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Experiential Learning and Job Satisfaction of Students in a Technological University in the Philippines

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Abstract: Preparing our students for future work roles is a critical component of any work-based learning like the technical and vocational education and training (TVET) and cooperative education (COE) program. The supervisor's role, the location and atmosphere of the training site, interpersonal relationships, and a variety of other factors all contribute to a student's training program's effectiveness. Using a mixed-method approach, this study aimed to examine 75 undergraduate students' learning experiences, personal evaluations, and satisfaction in their skills training. A focus group discussion was conducted, and a researcher-made questionnaire was developed to assess the students' perceived skills as well as the process, location, training materials, and supervision of the training site. Students had a positive workplace learning in terms of the COE procedure, the environment and accessibility of the site, their cognitive, behavioral, and social learning experiences, their attitude toward their supervisor and coordinator, and their evaluation of training, according to the findings. In the focus group discussion, participants discussed issues that arose during their workplace learning experiences such as time management, interpersonal conflict, accessibility of the training site, and the COE process. The findings suggest that the training institution can provide high-quality and satisfactory training programs for undergraduate students. Curriculum review and pre-service seminars were proposed as interventions.

Keywords: Cooperative education, workplace learning, undergraduate students, psychology student, work-integrated learning, skills training

1.   Introduction

Technical and vocational education and training, or TVET, is delivered through work-based learning, also called 'cooperative training'. This arrangement requires company, enterprise, and institution collaboration. TVET institutions offer subject-specific or theoretical knowledge contributing to occupational understanding (Tamrat, 2021). The concept of TVET is like cooperative education and refers to various learning-and-work opportunities. A literature review reveals many other terms for these experiences, including experiential learning, practicums, work-based learning, internships, work-integrated learning, and work placements (Barthus & Higgs, 2011). TVET and other work-integrated learning share similar factors like having subject-specific training depending on their occupation, linkages with a collaborative institution (Caves, Ghisletta, Kemper, McDonald, & Renold, 2021); the presence of a mentor or supervisor (Wudneh, Seifu, & Dagnew, 2022), and the goal of skills building for future career or employment to enable the trainee to contribute to national development (Quan-Baffour & Akpey-Mensah, 2022). In this context, TVET research can explain similar learning-and-work experiences of trainees or interns.

Rizal Technological University (RTU) is the first educational institution in the Philippines to apply Cooperative Education (COE) on a curriculum plan renowned by various businesses, industries, and agencies all over the Philippines. According to Profeta and Davie (1981), The Rizal Technological University, formerly the Rizal Technological College, is mandated by law to be the centre for cooperative education in the Philippines. In their first two years, modular courses provide students with basic specialization tools. Modular courses ensure dropouts have employable skills. Cooperative

Education (COE) and technical and vocational education and training (TVET) also cater to dropouts or the unemployed sector of the society (Quan-Baffour & Akpey-Mensah, 2022). In COE, TVET, or other work-integrated learning activities, students gain enriching experiences through the hands-on internship that cannot be imparted through lectures. The training is the only period when theory and practice are combined (Collins, 2002); hence, it enables students to apply the approaches taught in class (Bleetman & Webb, 2008). Furthermore, cooperative education enables students to investigate and evaluate their desired professions, abilities, and skills (MacDonald, Cameron, Brimble, Freudenberg, and English, 2014).

In Malaysia, internships are common in higher education institutions to enhance students' learning experience and technical skills. Students who follow the internship program can develop their professional attributes and acquire networking opportunities and career options (Amin, Latif, Arsat, Suhairom, Jumaat, & Ismail, 2020). In Uganda, TVET improved women's decision-making, autonomy, mobility, and self-confidence, which will help empower them through skill acquisition (Muhwezi, Aseey, Ondicho, & Otieno, 2021). Due to its significance, various researchers have examined the impact of work-based learning from various perspectives. Several researchers examined intern students' satisfaction, experience, and challenges in a study of Taiwan's dual vocational training policy (DSVTP) system. Positive correlations were found between learning satisfaction, job involvement, dual system satisfaction, and job retention intentions. Students participating in DSVTP are largely satisfied with the program, encouraging them to keep their current job and reducing youth unemployment (Liu, 2021). Marinakou and Giousmpasoglou (2013) examined students' satisfaction with their internship experience and expectations. The result of the study showed that, on average, students had a favourable opinion of their internship experience. Moreover, this research indicates the factors that contribute to intern motivation and satisfaction like the working conditions, social interaction with supervisors/staff, and working in a professional environment. However, student dissatisfaction was focused on lack of coordination, long working hours, and low or inadequate pay. Another study that deals with the difficulty encountered by students were a study by Seyitoglu (2019) that indicates issues with employment, working conditions, and salary, as well as problems with adjustment, challenging customers, workplace accidents and errors, and mismatch of academic concepts with the industry.

