. The results of the study and the conclusions drawn from the answers answer the research question. In other words, research succeeded clarifying what was originally intended.

7   Results of the research

In this chapter the results of the research are explained. Cabin crew instructors were asked to answer the same questionnaire as the learners. Instructors were asked to respond to the questionnaire as they expected the learners to answer. Based on the questionnaire answers given by the learners and instructors the learning quality of learner-centered cabin crew training is possible to be developed.

The questionnaire contained 35 questions in total. These 35 questions included five background variable questions. In total there were 86 answers that could be used in the research. 80 of learner respondents and six instructors. Few of the answers were blank or otherwise unusable and these answers are not noted in the results.

62 of the learner respondents lived in Capital area. Most of the learner respondents were female and majority of the learner respondent's highest education level attained was bachelor's degree in University of Applied Sciences.
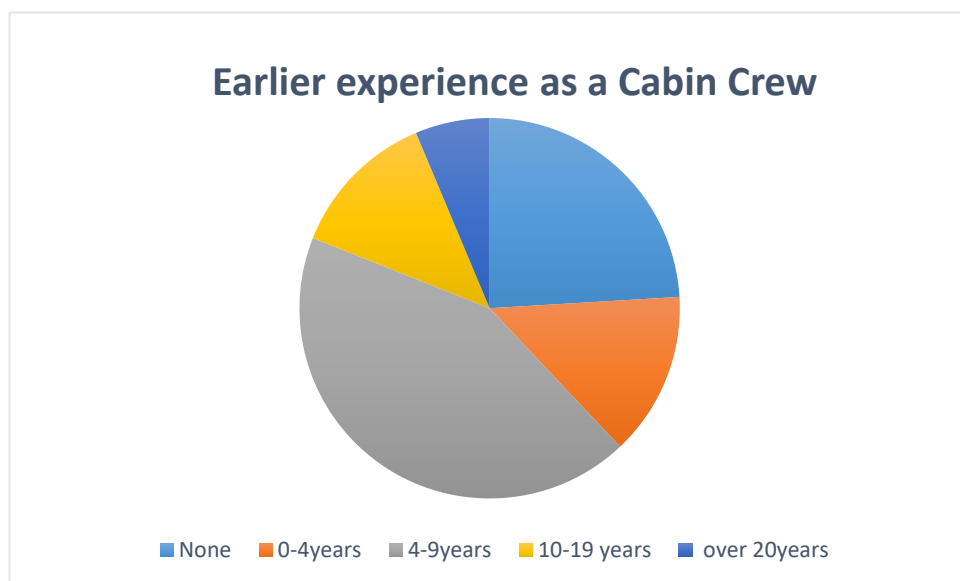
Picture 4. Earlier experience as a Cabin Crew.

Earlier experience as a cabin crew (Picture 4) was divided so that 20 of the respondents did not have earlier experience as a cabin crew .11 had cabin crew experience between zero to four years. 34 of the respondents had cabin crew experience between four to nine years, 10 had cabin crew experience between 10-19 years and 20+ years experienced cabin crew were 5.

Most of the respondents' nationality is Finnish. In addition, there were respondents from Slovenia, Sweden, Ukraine and United Kingdom. The average age of the respondents was 31,59.

The questionnaire was divided according to the SERVQUAL methods five dimensions, responsiveness, reliability, assurance, tangibles, and empathy. The results show that the learners have the highest expectations value for the assurance and responsiveness dimensions. Responsiveness value was 4,48 and assurance value was 4,56 on the value scale 1 to 5. The lowest expectation value was for the empathy and that was 4,43. The biggest value gap between the expectations and perceptions was in the reliability of the cabin crew training.

The reliability and empathy dimensions results (Picture 6 and 15) are analyzed more in detail based on the respondents earlier Cabin Crew experience (Picture 4), because the results show

a big value gap between the expectations and perceptions. Research results show that the earlier Cabin Crew experience affect how the respondents value the elements.

The SERVQUAL calculation formula is SQ=(Pi-Ei), where SQ is the perceived service quality, Pi is the score factor of customer experience and Ei is the score factor of customer expectation. As already earlier mentioned, the negative gap scores show that the training quality is perceived poor and the positive gap shows that a higher training quality and learner satisfaction is received. (Parasuraman ym. 1988)

In the figures the trainer equals to instructors. Word instructor is used in the analysis.
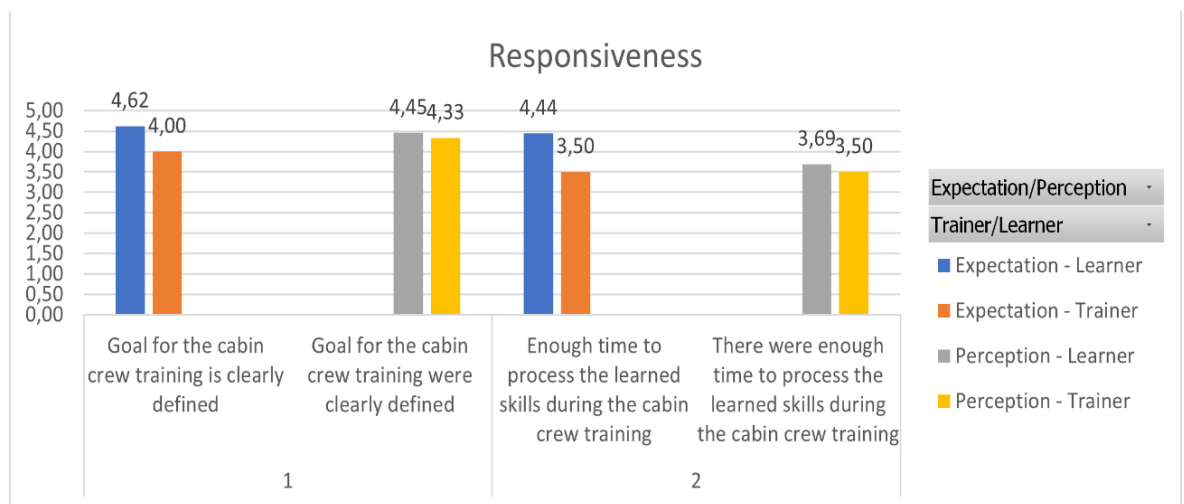
Picture 5. The results of SERVQUAL dimension (responsiveness)

Results (Picture 5) for the questions one and two. The questions are visible underneath the columns. Results (Picture 5) show that the instructors assume that the learners give a better value for the perception of the question one than for the expectation of it. The positive gap

score supports the result (gap score-P-E= 0,33). Learners' gap score for the first question is negative. It tells us that the expectations were not fulfilled. (gap score-P-E= -0,17)

In the questions two, there is no gap between the instructors' assumptions of the learners' expectations and perceptions of the training quality. We can see (Picture 5) that in the question two. the learners' gap score is negative. It tells us that the perceived time to process the learned skills during the cabin crew training were not enough for the learners' (gap score-P-E= -0,75).

