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Research Paper

The Influence of Social Learning on Flight Operation Officer Competency Mediated by Emotional Intelligence: A Study at the Akademi Penerbang Indonesia Banyuwangi

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Abstract

The aviation industry requires highly competent Flight Operations Officers (FOOs) for safe and efficient operations. This study explores the relationships between Social Learning, Emotional Intelligence (EI), and FOO competencies using Social Learning Theory (SLT) and emphasizing observation and experiential learning. Competencies include technical and non-technical skills, such as judgment and teamwork, which are vital for high-pressure aviation environments. This research examines SLT processes, EI levels, and FOO competencies among 72 students at the Akademi Penerbang Indonesia (API) Banyuwangi, determining the direct and indirect influences of Social Learning on competencies through EI. Data were collected using structured questionnaires and analyzed with Partial Least Squares Structural Equation Modeling (PLS-SEM). Results revealed that social learning significantly impacted EI and competencies ($p < 0.05$), with EI acting as both a direct and mediating factor. Students with higher EI demonstrated enhanced decision-making, problem-solving, and interpersonal collaboration, which are key to FOO roles. Findings suggest integrating EI-focused training, including simulations, role-playing, and feedback mechanisms, into FOO curricula to strengthen core competencies. This study contributes to aviation education by building on Bandura's and Goleman's theories, emphasizing how SLT and EI integration can better prepare students for real-world aviation challenges. By highlighting these elements' importance, the research advocates for balanced technical and nontechnical training in future aviation education programs.

Keywords: *Social Learning, Flight Operations, Competence, Emotional Intelligence*

INTRODUCTION

The aviation industry is a high-risk environment that demands exceptional competence from its workforce, particularly Flight Operations Officers (FOOs). Their role in ensuring the safe and efficient execution of flight operations is critical. Although numerous studies have examined factors influencing professional competence, the interaction between Social Learning, Emotional Intelligence (EI), and competence among FOOs remains underexplored.

The social sciences offer various theories and models that explain human behavior and competencies in occupational settings, including FOOs. Bandura (1977) posited in his Social Learning Theory (SLT) that learning occurs within a social context through observation, imitation, and modeling. He emphasized the cognitive aspects of learning and asserted that individuals can acquire behaviors and techniques by observing others in structured environments. Similarly, competence, as defined by Spencer and Spencer (1993), encompasses the abilities, knowledge, and skills essential for effective job performance. Their model highlights the significance of behavioral competencies in high-performance achievement. In aviation operations, competence extends beyond technical proficiency; competence includes judgment, problem-solving, and social skills (Boyatzis, 2008). Despite extensive research on competency development across various professions, the relationship between Social Learning and EI in the context of FOOs remains insufficiently examined.

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EI, popularized by Goleman (1995), refers to an individual's ability to recognize, understand, and manage his/her own and others' emotions. Research indicates that EI significantly enhances performance, leadership development, and teamwork (Goleman, 1998). Goleman's EI framework, which includes self-awareness, self-regulation, motivation, empathy, and social skills, aligns closely with the demands placed on FOOs.

While studies have independently explored the effects of SLT, competence, and EI on workplace performance, little attention has been given to their interconnectedness, particularly in aviation training. Most existing literature focuses on the direct impact of SLT on learning outcomes and the role of the EI in leadership and management (Luthans et al., 2007). However, there is limited research on whether EI mediates the relationship between SLT and competence. To address this gap, this study examines the interplay between Social Learning, EI, and competence among FOOs.

The research focuses on understanding how FOOs perceive and practice social learning, specifically analyzing how students acquire knowledge and skills through observation and structured interactions with peers and instructors. In addition, it explores the EI levels among FOOs, particularly their ability to manage emotions in high-pressure aviation environments. A key aspect of this research is the evaluation of core competencies, such as technical skills, decision-making, and teamwork.

Furthermore, this study investigates the direct impact of Social Learning on competency development and determines whether learning through observation and collaboration enhances professional skills. The study also examines the influence of Social Learning on EI and assesses whether interactive learning fosters emotional regulation and interpersonal abilities. Additionally, this study analyzes the extent to which EI directly affects competence and explores how emotional awareness and control contribute to operational performance.

Beyond these direct relationships, this research explores the mediating role of EI in the connection between Social Learning and competence. This analysis aims to determine whether the interaction between these constructs enhances student preparedness and operational readiness. By addressing these aspects, the study contributes to a broader understanding of competency development in aviation training, offering practical insights for improving educational strategies in the field.