The role of feedback and evaluation was also explored. Work-integrated learning (WIL) is crucial for developing work-ready and professional graduates in higher education. To ensure continuous improvement and development of WIL programs that consider all stakeholder perspectives, quality evaluation systems are required (Lewis, Williams, Allen, Godlfard, Lyall, King Statham 2021). According to Hussien and La Lopa (2018), internship satisfaction can be achieved with thorough feedback, location of the institution, autonomy, flexible working hours, adequate institutional support, and the potential to gain a variety of skills which can all help to boost stakeholder satisfaction. The success of WIL activities in academic qualifications depends on feedback from industry supervisors (Ramukumba, 2021). Student feedback on their WIL experiences can also help to improve the WIL program, reduce a student's workload in times of high workload, improve academic preparation for students during their internship, and clarify the roles of students, coordinators, and industry/community partners (O'Connor and Cianciotta, 2021). Risks and other psychological effects were studied in the internship program. Bullying, harassment, or discrimination can be reduced by evaluating the internship program throughout the training (Minton & Birks, 2019). The institution and the host organization face a legal risk in ensuring the student's competency for the roles they are taking on. The host organization and the institution face legal and operational risks due to students' appropriate behaviour and professional conduct. A considerable danger was also highlighted as poor or improper student experience (Fleming & Hay, 2021).

A recent study focused on the skills needed by a graduate as assessed in their work-integrated learning. The result of the study emphasized the importance of graduates who are technologically literate, resilient, adaptive, and capable of working and communicating effectively with people from varied backgrounds in both virtual and face-to-face environments. Furthermore, students must embrace continual professional development, be able to build relationships and network effectively, and have a thorough understanding of relevant legislation and codes of ethics (Riebe, Jackson, Meek, Ogilvie, Kuilboer, Murphy, & Brock, 2022). In a study on TVET graduates, their employability and problem-solving skills were low. Few graduates could monitor and correct performance, distinguish trends, or predict system impacts. They had a negative attitude toward their jobs, low motivation, and little energy for the workplace (Mengistu & Negasie, 2022). In a TVET college study, the program's assessment strategy does not lead to graduates' employability. TVET programs should promote a dual assessment throughout the course to produce technical knowledge and career opportunities that meet industry needs (Teane, 2021).

Other studies focused on student preparation and motivation. Drewery, Pretti, and Barclay (2016) asserted that when students see a connection between their academic preparations and their work, they become curious and motivated to perform well. Students who are well-prepared at the beginning of their internship are preferred because they demonstrate an awareness of their work role's efficacy (Kanno & Koeske, 2010). Preparedness is critical because insufficient preparation can result in negative outcomes for students' vocational skills and self-confidence (Macdonald, Cameron, Brimble, Freudenber, and English, 2014); role conflict, apprehension, anxiety, low confidence, and may experience burnout (Royse, Dhooper and Rompf, 2016).

The supervisor's role, particularly in clinical supervision, was also examined. According to Kanno and Koeske (2010), a greater sense of training satisfaction results from high-quality management. Continuous monitoring and evaluation also help to improve student supervision. Similarly, supervisors have a role in empowering students to cope

more effectively with exhaustion and anxiety. Collaboration between academic and host supervisors is critical to ensure that trainees have a positive learning experience. The university should initiate constant communication to develop strategies for maximising the training's benefits (Winchester-Seeto, Rowe, & Mackaway, 2016). Baird & Mollen (2018) indicated another factor that involves supervisors. This factor indicates that the frequency and duration of sessions between supervisors and interns should be established in a formal agreement. Once an agreement is reached, the supervisor and intern must work together to schedule and maintain adequate supervision time. The frequency of supervision and the qualifications of the individual providing training are determined by many factors, including the intern's level of experience or training, the intern's activities, the expectations of the placement site, the instructor, the placement site, or the guidelines established within a profession.