In addition, columns show that the perception values of the learners and trainers seem very similar and there are only small gaps between the values.
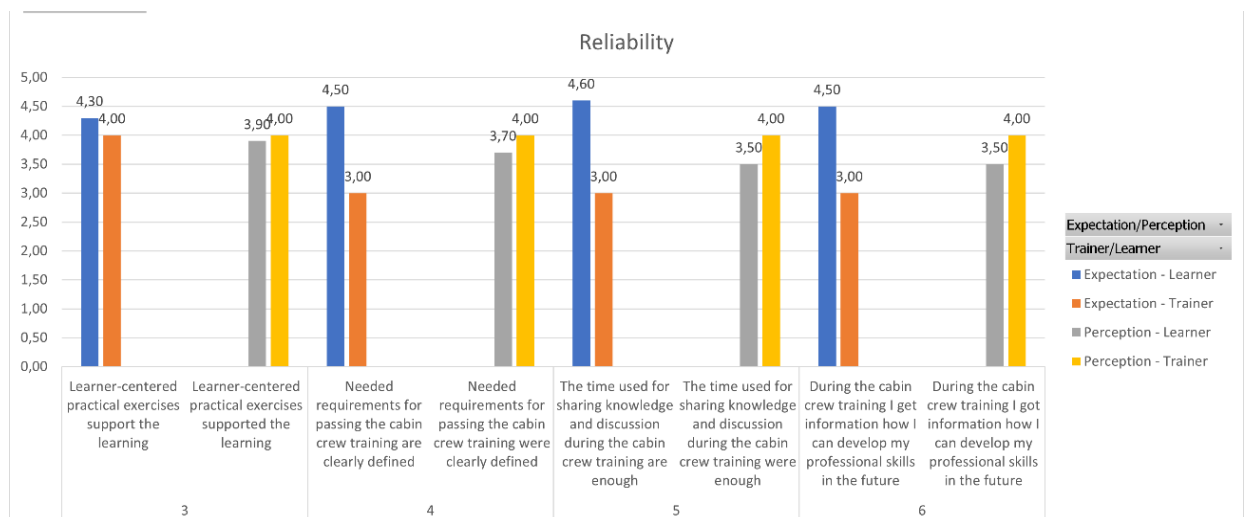

Picture 6. The results of SERVQUAL dimension (Reliability)

As mentioned earlier, the biggest value gap overall was in the reliability of the cabin crew training. Columns (Picture 6) show how the instructors have valued the questions lower than the actual learners. Despite of that the perceptions of the training quality are close to each other according to the learners' and instructors' answers.

The gap score (Picture 6) between the expectations and perceptions according to the instructors' assumptions are positive in the question number four, five and six (gap score-P-E= 1,0) telling us that the instructors assume that higher training quality and learner satisfaction is received than expected.

Question five (Picture 6) has one of the biggest negative gap scores between the learners' expectations and perceptions of the training quality (gap score-P-E= -1,1). The gap score tells us that the time used for sharing knowledge and discussion during the cabin crew training was not enough. The perception and expectation value were not aligned. However, it is noteworthy to analyze the result given by the instructors in the question five. Instructors assumed that the learners' perception value would be higher than their expectations value.

More detailed results (Pictures 7,8,9,10 and 11) show how the learners evaluated the question number five, and how the earlier cabin crew experience influenced the answers.
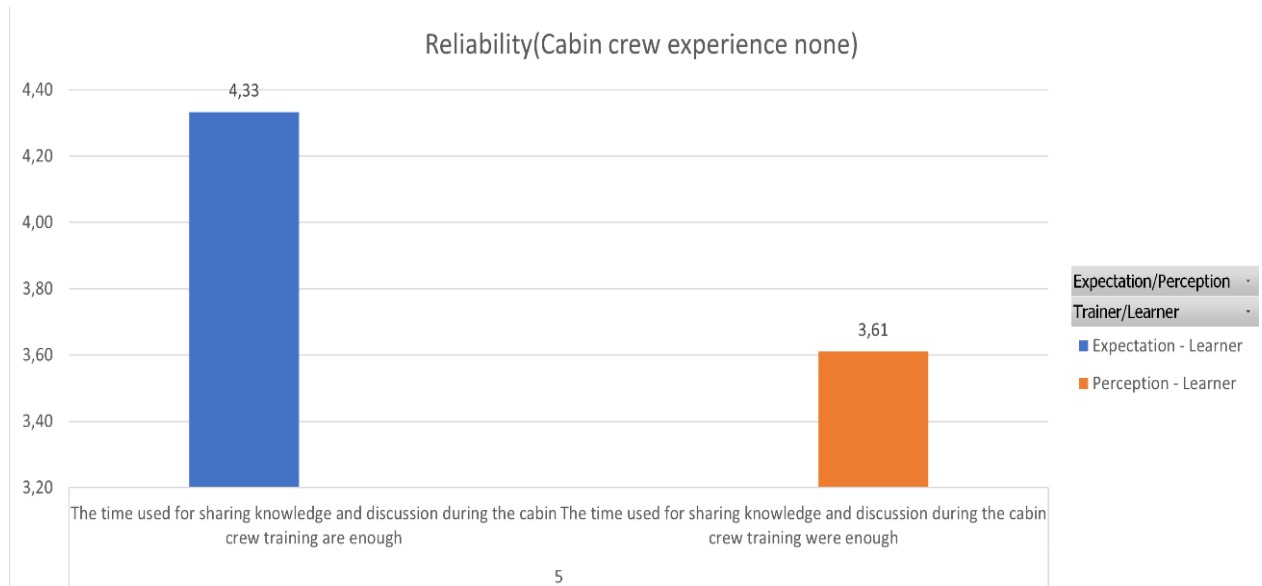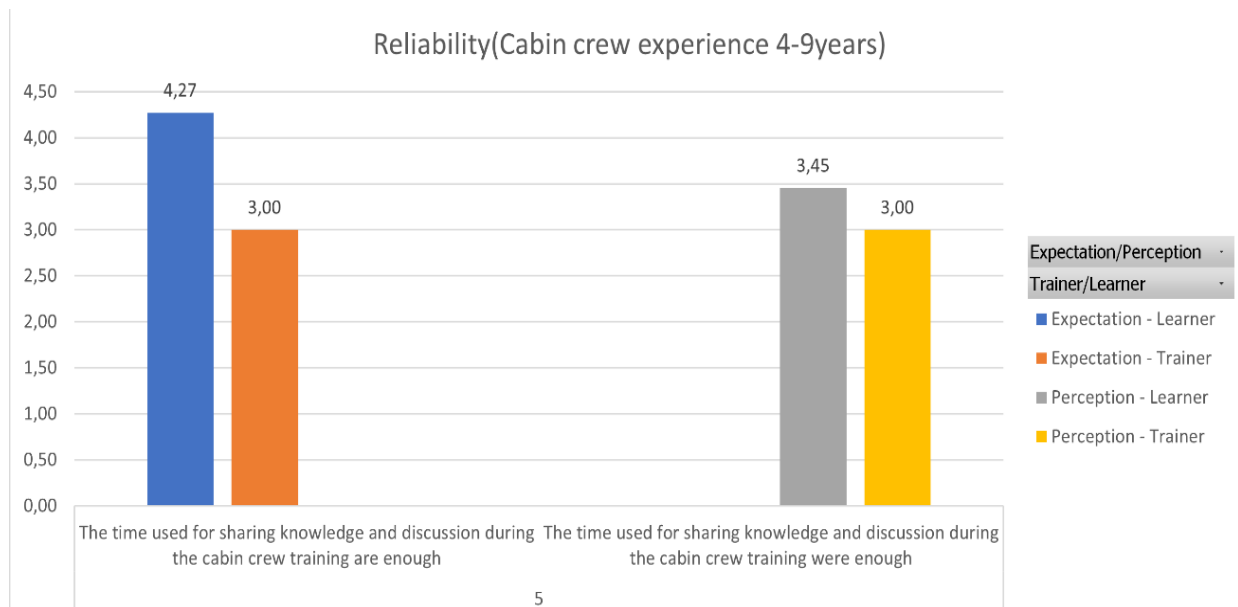