LITERATURE REVIEW

The previous research provided valuable insights that formed the basis of this study. This study not only serves as a guide for developing hypotheses but also offers a comparative perspective on the variables under study.

Social Learning Theory (SLT), first introduced by Bandura (1977), asserts that learning occurs through observation, imitation, and modeling. This theory emphasizes the importance of cognitive processes in the acquisition of new behaviors by emphasizing the role of indirect reinforcement and self-efficacy. SLT is widely used in educational and vocational contexts, suggesting its relevance to skill development in aviation. For example, Youssef and Luthans (2007) argued that SLTs contribute to organizational behavior by shaping employees' adaptability and problem-solving skills. Similarly, Wood and Bandura (1989) highlighted that learning through observation facilitates skill acquisition in complex environments in which practical decision-making is critical. In the aviation industry, where FOOs must develop their competence through structured training and practical experience, SLT provides a solid theoretical foundation for understanding how learning mechanisms influence professional competence.

Emotional intelligence (EI) has been extensively studied in relation to workplace performance and competency development. Bahramiyan et al. (2014) examined the relationship

between EI and social competence in students with and without learning disabilities. They found that feedback mechanisms play an important role in emotion regulation. These findings underscore the importance of emotional intelligence in vocational training, where self-awareness and emotional control are critical for effective decision-making. Tan et al. (2024) examined the workload management of airline operators and concluded that core competencies, such as decision-making, communication, and adaptability, are essential for meeting dynamic operational challenges. Their study supports the argument that behavioral competencies, including emotional intelligence, are essential for aviation.

Angelita et al. (2022) examined the influence of EI and organizational culture on job satisfaction and commitment to the organization and concluded that EI significantly contributes to career success. Their findings are consistent with Suwandi (2020), who identified EI and competence as key factors for job performance, mediated by job satisfaction. This relationship suggests that emotionally intelligent individuals are more likely to exhibit high levels of professional competence, highlighting the relevance of emotional intelligence in flight training.

The integration of social-emotional learning (SEL) into competency development has also been researched in various contexts. Kothari (2020) found that SEL interventions significantly increased adolescents' emotional intelligence by improving their self-awareness, self-management, and decision-making skills. These findings are particularly relevant for FOOs because similar competencies are required for effective flight operations. Furthermore, Lopes et al. (2004) examined decision-making processes among flight crew members and demonstrated the predictive power of structured selection processes in improving flight performance.

Overall, this study provides a theoretical foundation for investigating the interplay between social learning, EI, and competency development among flight crew members. By synthesizing findings from diverse fields, this study explores how these factors interact in the aviation industry, thereby enabling a deeper understanding of training methods and strategies for competency development.

Conceptual Framework

The conceptual framework of this study is built around the interplay between Social Learning Theory (SLT), Emotional Intelligence (EI), and Core Competence of Flight Operations Officer (FOO) students at the Indonesian Aviation Academy (API) in Banyuwangi.

1. Social Learning Theory (SLT)
   SLT, proposed by Bandura (1977), suggests that individuals learn behaviors, skills, and attitudes by observing and interacting with others in a social context. For FOO students, learning professional and operational skills involves observing experienced instructors, engaging in simulations, and receiving feedback. The key constructs in SLT are observation, modeling, and reinforcement.
2. Emotional Intelligence (EI)
   As popularized by Goleman (1995), EI encompasses the ability to recognize, manage, and regulate one's emotions and those of others. This study considers EI as a mediating variable to assess whether it strengthens the relationship between Social Learning and Core Competence. Core components of EI, such as self-awareness, self-regulation, empathy, and social skills, are hypothesized to enhance professional abilities critical for FOOs.
3. Core Competence
   Defined by Spencer and Spencer (1993), competence involves a combination of technical and non-technical skills that are necessary for effective performance. For FOOs, this includes decision-making, problem-solving, communication, and teamwork. In this study, competence

is treated as the dependent variable, as it is influenced by both SLT and EI.