Prior research has examined the impact of cooperative education in various fields. Still, none has examined the learning experiences, satisfaction, and challenges faced by undergraduate psychology students, particularly in the Philippines, where the course is now offered as a board course. This study contributes by expanding our understanding of student training in this field and the implications of an internship as an educational intervention tool. This study aims to examine the learning experiences, satisfaction, and challenges of undergraduate psychology students through the survey method and a focus group discussion.

2.   Methodology

This study's mixed-method research design conducted a focus group discussion and a survey. The university is in Metro Manila, Philippines. It has two campuses: the main campus in Mandaluyong City and an extension campus in Pasig City. The researcher enlisted the help of volunteers to take part in a focus group discussion about their training experiences. Thirteen Pasig campus students agreed to participate in the focus group discussion, and 75 Pasig and Boni campus students completed the survey. In this study, participants were required to provide informed consent. The focus group discussion questions were related to their training's learning experiences and problems. The discussion was structured, and students were asked to discuss the Process, Place, and People in their COE Experiences. During the discussion, the researcher asked for common issues and learning experiences in their training. The researcher transcribed and analyzed the focus group discussion participants' responses. The key topics discussed were used to develop the instrument used in this study.

2.1   Participants

The participants were the Rizal Technological University (RTU) students studying BS Psychology in the Mandaluyong and Pasig City, Philippines. RTU has an extension campus in Maybunga, Pasig City. The main campus is in the same city as the training site. On average, the journey from the extension campus to the training site takes an hour and a half. Trainees from the Pasig campus must leave the internship one and a half hours early to attend evening classes at the Pasig campus. Students coming from the main campus took 10-15 minutes to get to the training site and back to the university to attend the evening class.

The students completed a total of 250 hours at the training institution. Students went to their internship every Monday to Friday, 8:00 am to 2:00 pm, to complete the internship hours. After a batch's completion, another set will attend the training. This study included 75 students who had completed their two-month training as part of the Cooperative Education Program in the clinical setting. There were 50 students from the main campus and 25 from the extension campus. There were 59 (79%) females and 16 (21%) males among the 75 students. Thirteen female students from the extension campus took part in a focus group discussion that formed the foundation for the survey instrument.

2.2   Instrument

The survey is a 62-item questionnaire divided into five categories: Process (10 items), Place, Training Material, and Facilities (6 items), Learning Experiences (22 items), Clinical Instructor (17 items), and Personal Evaluation (7 items). The Process section describes the ease or difficulty of administrative processing activities such as enrollment, schedule, orientation, attendance, and grades in COE. It is graded on a 6-point scale: 1 (Very Difficult), 2 (Difficult), 3 (Slightly Difficult), 4 (Slightly Easy), 5 (Easy), and 6 (Very Easy). The section Place, Training Material and Facilities inquiries about the training institutions' facilities and accessibility from home. The Learning Experiences describe a student's agreement or disagreement with a variety of cognitive, behavioral, and social goals that a trainee must learn or develop. There are also items on knowledge, skills, and work attitude in this section. This category used a 6-point scale with 1(strongly disagree); 2 (disagree); 3 (slightly disagree); 4 (slightly agree); 5 (agree); and 6 (strongly agree). The Clinical Instructor describes the students' expectations of their Clinical Instructor in terms of instructional, supervisory, and training provisions. The Personal Evaluation indicates whether students' expectations were met during the training experience. These factors are rated on a 5-point scale: 1 (Fails to Meet Expectation), 2 (Slightly Meet Expectation), 3 (Meets Expectation), 4 (Slightly Exceeds Expectation), and 5 (Exceeds Expectation).