Picture 7. SERVQUAL reliability question five, no experience

Results shows (Picture 7) that there is a negative gap score among the none experienced crew (gap score-P-E= -0,72). It is worth noting that in this research there are no such instructors who don't have any experience as a cabin crew. Because of that, the instructors and learners' answers cannot be compared with each other.
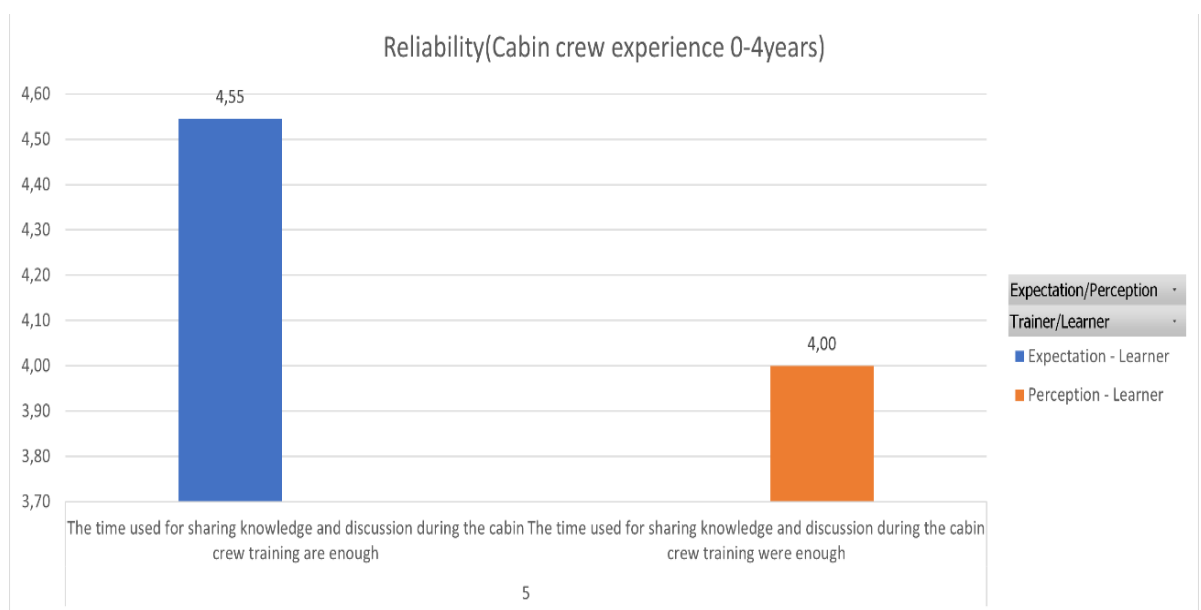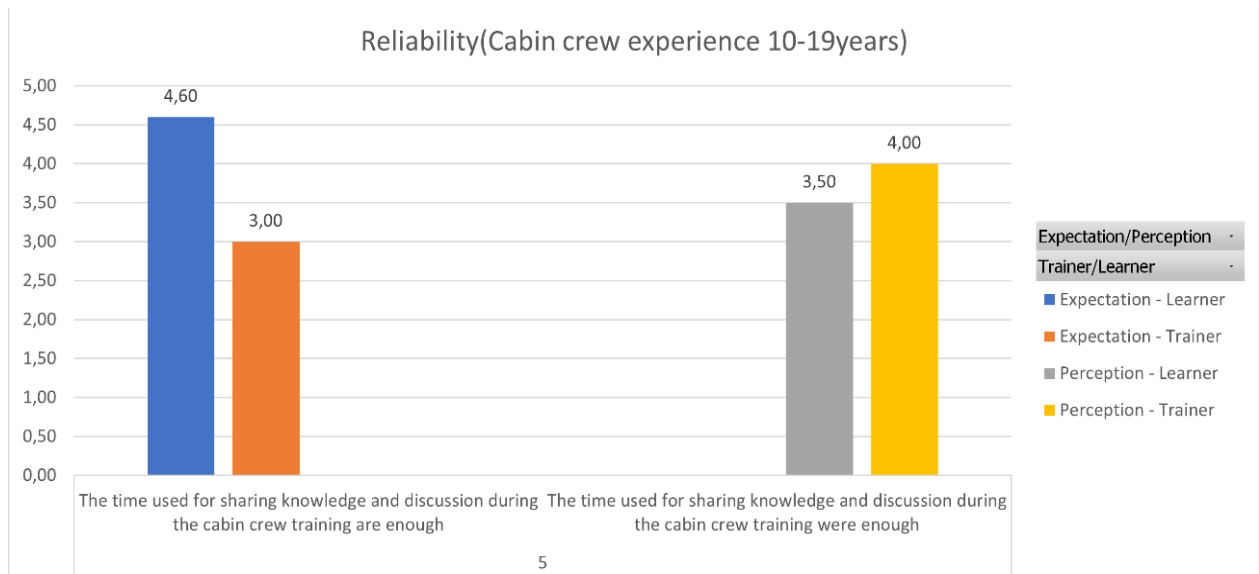

Picture 8. SERVQUAL reliability question five, experience 0-4years.

Results shows (Picture 8) that the gap score is also negative among the cabin crew experi-enced between zero to four years (gap score-P-E= -0,55). The negative gap score is a bit smaller than for the non-experienced cabin crew. In addition, it is worth noting that in this research there are no such instructors who have less than four years' experience as a cabin crew. Because of that, the instructors and learners' answers cannot be compared with each other.

Picture 9. SERVQUAL reliability question five, experience 4-9years.
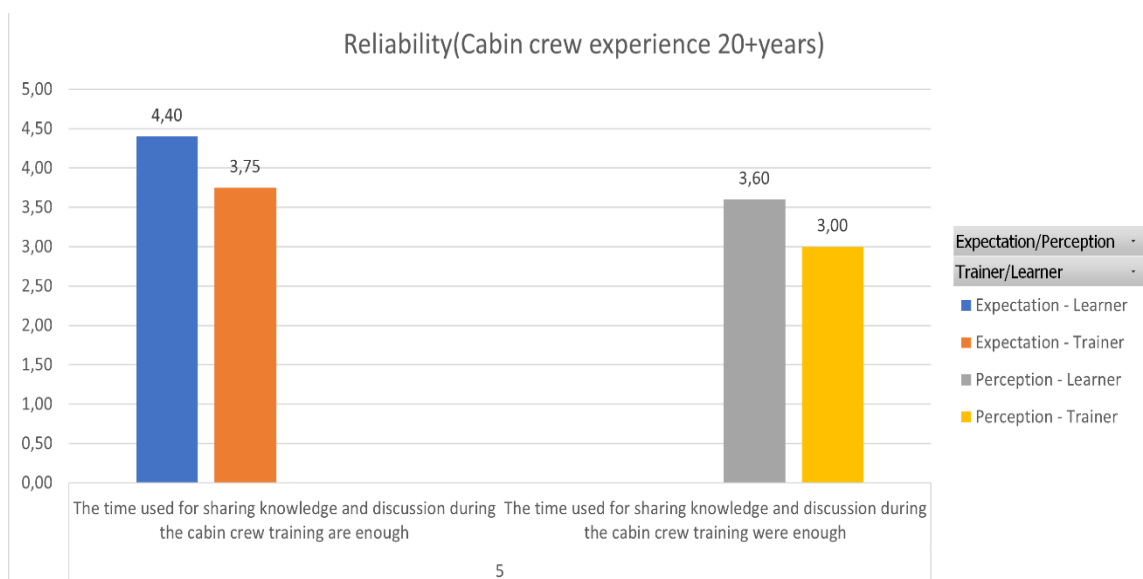
Results shows (Picture 9) that the gap score is negative among the 4-9 years experienced cabin crew (gap score-P-E= -0,82). The learner group that has experience as a Cabin Crew four to nine years, have one of the biggest negative gaps between the value of expectations and the value perceived on question five. According to the answer of instructors they as-sumed that the value perceived is equal with the value given for the expectations.

Picture 10. SERVQUAL reliability question five, experience 10-19 years.