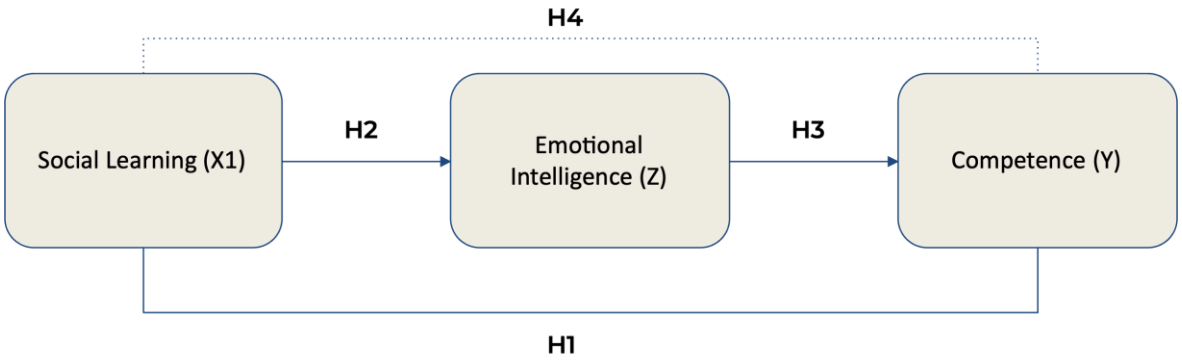

Figure 1. Theoretical Framework

Therefore, based on the conceptual framework outlined above, this study formulates the following hypotheses:

1. H0: Social Learning does not influence Emotional Intelligence.
   H1: Social Learning influences Emotional Intelligence.
2. H0: Emotional Intelligence does not influence Core Competence.
   H1: Emotional Intelligence influences Core Competence.
3. H0: Social Learning does not influence Core Competence.
   H1: Social Learning influences Core Competence.
4. H0: Social Learning does not influence Core Competence through the mediating variable Emotional Intelligence.
   H1: Social Learning influences Core Competence through the mediating variable Emotional Intelligence.

RESEARCH METHOD

This research employed a methodology grounded in positivist philosophy, which emphasizes objective reality and the use of empirical data to understand social phenomena (Creswell, 2014). The design systematically investigates a specific population or sample using quantitative and statistical analysis to describe research object characteristics and test established hypotheses (Sugiyono, 2019).

Data collection was conducted using structured research instruments, specifically questionnaires. These instruments ensured consistency and reliability in measuring the primary variables of interest: Social Learning, Emotional Intelligence (EI), and Core Competency. The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM), a method particularly suitable for examining relationships among latent variables and mediation effects (Ghozali & Latan, 2015; Hair et al., 2017).

The positivist approach aligns with the goal of generating generalizable findings, enabling researchers to determine whether hypothesized relationships between variables hold true within the population. This approach assumes that reality can be quantified and statistical analysis can reveal patterns or causal relationships objectively (Luthans et al., 2007). By using robust statistical tools, this methodology ensures valid and reliable findings while minimizing bias and subjectivity.

This methodological framework provides a clear and reproducible process through which hypotheses can be supported or rejected based on statistical evidence, contributing to empirical aviation education, particularly regarding the training and development of Flight Operations

Officers (FOOs).

Data Collection Technique

1. Observation
   Observations were conducted to obtain firsthand insights into cadet behaviors and training processes relevant to the research variables. This method enabled real-world verification of learning processes, skill application, and competency development within the training environment (Sugiyono, 2012).
2. Questionnaire
   A structured questionnaire was employed to collect data on Social Learning, Emotional Intelligence (EI), and Core Competency. The questionnaire used a 5-point Likert Scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), to quantify attitudes and perceptions (Sugiyono, 2016). The Likert scale used in this study is reflected in Table 1 below:

Table 1. Likert Scale Response Categories

Category	Score
Strongly Agree (SS)	5
Agree (S)	4
Neutral (N)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Source: Sugiyono, (2016)

This structured format ensures consistency and simplifies the analysis, allowing researchers to interpret responses quantitatively and align them with the study objectives.

Sampling Techniques

Participants and Sampling Method

The study involved 72 cadets who completed the Flight Operations Officer (FOO) competency training program at the Indonesian Aviation Academy (API) in Banyuwangi. A simple random sampling technique was applied to ensure that each cadet had an equal probability of being selected, minimizing potential bias and enhancing the generalizability of the findings (Sugiyono, 2017).

Data Processing Techniques

The collected data were processed using Partial Least Squares Structural Equation Modeling (PLS-SEM), a method suitable for examining relationships among latent variables and mediation effects (Ghozali & Latan, 2015; Hair et al., 2017). This approach enabled rigorous statistical analysis, ensuring valid and reliable findings while minimizing bias. The use of SmartPLS 3.0 software facilitated the model fit, path coefficient, and hypothesis testing.

FINDINGS AND DISCUSSION

Results should be clear and concise. The results should summarize (scientific) findings rather than providing data in great detail. Please highlight differences between your results or findings and the previous publications by other researchers.