The survey items for the Process section, the Cognitive, Behavioural, and social factors, and the Place, Materials, and Facilities were derived from the students' responses to focus group discussions. The remaining items for the Cognitive, Behavioural, and Social factors, the Clinical Instructor section, and the Personal Evaluation were adapted

from the Student/Evaluation Intern's Form of Washington State University's Department of Marketing and International Business (Washington State University, n.d.). The instrument was validated by three experts to assess the questionnaire. The instrument was revised according to the comments and recommendations of the experts. Redundant and unrelated items were removed. The questionnaire has the following Cronbach alpha reliability values: Process ($\alpha = .90$), Place, Materials and Facilities ($\alpha = .88$), Learning Experiences ($\alpha = .95$), Clinical Instructor ($\alpha = .98$) and Personal Evaluation ($\alpha = .91$).

3. Results

Table 1 below shows the mean results for the level of satisfaction of the co-op students in terms of process.

Table 1 - Mean results for the level of satisfaction of the co-op students in terms of process

Items	Mean	SD
The process of COE is easy in terms of enrolment.	4.11	1.25
The process of COE is easy in terms of schedule.	3.91	1.35
The COE orientation at RTU has provided me with an overview of the clinical setting.	4.14	1.30
The process of COE is easy in terms of placement at my institution.	4.09	1.23
The orientation at my institution has provided me with an overview of the clinical setting.	4.39	1.32
The orientation at my institution has provided me with an overview of its rules and regulations.	4.46	1.31
The COE process is easy in terms of attendance with the COE coordinator.	3.82	1.58
The COE process is easy in terms of the submission of requirements in my institution.	3.95	1.46
The COE process is easy in terms of the submission of requirements to the COE Coordinator.	3.89	1.49
It is easy to get/view my grade in COE.	2.62	1.70

The level of satisfaction in terms of process is presented in Table 1. The statement, "The orientation at my institution has provided me with an overview of its rules and regulations," was rated highest with a mean of 4.46 (SD=1.31). This was followed by the statement, "The orientation at my institution has provided me with an overview of the clinical situation," with a mean of 4.39 (SD=1.32). The trainees were given two orientations, one at the university and one at the training facility. This orientation gave them the rules and regulations, guidelines, and instructions on the vital activity to be accomplished. This included psychological assessment, one of the key competencies necessary in this cooperative education program. The trainees have found this to be fulfilling. The item "It is easy to get/view my grade in COE" ranked the lowest, with a mean of 2.62 (SD=1.70). The online grading system limits the presentation of grades and is not feasible unless all students complete their training. The SD value of higher than 1 implies that the experience of satisfaction by the trainee in the process factor varies, indicating, for example, that some trainees may find it easier or more difficult to submit their requirements. It is difficult for the trainees from the Pasig campus to submit their requirements to the COE Coordinator, who had her office on the main campus.

Table 2 - Mean results of the cognitive, behavioural, and social learning experiences of the co-op students

Item	Mean	SD
Cognitive Factors		
Analytical Reasoning	4.44	1.15
Problem Solving Skills	4.37	1.21
Apply the knowledge learned in the classroom to real work situations	4.86	1.05
Psychological Report Writing Skills	4.73	1.11
Knowledge in Clinical Assessment	4.56	1.12
Technical skills of clinical assessment	4.61	1.14
Enhances my capabilities in learning about psychological theories	4.74	1.24
Behavioural Factors		
Leadership Skills	4.24	1.35
Values needed in the workplace	4.80	1.26
How to set and meet goals	4.68	1.20
How to meet deadlines	4.71	1.24
How to complete assignments	4.85	0.98

Table 2 - Continue

Item	Mean	SD
Time Management Skills	4.62	1.14
Develop a sense of professional identity	4.04	1.43
Acquire new skills that will be helpful to me in my future career	4.58	1.32
Group Dynamics Skills		
Social Factors		
How to work for others	5.05	1.1
Enables me to network with other students	5.05	1.0
Enables me to network with professionals	4.89	1.13
Encourages me to work in a team	4.61	1.16
Communicate with others	4.60	1.32
Socialize with all levels and types of people	5.07	1.16

Among the learning experiences, the category of Social Factors item got the highest means. The item "Socialize with all levels and types of people" ranked first with a mean of 5.07 (*SD*=1.16). The participants in the focus group discussion stressed this factor as the most rewarding in their training. Exposure to interaction with people at different levels is reported as a significant experience that contributes to the student's growth not just academically but also personally. The item "Develop a sense of professional identity" has the lowest mean of 4.04 (*SD*=1.43). The sense of professional identity has the lowest mean because the trainees reported feeling discriminated against which may be related to the trainees' feeling this way. Overall, the students were able to experience and learn the basic competency expected in clinical training.