Results show (Picture 10) that the gap score is negative among the 10-19 years experienced cabin crew (gap score-P-E= -1,1). Based on the earlier experience of the cabin crew, the learners' negative gap score is the biggest among the 10-19 years experienced crew. Note-worthy is that the gap score is positive according to the instructors' answers (gap score-P-E= 0,5).
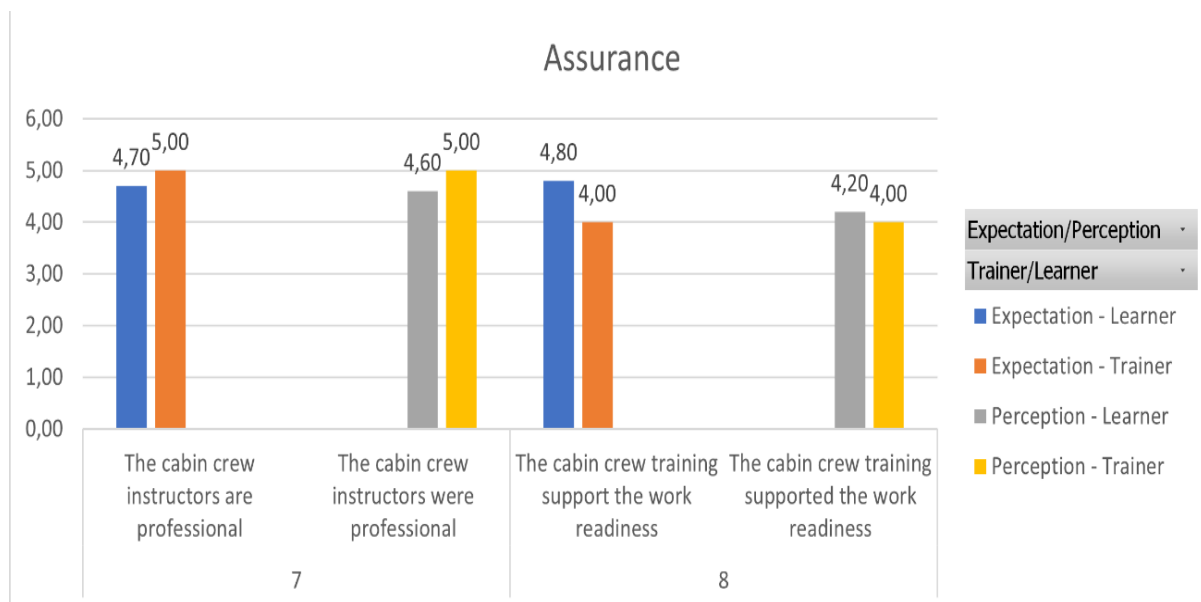
The results show (Picture 10) that the instructors assume that the learners' expectations for the question number five are met. It tells that the training quality is exceeded compared to the given value for the expectations.

Picture 11. SERVQUAL reliability question five, experience +20years.

Results shows (Picture 11) that also among the 20 plus years experienced cabin crew the gap score is under the desired score (gap score-P-E= -0,8). In addition, the columns show as that the gap score by the instructors is also negative (gap score-P-E= -0,75). This result show that the expectations where not fulfilled, and the perceived training quality is poor. Positively the learner's perception value was higher than the instructors' assumed it.

Results showed (Picture 7,8,9,10 and 11) that despite of the earlier experience as a Cabin Crew the time used for sharing knowledge and discussion during the cabin crew training is highly valued.
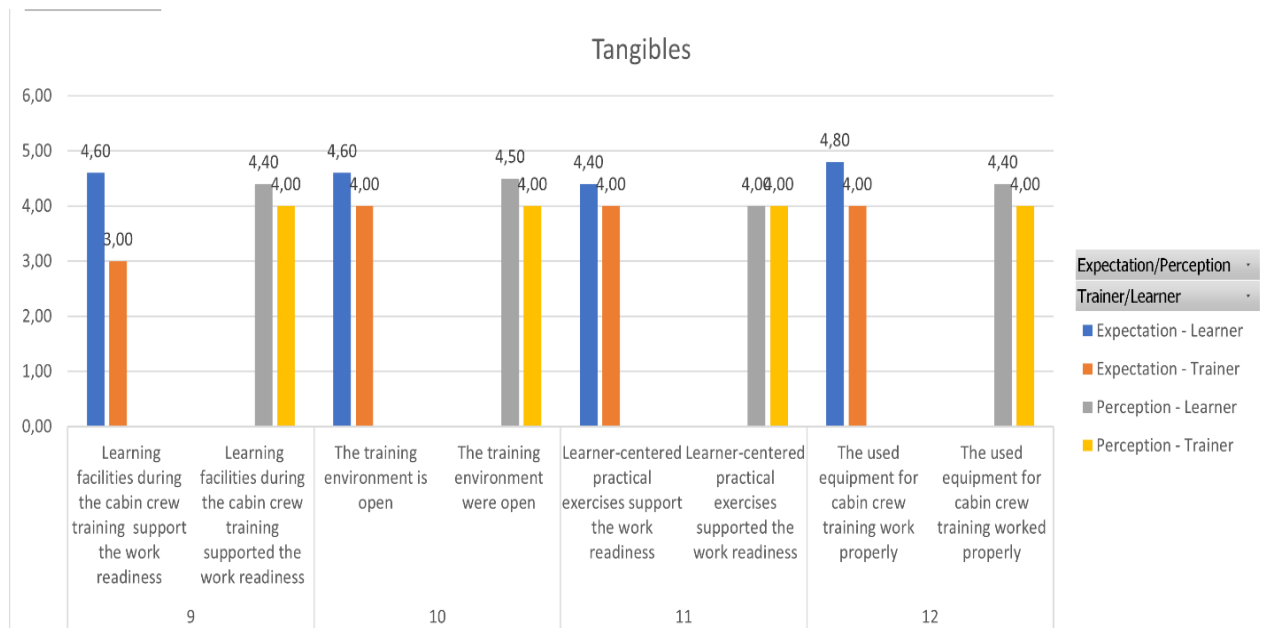

Picture 12. The results of SERVQUAL dimension (assurance)

From the results (Picture 12) it is possible to see that instructors assume that the learners' expected and the precepted value of the Cabin crew instructors' professionalism are the same. But the columns show that the result of the gap score on the seventh question is negative. The negative gap score show that the learners' perceived value is a bit lower than they expected. (gap score-P-E= -0,10). -0,10 negative gap score is one of the smallest in this research.

The results (Picture 12) show that there is no gap in the question number seven between the instructors' assumptions about the learners' expectations and perceptions value.

Question eight (Picture 12) results show that according to the instructors' assumption the expected and precepted training quality is the same. By comparing the learners' and instructors' columns with each other, the results show that the learners' value higher the

expectations and perceptions of the training quality. Despite of the higher evaluation the gap score between the learners' expectation and perception is negative (gap score-P-E= -0,20).
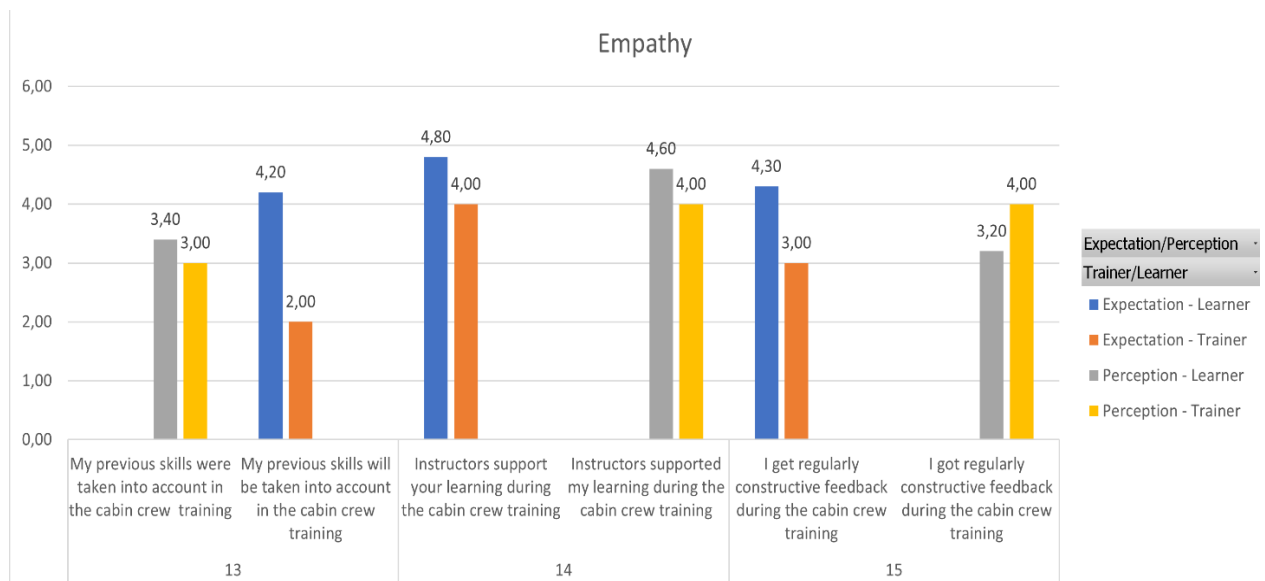

Picture 13. The results of SERVQUAL dimension (tangibles)

Results show (Picture 13) that according to the instructors' answers there is a positive gap score in the question nine (gap score-P-E= 1,00). Instructors assume that the learners' expectations are fulfilled, and the perceived training quality is higher than expected. The learners' have valued the learning facilities supportiveness differently. The expectation value is a little bit higher compared to the received value, because of that there is negative gap score according to the learners (gap score-P-E= -0,60).