Demographic Characteristics of Respondents

The respondents in this study are students and alumni of Akademi Penerbang Indonesia Banyuwangi, representing a heterogeneous group of students from different disciplines. The

demographic distribution is detailed below.

Table 2. Respondents by Age Group

Age Group	Frequency (n)	Percentage (%)
Less Than 17 Yo.	0	0 %
Between 17 and 21 Yo.	42	58 %
More than 21 Yo.	30	42 %
Total	72	100%

The majority of respondents (58%) were within the 17–21 years age category, while 42% were older than 21 years.

Table 3. Respondents by Gender

Gender	Frequency (n)	Percentage (%)
Male	46	64 %
Female	26	36 %
Total	72	100%

Most respondents were male (64%), while females constituted 36% of the sample.

Table 4. Respondents by Study Experience

Grade	Frequency (n)	Percentage (%)
First Grade	36	50%
Second Grade	9	13%
Third Grade	14	19 %
Alumni	13	13 %
Total	72	100 %

Half of the respondents are first-grade students, while second-grade and third-grade students accounted for 13% and 19%, respectively. Alumni comprise 18% of the respondents.

Validity Testing

The validity test in Partial Least Squares Structural Equation Modeling (PLS-SEM) is conducted to ensure that the indicators used in the research accurately measure their intended constructs. Convergent validity evaluates the correlation between indicators and their constructs. Hair et al. (2017) suggested that convergent validity can be assessed using two main metrics: outer loadings and average variance extracted (AVE).

1. Outer Loading
   The outer loading indicates the strength of the correlation between an indicator and its corresponding construct. Indicators with an outer loading of ≥ 0.7 are considered valid. For loadings between 0.5 and 0.7, the indicators may still be retained if the construct's AVE exceeds 0.5 (Ghozali & Latan, 2015). However, indicators with loadings below 0.5 must be removed because they fail to effectively represent the construct.

Table 5. Outer Loading

	Core Competence	Emotional Intelligence	*Social Learning*	Remark
CC11	0,721			Valid

	Core Competence	Emotional Intelligence	*Social Learning*	Remark
CC12	0,849			Valid
CC13	0,779			Valid
CC14	0,842			Valid
CC21	0,864			Valid
CC22	0,816			Valid
CC23	0,759			Valid
CC31	0,815			Valid
CC32	0,806			Valid
CC33	0,831			Valid
CC41	0,713			Valid
CC43	0,820			Valid
CC52	0,836			Valid
CC53	0,801			Valid
EI11		0,861		Valid
EI12		0,796		Valid
EI13		0,858		Valid
EI14		0,816		Valid
EI21		0,863		Valid
EI22		0,833		Valid
EI23		0,809		Valid
EI31		0,756		Valid
EI32		0,843		Valid
EI33		0,886		Valid
EI42		0,767		Valid
EI51		0,868		Valid
EI52		0,809		Valid
SL21			0,772	Valid
SL22			0,826	Valid
SL23			0,749	Valid
SL24			0,846	Valid
SL31			0,856	Valid
SL32			0,856	Valid
SL42			0,877	Valid
SL43			0,737	Valid
SL44			0,847	Valid
SL45			0,741	Valid

In this research, all indicators of Social Learning, Emotional Intelligence, and Core Competence achieved outer loadings greater than 0.7. For instance, the indicator "Observation of senior models" for Social Learning exhibited an outer loading of 0.82, indicating a strong contribution to measuring this construct.

2. **Average Variance Extracted (AVE)**

The AVE reflects the proportion of variance captured by a construct relative to the variance

due to measurement error. A construct is considered to have adequate convergent validity if its AVE is ≥ 0.5 (Fornell & Larcker, 1981). The AVE values for the main variables in this study are on the table below.

Table 6. Average variance extracted (AVE)

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Core Competence	0,958	0,959	0,962	0,648
Emotional Intelligence	0,962	0,964	0,966	0,687
Social Learning	0,942	0,946	0,951	0,660

Source: SmartPLS 2024

These results confirm that all constructs meet the minimum threshold for convergent validity, aligning with prior studies that highlight AVE as a critical component of structural model quality (Ghozali & Latan, 2015).

Composite Reliability

Composite reliability assesses the internal consistency of the indicators measuring the construct. Constructs with a composite reliability (CR) value of ≥ 0.7 are deemed reliable (Hair et al., 2017). This study reports the CR values as follows, which indicate strong internal consistency across all constructs.