Table 3 - Mean result for the place, materials, and facilities of the institution

Items	Mean	*SD*
The training material was sufficient for the trainee to work independently.	3.11	1.12
The training institution was very accessible from home.	2.53	1.25
The training institution had a pleasant work environment.	3.19	1.22
The training area is free from noise to enable the trainee to focus on the task.	3.10	1.22
The training area is free from health hazards like smoke, odour, and dirt.	3.16	1.39
The training area has adequate chairs and tables for conducting testing.	3.05	1.43

The accessibility of the training institution is crucial in any internship program. This issue highlights the result of Table 3. "The training institution was very accessible from home" got the lowest mean (*M*=2.53, *SD*=1.25) and suggested that the trainees find it slightly challenging to travel to the training site and return to the university to attend their evening classes. The high transportation costs also contribute to the dissatisfaction encountered by the students, as shared in the focus group discussion of the trainees. Another difficulty is the inadequate chairs and tables for conducting testing, which is due to the overlapping of the training schedule. The training institution accepts walk-in clients for psychological assessment; hence there will be days when there are a lot of clients or limited clients. In the case of multiple clients, there is a limit to the seating capacity inside the testing centre. There is a tendency for crowding.

Table 4 - Mean result of clinical instructor evaluation

Item	Mean	SD
The instructional quality of the training I received was excellent.	3.22	1.17
The quality of directions I received when assigned the unsupervised task was very clear and complete.	3.30	1.19
The type of feedback I received from my supervisor is positive feedback.	3.47	1.20
My clinical instructor approaches this internship as a learning experience for me.	3.47	1.37
My clinical instructor provided necessary guidance and direction throughout.	3.19	1.35
My clinical instructor was available for questions.	3.30	1.44
My clinical instructor was approachable.	3.32	1.34
My clinical instructor encouraged me to set and reach my goals.	3.18	1.32
My clinical instructor discussed my performance with me in a constructive manner.	3.09	1.38
My clinical instructor provided me with the necessary training.	3.14	1.36
My clinical instructor gave me challenging tasks to perform.	3.32	1.31

Table 4 - Continue

Item	Mean	SD
My clinical instructor appeared interested in me as an individual.	3.01	1.31
My clinical instructor provides adequate training.	3.15	1.29
My clinical instructor encouraged me to improve my knowledge and skills.	3.18	1.36
My clinical instructor provided adequate instructions or assistance in the conduct of my work.	3.20	1.26
My clinical instructor provided feedback on my job performance regularly.	3.12	1.38
The overall rating of my clinical instructor	3.34	1.34

The supervision provided by the clinical instructor meets the expectations of the trainees. The clinical instructors were rated favourably, with the highest mean of 3.47 for the statement "The type of feedback I received from my supervisor is positive feedback" (SD=1.20) and "My clinical instructor approaches this internship as a learning experience for me" (SD=1.37). The clinical supervisors' ability to transfer knowledge to the trainees has mutual benefit since upon learning the psychological testing and gaining competency, the trainees can assist the clinical supervisors in preparing the psychological tests. The clinical supervisors can check it for accuracy and appropriateness. The feedback given by the clinical supervisors to the trainees can help the trainees develop their competencies and assess if the clinical setting is appealing to the trainees as a future career. The supervisor's role is essential as any negative or positive experience gained with the interaction with the supervisors can determine the overall satisfaction of the trainees.