Results show (Picture 13) that the gap scores are negative also in question 10 (gap score-P-E= 0,10), 11(gap score-P-E= -0,40) and 12 (gap score-P-E= -0,20).

Even though the gap scores (Picture 13) are all negative, the columns show us that there are no big differences between the expected value and perceived value. Positively, the columns show (Picture 13) that the learners valued the tangibles elements higher than the instructors assumed them to do.

Picture 14. The results of SERVQUAL dimension (Empathy)

There are negative gaps between the learners' expectation and perceptions (Picture 14). The smallest negative gap score is received in the question 14 (gap score-P-E= -0,20). One of the biggest negative gap scores in this research can be seen in the question 15. result columns (gap score-P-E= -1,10).

Results (Picture 14) tell that there is a big mismatch between the instructors' and learners' answers in question 15. Instructors assume that the learners' value expectations are exceeded (gap score-P-E= 1,00) but the learners think that the received part of the training quality was not as they expected.

Because of the difference between the results and because of the importance of feedback, results (Picture 15,16,17,18 and 19) show how answers were divided based on the Cabin Crew experience.
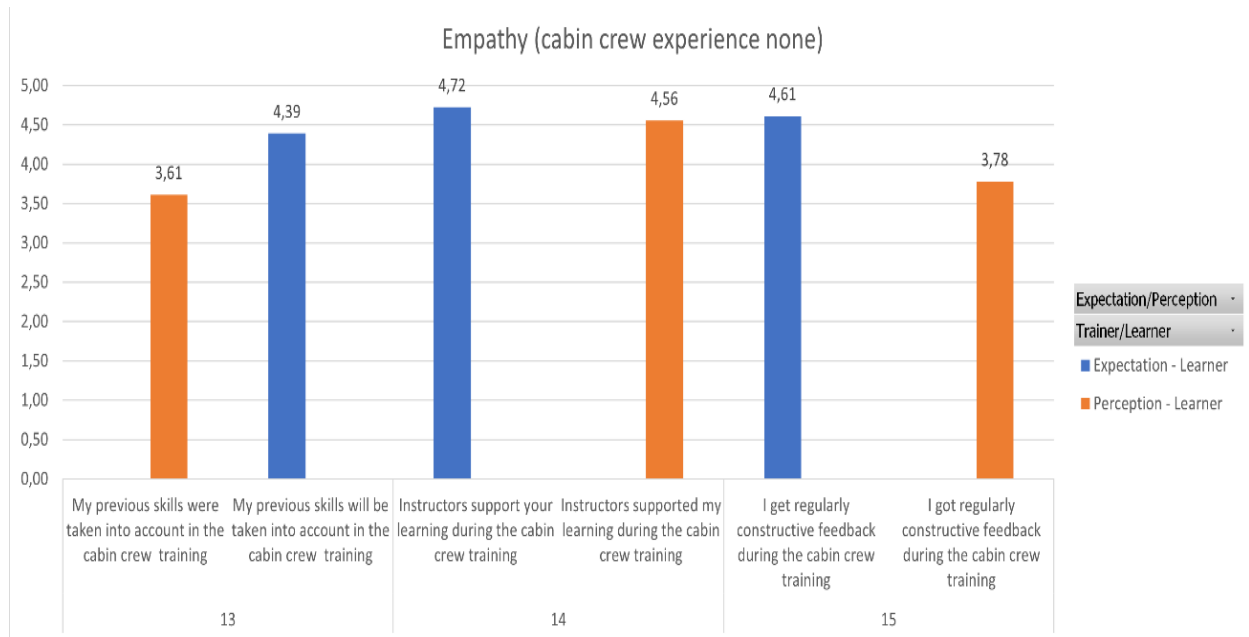
Picture 15. SERVQUAL empathy, experience none.

Results (Picture 15) show that the gap scores are negative among the non-experienced crew in each of the questions. The columns show that the smallest negative gap score is in the question 14. The biggest negative gap score is in the question 15 (gap score-P-E= -0,83). It is worth nothing that in this research there are no answers by instructors that have no experience as a cabin crew. Because of that, it is not possible to compare the learners' and instructors' answers with each other. Columns in the question 13 (Picture 16) tell that there is a relatively big negative gap score between the expectations and perceptions (gap score-P-E= -0,78).
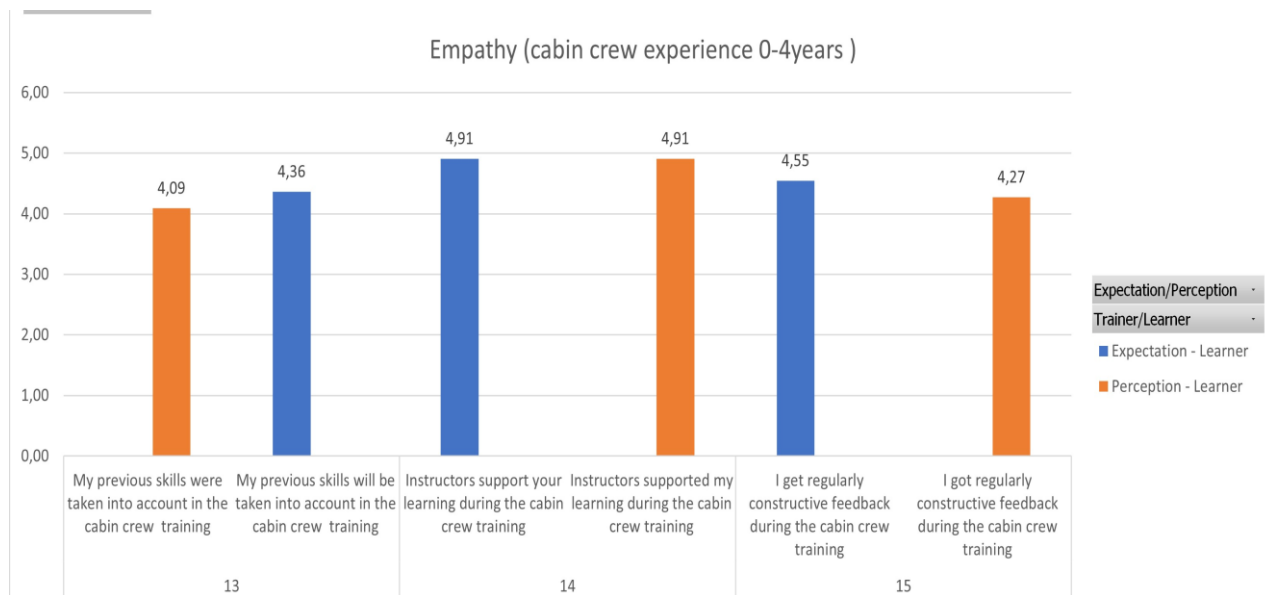
Picture 16. SERVQUAL empathy, experience 0-4years.

Results (Picture 16) show that the according to the zero to four years experienced Cabin Crew there are two smaller negative gap scores in the results. Question 13 (gap score-P-E= -0,27) and question 15 (gap score-P-E= -0,28).

Question 14 (Picture 16) is one of the questions in this research with no gap. That means that the expectations are met. It is worth nothing that in this research there are no answers by instructors that have less than four years of Cabin Crew experience. Because of that, the instructors' and learners' answers cannot be compared with each other.