Discriminant Validity

Discriminant validity ensures that each construct is distinct and not highly correlated with other constructs. The cross-loading method verifies that an indicator's loading on its associated construct is higher than on other constructs (Chin, 1998).

The results of the cross-loading analysis in this study confirm that all indicators loaded the highest on their respective constructs, demonstrating clear construct differentiation. This finding supports the theoretical assertion that each variable represents a distinct aspect of the research model (Ghozali, 2018).

Table 7. Discriminant Validity Values

	Core Competence	Emotional Intelligence	Social Learning
CC11	0,721	0,677	0,694
CC12	0,849	0,772	0,740
CC13	0,779	0,730	0,692
CC14	0,842	0,754	0,745
CC21	0,864	0,796	0,771
CC22	0,816	0,755	0,761
CC23	0,759	0,718	0,703
CC31	0,815	0,746	0,723
CC32	0,806	0,711	0,696
CC33	0,831	0,757	0,760
CC41	0,713	0,682	0,639
CC43	0,820	0,710	0,770

	Core Competence	Emotional Intelligence	Social Learning
CC52	0,836	0,793	0,779
CC53	0,801	0,757	0,702
EI11	0,756	0,861	0,704
EI12	0,665	0,796	0,593
EI13	0,765	0,858	0,673
EI14	0,758	0,816	0,720
EI21	0,814	0,863	0,781
EI22	0,820	0,833	0,738
EI23	0,759	0,809	0,657
EI31	0,582	0,756	0,492
EI32	0,773	0,843	0,650
EI33	0,821	0,886	0,745
EI42	0,786	0,767	0,783
EI51	0,801	0,868	0,773
EI52	0,758	0,809	0,678
SL21	0,687	0,685	0,772
SL22	0,721	0,664	0,826
SL23	0,615	0,575	0,749
SL24	0,781	0,753	0,846
SL31	0,799	0,716	0,856
SL32	0,751	0,718	0,856
SL42	0,839	0,759	0,877
SL43	0,662	0,565	0,737
SL44	0,800	0,764	0,847
SL45	0,651	0,595	0,741

Structural Model Testing

The measurement model is validated, and the structural model is evaluated to examine the relationships between the latent variables. The key steps are as follows:

1. Path Coefficients

   Path coefficients measure the strength and direction of relationships between variables. In this study:

Table 8. Path coefficients for Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Emotional Intelligence -> Core Competence	0,546	0,549	0,109	5,009	0,000
Social Learning -> Core	0,444	0,440	0,111	3,987	0,000

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Competence					
Social Learning -> Emotional Intelligence	0,842	0,841	0,043	19,473	0,000

Table 9. Path Coefficients for The Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Social Learning -> Emotional Intelligence -> Core Competence	0,460	0,462	0,093	4,920	0,000

2. **R-Squared (R^2)**

   R^2 indicates the proportion of variance in the dependent variable explained by the independent variables (Ghozali & Latan, 2015). The values used in this study are as follows:

Table 10. R-Squared

Variable	R Square	Information
Core Competence	0.902	Strong
Emotional Intelligence	0.704	Strong

3. **Effect Size (f^2)**

   The effect size measures the relative influence of the independent variable on the dependent variable. (Cohen, 1988) For example:

   a. Emotional Intelligence had a significant effect on Core Competence ($f^2 = 0.914$).
   b. Social Learning demonstrated a large effect on Emotional Intelligence ($f^2 = 2.431$).

Table 11. Effect Size

	Core Competence	Emotional Intelligence	Social Learning	Effect Size
Core Competence				
Emotional Intelligence	0,914			Large Effect
Social Learning	0,605	2,431		Large Effect

Hypothesis Testing

The final step in the analysis process is hypothesis testing, which evaluates the significance of the relationships between latent variables using path coefficients. This testing involves the

following criteria:

1. T-statistic
   The t-statistic is obtained by a bootstrapping process. A t-statistic >1.96 indicates a statistically significant relationship at a 5% significance level ($p < 0.05$). This threshold ensures that the observed relationship is unlikely to have occurred by chance and reflects a meaningful connection between variables (Ghozali, 2021).
2. P-value
   The p-value complements the t-statistic by quantifying the probability that the observed relationship occurred randomly. A p-value below 0.05 confirmed the hypothesis, indicating a statistically significant relationship between the tested variables (Hair et al., 2017).