Table 5 - Mean result of personal evaluation of the coe student

Item	Mean	SD
The COE program prepares the students for our future work roles.	3.80	1.08
The internship experience was appropriate for my career interest.	3.88	.96
I felt that I was prepared academically for this internship.	3.64	1.03
I would recommend this internship to other psychology students.	3.68	.91
I would be interested in a full-time position with this organization after I graduate.	3.30	1.25
I am satisfied with my COE experience in the Clinical Setting in this institution.	3.47	1.22

The clinical internship meets the expectations of the trainees. "The internship experience was appropriate for my career interest" got the highest mean of 3.88 (SD=.96), suggesting that there were students interested in pursuing a job in the clinical setting. However, the item "I would be interested in a full-time position with this organization after I graduate" got the lowest mean 0f 3.30 (SD=1.25), suggesting that the interest of the trainees may not be in the clinical setting but in the industrial setting or work related to Human Resources Management.

3.1 Problems Encountered in the COE Training

The clinical internship meets the expectations of the trainees. "The internship experience was appropriate for my career interest" got the highest mean of 3.88 (SD=.96), suggesting that there were students interested in pursuing a job in the clinical setting. However, the item "I would be interested in a full-time position with this organization after I graduate" got the lowest mean 0f 3.30 (SD=1.25), suggesting that the interest of the trainees may not be in the clinical setting but in the industrial setting or work related to Human Resources Management.

3.1.1 Training Schedule Conflict

A scheduling conflict emerges during the reservation of training slots. The schedule for training batches was not carefully adhered to, resulting in overlapping schedules that resulted more than student trainees. After a group of trainees has completed their training, another round of trainees should be trained. However, this is not always the case. Due to the overlapping training dates, several students reported having nothing to do. There were more students receiving training than clients requiring psychological test administration.

3.1.2 Inadequate Facility/Resources

The testing area accommodates at least five individuals for simultaneous testing. The testing area lacks privacy because other trainees and clients can hear ongoing testing and evaluation. The oversupply of trainees from several universities causes congestion for students. Training resources, such as the IQ exam kit, were inadequate for testing customers simultaneously. Exam papers were also required. The lack of tables and chairs led to trainees being upset and in a bad mood. The trainees stated that they did not have a place to store their backpacks or bags. Their belongings were scattered throughout the training area and mixed in with the stuff of students attending other institutions.

3.1.3 Interpersonal Conflict with Other Trainees

Participants in the focus group discussion reported that their peers looked down on them. According to one trainee, when the student from this university arrived, a private school trainee "showed off" their iPhone. The private school students feel superior and dominant in the presence of the other trainees. There was no shared responsibility for keeping the area clean and orderly.

3.1.4 Place/Accessibility

The training site was not easily accessible for a student coming from the Pasig campus, as it would take at least an hour and a half to reach there. Avoiding traffic will allow a student to arrive early. In addition, transportation costs were highlighted. If a student has a parent who earns minimum wage, 14 per cent of the parent's income goes toward transportation costs. Consequently, the trainees from the Pasig campus grumble about the high cost of transportation. The students need to travel back to the Pasig campus for their evening class and leave the training site early to get to the university.

4. Discussions and Recommendations

The study's main finding presented a general satisfaction with their training at the host institution. Their ratings for learning experiences, process, location, training materials and facilities, clinical instructor, and personal evaluation all meet or exceed the expectations of the students. Studies by Marinakou and Giousmpasoglou (2013) and Liu (2021) support this study's conclusion that interns are generally pleased with their training. In this regard, it can be concluded that the institution provides adequate training for students, especially in terms of clinical exposure and socialization with individuals of all types. However, the focus group discussion reported interpersonal conflict with other trainees and a sense of being discriminated against. The statement "Developing a sense of professional identity," when interpreted quantitatively, suggested a "slightly agree" interpretation of this statement. This feeling of discrimination or an uncomfortable work environment may affect the mental and emotional health of the students. Some students reported feeling inadequate and inferior when confronted with such situations. Minton and Birks (2019) suggested that evaluating the internship program can also help reduce the risk of emotional or psychological harm during training, especially in cases of harassment, bullying, or discrimination. Students from the extension campus reported this feeling of discrimination or inferiority since the main campus has more facilities and a better campus site than the extension campus. Continuous program evaluation can help identify areas for improvement, thereby preventing the study results in which students reported feelings of inferiority or low self-confidence.