Empathy (cabin crew experience 4-9years)
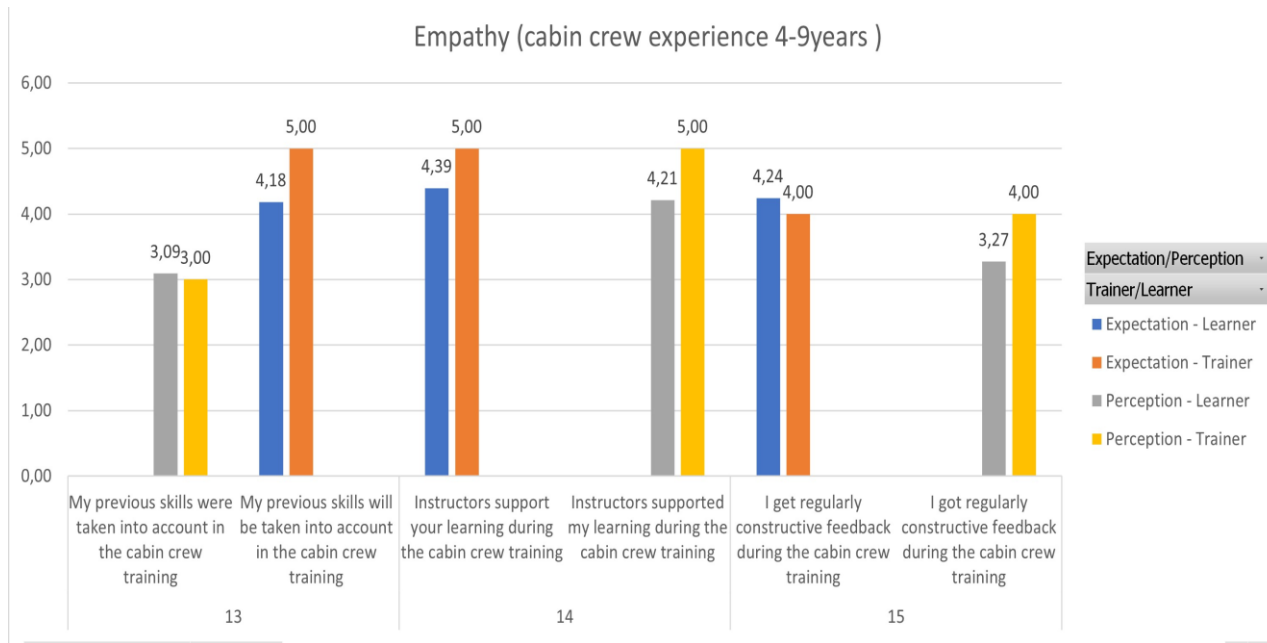
Picture 17. SERVQUAL empathy, experience 4-9 years.

Results (Picture 17) show us that the instructors assume that the learners value the elements of empathy slightly more than they really do. Columns (picture 17) show that the biggest negative gaps are in questions 13 (gap score-P-E= -1,09) and 15 (gap score-P-E= -0,97). These gaps were also negative in the Figure 12 and Figure 13.

Columns (Picture 17) show that the four to nine years experienced Cabin Crew think that there is a bigger negative difference between the expected value and precepted value compared to the Cabin Crew who had less experience than them (picture 15 and 16).
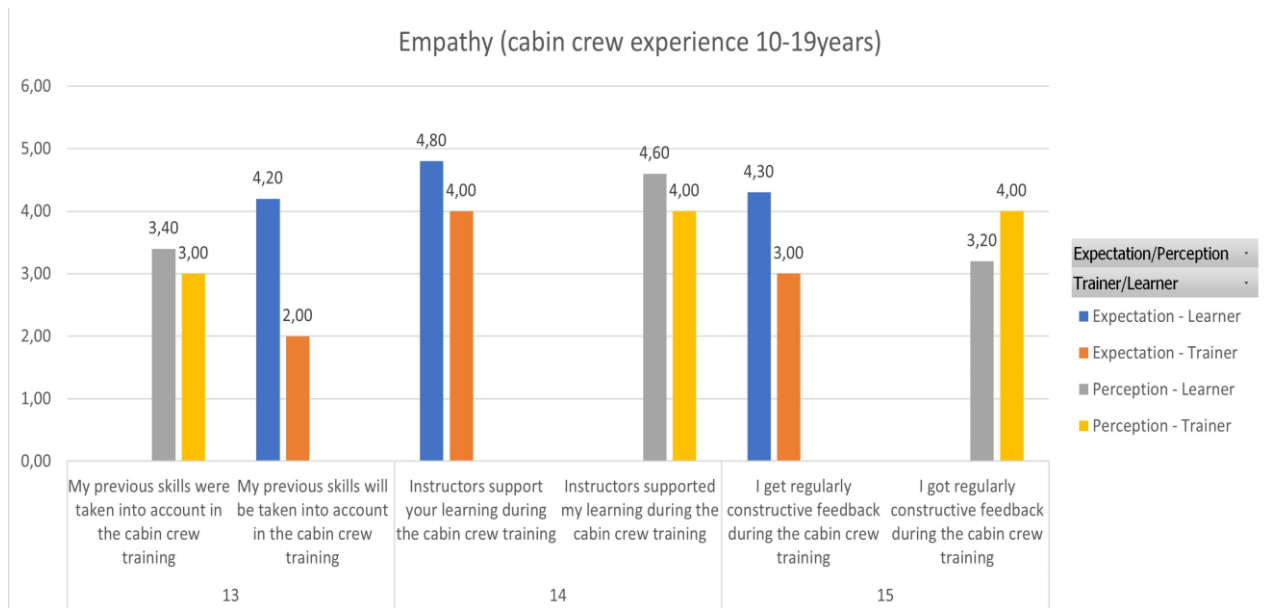
Picture 18. SERVQUAL empathy, experience 10-19years.

Results (Picture 18) show us that the instructors assume that learners think that the expected service and service quality has been exceeded in the question 13 (gap score-P-E= 1,0) and in the question 15 (gap score-P-E= 1,0).

The learners valued the expectations and perceptions differently compared to the instructors' assumption. In the question 14 (gap score-P-E= -0,80) and question 15 (gap score-P-E= -1,1) both gap scores are negative (Picture 18). That means that the according to the 10-19 years experienced Cabin Crew the expected training quality was not met or exceeded.

Positively the columns (Picture 18) shows that learners' value better the instructors' support during the Cabin Crew training compared to what the instructors' assumed that they would.
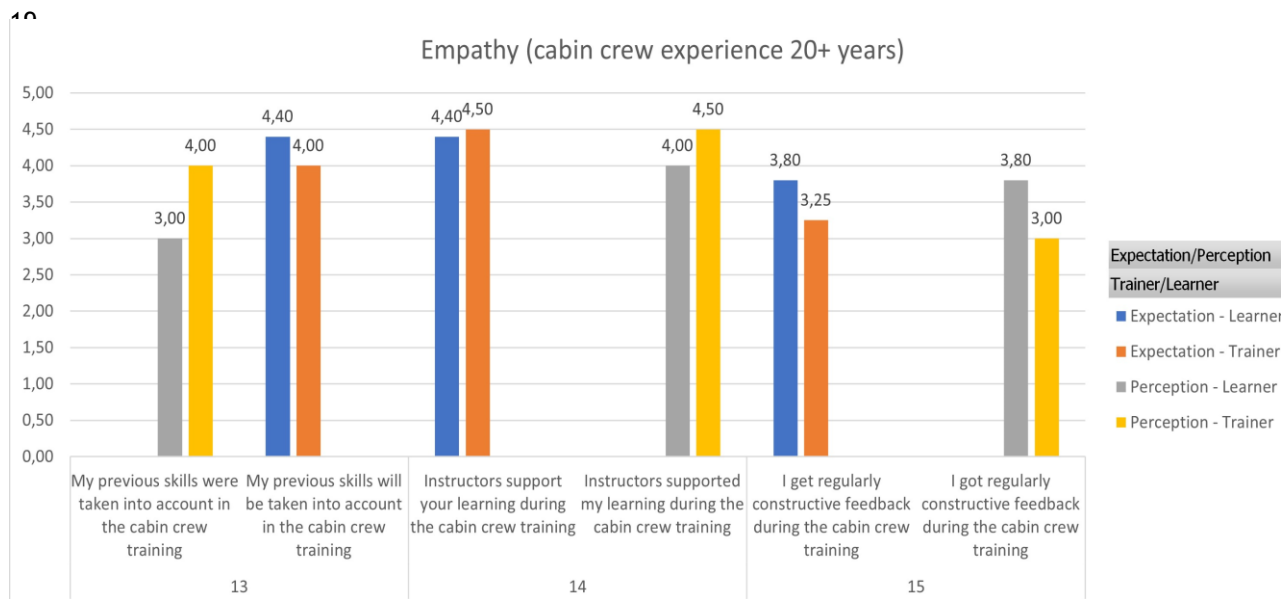
Picture 19. SERVQUAL empathy, experience 20+ years.