By combining these two metrics, hypothesis testing in PLS-SEM ensures the robustness of the proposed model and the reliability of the conclusions drawn from the analysis. Only relationships that meet these criteria were considered meaningful when interpreting the research findings.

Table 12. Path Coefficients in Bootstrapping

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Emotional Intelligence -> Core Competence	0,546	0,549	0,109	5,009	0,000
Social Learning -> Core Competence	0,444	0,440	0,111	3,987	0,000
Social Learning -> Emotional Intelligence	0,842	0,841	0,043	19,473	0,000
Social Learning -> Emotional Intelligence -> Core Competence	0,460	0,462	0,093	4,920	0,000

Findings and Discussions

1. Effects of Social Learning on Emotional Intelligence (H1**)**
   The path coefficient of 0.842 with a t-statistic of 19.473 indicates a strong and significant positive effect ($p < 0.05$) of Social Learning on Emotional Intelligence. This suggests that social learning processes significantly enhance emotional intelligence. These findings align with previous research emphasizing that social interaction-based training improves emotional awareness and interpersonal skills (Goleman, 1995; Zimmerman & Schunk, 2001). Active engagement in social learning activities also contributes to enhanced emotional regulation and social adaptation (Setiawan & Sulistyowati, 2020; Salas et al., 2012).

2. Effect of Emotional Intelligence on Core Competence (H2)
   A path coefficient of 0.546 with a t-statistic of 5.009 demonstrates a significant positive relationship ($p < 0.05$) between Emotional Intelligence and Core Competence. Students with higher emotional intelligence exhibit better professional competencies, including judgment and problem-solving. This finding supports the notion that emotional intelligence is a key determinant of professional success, influencing both skill development and performance in educational and professional settings (Boyatzis, 1982, 2008; Goleman, 1998; Mayer et al.,

2000).

3. Effect of Social Learning on Core Competence (H3)
   A path coefficient of 0.444 with a t-statistic of 3.987 confirms a significant positive impact ($p < 0.05$) of Social Learning on Core Competence. This result aligns with the theory that social learning plays a crucial role in acquiring of new skills. The presence of a structured social learning environment enhances professional competencies as learners gain knowledge through observation, interaction, and shared experiences (Bandura, 1977; Sharma & Sharma, 2020; Luthans et al., 2007).

4. The Mediating Effect of Emotional Intelligence (H4)
   Social Learning indirectly influences Core Competence through Emotional Intelligence, with a path coefficient of 0.460 and a t-statistic of 4.920 ($p < 0.05$). Emotional Intelligence serves as a mediator that strengthens the effect of Social Learning on competence. This highlights the importance of Emotional Intelligence in translating social learning experiences into improved professional skills and decision-making abilities (Baron & Kenny, 1986; Preacher & Hayes, 2008; Kothari, 2020).

CONCLUSIONS

This study demonstrates that Social Learning significantly enhances Emotional Intelligence, which in turn strengthens Core Competence. Additionally, Emotional Intelligence plays a mediating role in the relationship between Social Learning and Core Competence. These findings highlight the importance of integrating social learning methodologies in educational settings to improve students' emotional intelligence and professional competencies.

The study's novelty lies in confirming the mediating role of Emotional Intelligence, emphasizing its importance in professional skill development. By demonstrating how social learning enhances not only emotional intelligence but also core competence, this research provides valuable insights for educational institutions seeking to optimize training strategies for students.

LIMITATION & FURTHER RESEARCH

This study has several limitations. The sample was limited to 72 Flight Operations Officer (FOO) students at API Banyuwangi, limiting its applicability to broader aviation contexts or other educational institutions. It employed a cross-sectional design that captured data at a single time, thereby restricting insights into how Social Learning, Emotional Intelligence (EI), and competencies evolve over time. Self-reported questionnaires, while practical, might introduce response biases that affect the reliability of the findings.

Future research could address these limitations by adopting a longitudinal design to observe changes and causal relationships over time. Expanding the sample to include FOOs from diverse institutions or professionals in real-world aviation roles would enhance the generalizability of the findings. Including additional variables such as leadership styles and workplace dynamics would provide a more comprehensive understanding of competence development. Qualitative methods, such as interviews or focus groups, can complement quantitative approaches by capturing deeper insights into the participants' experiences. Moreover, future studies could intergrate EI and Social Learning strategies directly into aviation training programs, assessing their real-world impact on operational performance and safety outcomes. These recommendations would provide a richer understanding of the interplay between Social Learning, EI, and competencies, contributing further to the development of aviation education.

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