During WIL, it's important to do assessments to find out where the program or trainees need to improve or where they need to grow. A study of TVET graduates found low employability and problem-solving skills. They also had low motivation, a negative view of their jobs, and little energy for the workplace (Mengistu & Negasie, 2022). Identifying low motivation or negative attitudes in trainees early on can help prevent future occurrences when they graduate and apply for jobs. Lewis et al., (2021) recommended that we consider all stakeholders, including student feedback, to ensure WIL programs' ongoing development and improvement. Another issue that emerged was the viewing of grades in the university system. The university utilized an online system, and students had access to their grades. Some students received no score following the training because a system limitation prevents them from viewing their grades due to insufficient encoding. The trainees must wait for everyone to complete the training before they can view their grades.

Another item with a low mean score in this study is, "The training institution was easily accessible from home" regarding the institution's location, resources, and facilities. Accessibility was one of the topics discussed within the focus group. While receiving training at the host institution, students attended a class in the evening. This presented a problem for them because they had to return to the university and travel for at least one to two hours. Students enrolled in Cooperative Education suffered from fatigue and physical exhaustion. This result is similar to TVET study institutions in Kenya. There is a higher concentration of TVET institutions in cities or urban centres. This results in an uneven distribution of TVET institutions across the country, which may negatively impact training accessibility and inclusivity in Kenya (Langat, Ngeno, Omboto, & Ambuli, 2021). The training institution is in the Philippines' National Capital Region and is a key centre for training in this field. Trainees from other regions of the Philippines come here because there are few training centres.

According to the results of this study, students viewed enrolment, scheduling, orientation, and requirement submission as easier and simpler. The focus group discussion yielded contradictory results. Because they are required to submit their requirements at the main campus, the students from the Pasig campus have trouble submitting their requirements. The schedule conflict also emerged as a problem. It affects other aspects of the training in terms of workload, the oversupply of trainees, aggravates the conflict among trainees caused by overcrowding in the testing area, and the assignment of psychological assessments to trainees. There were more trainees than clients requiring an evaluation. This study also demonstrated that students could experience and acquire essential clinical training competencies. Preparing psychological reports, conducting clinical evaluations, and applying psychological theories were undergraduate psychology students' clinical training fundamentals. The most important takeaway from this training for

students in the development of their social skills in interacting with individuals of all types and ranks, including clients, administrators, other students, and professionals. This finding confirmed Peterson, Wardwell, Will, and Campana's (2014) findings that undergraduate psychology students' reflective journals revealed various knowledge, skills, and abilities, such as socialization skills, communication skills, and working effectively with different people. In addition, the students realized the significance of their psychology degrees and expressed a desire to assist others. Student satisfaction is increased through the acquisition of cognitive, behavioural, and social skills and clinical experience (Hussien and La Lopa, 2018). A result of the study by Riebe, Jackson, Meek, Ogilvie, Kuilboer, Murphy, and Brock (2022) reported that a trainee should be technologically literate, resilient, adaptable, and capable of working and communicating effectively with people from diverse backgrounds in both virtual and face-to-face settings.

The university and host institution introduced students to the clinical environment and its rules. Royse, Dhooper, and Rompf (2016) highlighted the significance of preparation in preventing role conflict, apprehension, anxiety, and lack of confidence in students. According to Macdonald, Cameron, Brimble, Freudenber, and English (2014), training preparation is essential because inadequate preparation can have a negative effect on the vocational skills and self-confidence of students. The significance of student preparation prior to their assignment in the field is crucial for preventing any untoward incident at the training site. According to Fleming & Hay (2021), the institution and the host organization face a legal risk when ensuring that the student is qualified for the roles they are assuming. The university may be exposed to legal and operational risks because of the student's unprofessional conduct and inappropriate behaviour. During orientation, the student will also determine whether there is a correlation between classroom instruction and actual training. According to Drewery, Pretti, and Barclay (2016), when students perceive a connection between their academic preparations and their future careers, they become curious and motivated to succeed. The orientation was one of the most exciting aspects of the program, during which students were given a tour of the surrounding area and an overview of their training. In this phase, students assess the application of the knowledge and skills they have acquired at the university, whether in a group dynamics activity or in the psychological assessment core competency. Prior research has demonstrated the significance of training orientation, and this study's findings support that conclusion.