Results (Picture 19) show that there is a big negative gap score in the question 13 (gap score-P-E= -1,4) That is the biggest negative gap score in the research. The result tells that the over 20 years experienced Cabin Crew appreciate and value if their previous skills were taken into account in the Cabin Crew training, because now they feel that their previous skills are not taken into account.

It is positive to see from question 15 (Picture 19) columns that the learners' perception of regular constructive feedback during the Cabin Crew training were more valued than the instructors assumed. Results (Picture 15,16,17,18 and 19) show that over 20 years experienced Cabin Crew was the only experience group whose expectations and perceptions on constructive feedback during the learner-centered cabin crew training did not form any negative gap, but it remained the same.

Regarding all the SERVQUAL dimensions, learners' overall gap scores between the expectations and the perceptions were: *responsiveness* -0,4, *reliability* -0,83, *assurance,* -0,35, *tangibles* -0,27 and *empathy* -0,83. Learners' overall gap score of the learner centered cabin crew training supporting the work readiness was negative -0,54 (gap score (P)3,99-(E)4,53= -0,54).

Instructors assumed that the learners' overall expectation value would be 3,47 and the perception value 3,93. These number show us that the instructors assumed that there would be a positive gap score between the expectation and perception and the training quality would be exceeded. Even though there was a mismatch between the instructors' and learners' answers the perception values were almost the same, instructors (3,93) and learners (3,99). Overall value score perceived for the Learner- centered Cabin Crew Training is 3,99.

8   Conclusion

Based on the research results it is safe to say that the learners agree that the learner-centered cabin crew training supports the work readiness (Picture 12). The overall perceived value for the learner-centered cabin crew training was 3,99 out of a scale from one to five: 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree. Nevertheless, there is still room for improvement to make the learners to strongly agree with that.

The SERVQUAL method (Picture 2) used in this research made it possible to easily analyze the answers received from the online survey. As a result of the SERVQUAL the potential gaps were easy to identify (Picture 3).

SERVQUAL method enabled the possibility to identify two specific gaps. The identified gaps are the gap number one and five (Picture 3). Gap number one (Picture 3) is the gap which is the difference between learners' expectations and what the cabin crew instructors assumed them to expect. Different factors affected that gap. Lack of communication between the learners and instructors who represent the company, or simply a failure to listen to feedback are typically the examples of the affecting factors. Gap number five (Picture 3) is the difference between the training the learners expected to receive, compared to the actual perception of it.

There are many important factors why it is essential that the learner-centered cabin crew training supports the work readiness, like the results and the research theory showed us. Proper training empowers and motivates employees and it is also a competitive advantage for the company. Competitive advantage leads e.g., into higher customer satisfaction rates and increased profits. (Infopro learning 2023).

Setting and defining the training objectives well in advance in one of the most important parts of the training, because without any alignment to the goals the whole training can be a waste of the resources. This research showed that definition of the cabin crew training should be clearer defined, because learners expectation and perception values of it were not aligned and it formed a negative gap between them (Picture 5). By keeping the values aligned it is easier to create better results which in return affect positively the company's business (Neelen & Kirschner 2020).

Feeback, communication and recognizing a good and successful work is a one of the easiest and cheapest way to increase employee satisfaction. The importance of communication cannot be underestimated. Companies who have successfully created an open and honest communication work culture have achieved one of the key components towards a successful team. (Peoplehum 2023)

Communication does not only mean the communication between the employer/instructor and the learner. In addition, communication means the communication, discussion and sharing knowledge with the colleagues. All these aspects are components of an open and honest communication work culture. (Peoplehum 2023)

Learners were asked if the time used for sharing knowledge and discussions during the cabin crew training were enough (Picture 6) The negative gap value between the expectations and perceptions values were not aligned and it formed a negative gap (gap score-P-E= -1,1) between the values.

The negative gap (Picture 6) show that these communication components need some improvement. According to the researchers' people tend to learn better when they think of what they are actually learning and that happens through discussions and conversations with each other's. (Neelen & Kirschner 2020,40-42)

In addition, communication skills are part of the work readiness. Results showed that despite of the -1,1 gap (Picture 6, column 5) the respondents agreed that the learner-centered cabin crew training supported the work readiness (Picture 12). Work readiness skills are divided to three different categories and one of the skills that are needed for assigned work position are soft skills. These soft skills cover also communication skills. (Forbes 2018) In order to support more the work readiness, the communication components should be improved.

Based on the responses to the online survey it can be stated that the earlier cabin crew experience (Picture 4) does not affect whether more time is needed for discussion or not. Results show that the respondents value the time used for the communication and sharing knowledge (pictures 7,8,9,10 and 11).

Open and honest communication culture and training environment together enables to find out learners strengths and weaknesses. According to the results (Picture 13, column 10) respondents agreed that the learning environment is open and that is one of the elements that support the work readiness. (Neelen & Kirschner 2020)

Drivers and factors that support the employee engagement are that the learners have the possibility to utilize their strengths in their work duties. It has been proved that employees who feel challenged in their work duties and who feel that their strengths can be used stay motivated towards their work. (Quantum 2023) This research showed that the expectations and perceptions values of the question 'My previous skills will be taken into account in the

cabin crew training (Picture 14, column 13) were not aligned and it formed a negative gap between the values.

Referring to the aspects of learning (Neelen & Kirschner 2020) it is important to include the strengths and the previously learned knowledge into the learning. Studies have shown that the people learn better when they are in environment that builds on their existing knowledge. Research results (Picture 14, column 13) show that there is room for development to make the learners learning process more efficient and supportive. (Neelen & Kirschner 2020,40-42)

Based on the research results we can say that the negative gap between the learners expectation and perception value shows that learners wish to receive more regularly received constructive feedback (Picture 14, column 15). The importance of feedback should never be underestimated even if the giving and receiving feedback might feel complicated. (Neelen & Kirschner 2020,198-202)

 Effective feedback model (Picture 1) is a great tool to utilize while giving feedback. The model focuses on goals, current performance, and future performance. In addition, the model focuses on the different levels it should be provided on process level, task level, self-level and self-regulation level. If the feedback is given incorrectly, it might affect the learning experience negatively that is why it (Neelen & Kirschner 2020)

It is stated that feedback is one of the most important techniques to support the learners learning and it impowers the overall learning experience. Research results showed that feedback is not tied to the earlier cabin crew experience (picture 15,16,17,18 and 19), because learners' personal growth happens throughout the employment, and it is one of the most important factors for the employee engagement. (Neelen & Kirschner 2020,198-202)

Work readiness refers to the preparation of the employees with the needed skills, abilities and knowledge. Simple, it is difficult to prepare employees for their work if they have the feeling that they don't receive regularly constructive feedback, like they felt according to this research (Picture 14). The purpose of the feedback is to decrease the gap between the learners current knowledge and the wanted goal. That is the reason why the feedback is essential part of the learner-centered cabin crew training (Neelen & Kirschner 2020, 196-202; Vantage circle 2023)

Based on the research results it can be stated that the development targets for the learner-centered cabin crew training are communication and feedback (Picture 6 and 14). These elements are necessary for the learner's development. (Neelen & Kirschner 2020)

There was a big mismatch between the instructors' and learners' answers about the feedback (Picture 14, column 15). Instructors assumed that the learners' expectations would been exceeded but the truth were opposite. It is possible that one of the reasons behind the mismatch might be that the feedback is typically given by the instructors. In the question 15 (Picture 14) the instructors had in a way evaluate their selves and their own capability to give feedback to the learners. Typically, the answers received from online surveys might remain a bit superficial, because there is no proof that how seriously the respondents have taken the study. Because of that it is good to understand that the result might not be as reliable as it could be. (Hirsjärvi ym. 1997,195)

Question seven (Picture 12) instructors' assumptions of the learners' expectations and perceptions value are one of those answers that might not be as reliable as they could be. In the question instructors had to in a way evaluate their own professionality and training quality. Positively the learner's expectation and perceptions value were almost aligned towards the instructors' professionalism.

The importance of the instructors should not be underestimated. Instructors' role is important because they preach the learners to be lifelong learners. Instructors should ask questions, provide insights into the learners' weaknesses and strengths and they should give the earlier mentioned feedback. Professional instructors should challenge the learner's way of thinking and by that way support the learners learning path. That is why it is great to state on the basis of the research answers (Picture 12) that the learns agree with the learner's professionalism (Neelen & Kirschner 2020)

This research showed that the learners value the tangibles elements of the learner-centered cabin crew training (Picture 13). There were some minor negative gap scores between the expectation and perception values, but the columns indicated that the learners valued the tangible elements higher than the instructors assumed them to do. Environmental factors and the tangible elements of the training can affect the learning positively or negatively and based on the research results it is safe to say that the tangible elements of the learner-centered cabin crew training are on a good level. (Neelen & Kirschner 2020)

The concepts of self-directed learning (SDL) and self-regulated learning (SRL) are originated especially in workplace learning. These processes have different models, but they share similarities such as goal setting. Humans are typically goal-oriented, and humans tend to self-regulate their behaviors and emotions to achieve the desired goals. (Carver & Scheier 2005; Zimmerman 2005) Based on the research results (Picture 5) it can be stated that the learners agree that the goal of the cabin crew training is clearly defined during the training. Even though the learners agreed with the goal setting, there is still room for some development.

Results (Picture 5) showed that there was a small negative gap value between their expectation and perception value (gap score-P-E= -0,17). Despite of this small gap the importance of setting goals should not be underestimated, because in initiating SRL the affecting factors are especially the learning goals and those goals are essential for understanding SRL processes. (Neelen & Kirschner 2020)

SRL and SDL support the employees in the work environment when there are e.g., technical or societal changes going on. Keeping up with the changes are essential for a lifelong learning that is the reason why SRL and SDL should always be part of the cabin crew trainings. (Neelen & Kirschner 2020)

This research gave a small scratch of the surface considering the SDL and SRL. In the future these topics would be worth investigating a bit closer, because the goal of the learner-centered learning approach is that the learners learn to drive their own learning and SDL and SRL processes are essential to have in order to achieve the five star learning experience.

With the help of this research, it is possible to further develop the learner-centered cabin crew training to be even more work readiness supportive. With the help of the gap analysis the target company got very specific information about their current state and the gaps showed the weak and strong elements of the trainings. (Forbes 2022)

In the end the success of the company depends mostly on the employees' skills. The training should give the employees tools and knowledge to complete their work on time, while ensuring that the company goals are fulfilled. It is important to remember that happy and satisfied employees contribute to the company success. (Qualtrics 2023; Neelen & Kirschner 2020)

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Appendix

Lomake on ajastettu: julkisuus alkaa 9.10.2023 10.28 ja päättyy 18.10.2024 15.59

Thesis: Learner-centered cabin crew training supporting work readiness.

Learner-centered approach prioritizes the individual student's needs, interests, and abilities. The core principles of this approach include putting the learner at the center of the learning process, emphasizing active learning, and fostering a collaborative and supportive learning environment. The instructors role in a learner-centered approach is to act as a facilitator, guide, and coach rather than simply delivering information.

Kindly note that there are two similar questions above each other.
The first question deals with **expectation.**
(The questions should be answered based on your own opinions which is important to you).
The second question deals with **perception**.
(The questions should be answered based on your experience about the cabin crew training).

INFORMATION ABOUT THE RESPONDENT

Gender?
☐ Male *
☐ Female *
☐ Prefer not to answer *

Age? *

Area of residence?
☐ Capital area (Helsinki, Vantaa, Espoo) *
☐ Other city/town in Finland *
☐ Other country *

Nationality? *

[_____]

What is your level of education? (choose the highest level attained)
- ☐ General upper secondary education (matriculation examination) *
- ☐ Vocational college (post-secondary) *
- ☐ University of applied sciences degree (Bachelor's) *
- ☐ University of applied sciences degree (Master's) *
- ☐ University degree (Bachelor's) *
- ☐ University degree (Master's) *

Earlier experience as a Cabin Crew?
- ☐ None *
- ☐ 0-4 years *
- ☐ 4-9 years *
- ☐ 10-19 years *
- ☐ over 20 years *

RESPONSIVNESS

Answer the questions on a scale 1-5.

1 strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree.

_____

This question deals with **expectation.**

Goal for the cabin crew training is clearly defined *

1	2	3	4	5

This question deals with **perception.**

Goal for the cabin crew training were clearly defined *

1	2	3	4	5

_____

This question deals with **expectation.**

Enough time to process
the learned skills during
the cabin crew training *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

There were enough time
to process the learned
skills during the cabin
crew training *

| 1 | 2 | 3 | 4 | 5 |

RELIABILTY

Answer the questions on a scale 1-5.

1 strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree.

_____

This question deals with **expectation.**

Learner-centered
practical exercises
support the learning *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

Learner-centered
practical exercises
supported the learning *

| 1 | 2 | 3 | 4 | 5 |

_____

This question deals with **expectation.**

Needed requirements for passing the cabin crew training are clearly defined *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

Needed requirements for passing the cabin crew training were clearly defined *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **expectation.**

The time used for sharing knowledge and discussion during the cabin crew training are enough *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

The time used for sharing knowledge and discussion during the cabin crew training were enough *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **expectation.**

During the cabin crew training I get information how I can develop my professional skills in the future *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

During the cabin crew training I got information how I can develop my professional skills in the future *

| 1 | 2 | 3 | 4 | 5 |

ASSURANCE

Answer the questions on a scale 1-5.

1 strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree.

This question deals with **expectation.**

The cabin crew instructors are professional *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

The cabin crew instructors were professional *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **expectation.**

The cabin crew training support the work readiness *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

The cabin crew training supported the work

| 1 | 2 | 3 | 4 | 5 |

TANGIBLES

Answer the questions on a scale 1-5.

1 strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree.

This question deals with **expectation.**

Learning facilities during the cabin crew training support the work readiness *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

Learning facilities during the cabin crew training supported the work readiness *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **expectation.**
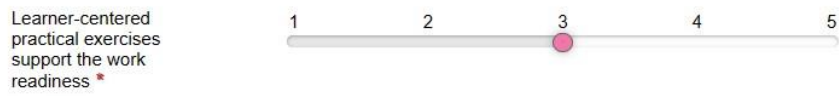
The training environment is open *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**
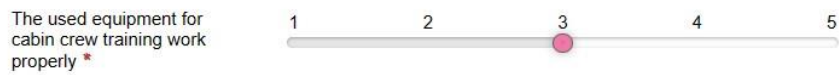
The training environment were open *

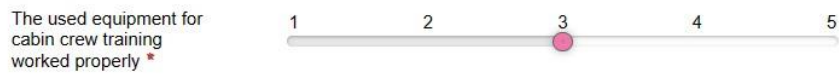| 1 | 2 | 3 | 4 | 5 |

This question deals with **expectation.**

Learner-centered practical exercises support the work readiness *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

Learner-centered practical exercises supported the work readiness *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **expectation.**

The used equipment for cabin crew training work properly *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

The used equipment for cabin crew training worked properly *

| 1 | 2 | 3 | 4 | 5 |

EMPATHY

Answer the questions on a scale 1-5.

1 strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree.

This question deals with **expectation.**

This question deals with **expectation.**

My previous skills will be taken into account in the cabin crew training *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

My previous skills were taken into account in the cabin crew training *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **expectation.**

Instructors support your learning during the cabin crew training *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

Instructors supported my learning during the cabin crew training *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **expectation.**

I get regularly constructive feedback during the cabin crew training *

| 1 | 2 | 3 | 4 | 5 |

This question deals with **perception.**

I got regularly constructive feedback during the cabin crew training *

| 1 | 2 | 3 | 4 | 5 |

FEEDBACK

OPEN FEEDBACK:

Tietojen lähetys

| Tallenna | Esitäyttö URL |