The clinical instructors provide students with constructive criticism, instruction, and direction. Most of the the students' expectations were fulfilled. The success of WIL activities in academic qualifications depends on industry supervisors' feedback (Ramukumba,2021). Kanno and Koeske (2010) state that superior supervision results in greater training satisfaction. Monitoring and evaluation on an ongoing basis also contribute to improved student supervision. Important factors include the frequency and duration of meetings between supervisors and interns. The supervisor and intern must work together to schedule and maintain sufficient supervision time. On the other hand, the success of supervision is determined by several factors, including the frequency of supervision and the qualifications of the individual providing training which includes the intern's level of experience or training; the intern's activities; and the expectations of the placement site, the instructor, or the placement site, or the guidelines established within a profession. Winchester-Seeto, Rowe, and Mackaway (2016) highlighted the significance of constant communication between the university and the host institution to maximize the training benefits.

Student feedback on their WIL experiences can also be used to enhance the WIL program, reduce a student's workload in times of high workload, improve academic preparation for students during their internship, and clarify the roles of students, coordinators, and industry/community partners. The significance of student feedback on learning experiences can also contribute to the enhancement of the WIL program (O'Connor & Cianciotto, 2021). As a result of this feedback, the problem with their grades was reported to the IT Administrator who manages online grade viewing, and a fix was implemented. The importance of feedback or assessment is demonstrated in a TVET college study where the program's assessment strategy does not lead to graduates' employability. It was proposed that the TVET programs should promote a dual assessment throughout the course to produce technical knowledge and career opportunities that meet industry needs (Teane, 2021).

It is recommended that the university identify other training institutions with qualified and licensed psychologists located in the Pasig area to accommodate students from the Pasig campus to reduce travel time and costs and alleviate the students' physical exhaustion and fatigue. Frequent communication between the student and COE Coordinator, the COE Coordinator with the host institution about the training schedule, and submission of requirements can minimize the problem encountered by the student like overcrowding and interpersonal conflict among the trainees. The clinical instructors in the host institution provided adequate training to the students. The result of this study can be given as feedback on their services to the partner institutions. A curriculum review may also be conducted to transfer the trainees' schedules during the summer or allot an entire semester to the training period. A pre-service seminar or intervention that emphasizes communication skills, interpersonal relationships, conflict resolution, and time management is suggested.

5. Conclusion

This study has demonstrated that the training institution has provided the students with adequate training in cognitive, behavioural, and, most significantly, in terms of exposure and interaction with various people. The clinical instructor was able to provide feedback and guidance to the students in terms of the clinical and psychological aspects. Moreover, the students have experienced minimal difficulty in the COE process except for viewing grades and submitting their

requirements. Establishing professional identity is crucial in any work-integrated learning, or TVET or COE as this could motivate the student to pursue a career in the field. Any negative or positive experience encountered while in training determines their satisfaction in the training.

Further, one problem during the training is the cost of travel and time spent going to the host institution during the day and returning to the university to attend a night class. The implication is that based on the findings, the difficulty that the students encountered can be solved by identifying other host institutions within the vicinity of the extension campus or other institutions that offer cooperative education programs in the clinical setting. Most of the undergraduate and graduate students in the Clinical Setting in the Philippines flocked to this institution as to its training ground since this is the major institution that caters to the services of mentally challenged individuals. The psychiatrists, psychologists, and other mental health allied workers are few of the best in their field and being under their supervision is considered a prestige. But with the demand for training in this institution becoming a competition, it is beneficial for this university to look for an alternative training ground. The distance of coming to the main campus to communicate and coordinate with the COE Coordinator personally for all requirements and concerns of the students can be solved by assigning an exclusive COE Coordinator in the extension campus to cater to all their cooperative education needs. This new appointment will unburden the workload of the current COE Coordinator and can work directly with the major host institution or alternative institutions.

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