

Extent of Supervisory Services, Psychological Well-Being and Performance of Sip Students

¹Teresita D. Sina-On, ²Nilde S. Alderete

¹Ed. D., Iloilo Science and Technology University - Barotac Nuevo Campus, Jalaud, Barotac Nuevo, Iloilo, Philippines
teresinaon@gmail.com

²Ed. D., Iloilo Science and Technology University - Barotac Nuevo Campus, Jalaud, Barotac Nuevo, Iloilo, Philippines
nildealderete@gmail.com

Received: 21- June -2023

Revised: 27- July -2023

Accepted: 05- August -2023

Abstract

According to CHED Memo No. 104 series of 2017, the purpose of the Student Internship Programme (SIP) is to give students the chance to supplement their academic studies with real-world knowledge, transferable skills, and desired attitudes in order to get practical experience in accredited Host Training Establishments (HTEs). Along with this, Higher Education Institutions (HEIs) include the Supervised SIP course or Internship in the curriculum of most four-year degree courses. SIP coordinators and supervisors are likewise assigned to take a look at the safety and welfare of these students while they are on their practicum.

This descriptive study investigated the extent of supervisory services, psychological well-being and performance of Student Internship Program (SIP) students of Iloilo Science and Technology University System. The participants of this study were the three hundred ninety (390) SIP students of ISAT U System, academic year 2019-2020. The researchers-made instrument was utilized to gather the data. The performance in SIP was gathered through the Office of the Registrar. Using the SPSS programme, calculations were performed on the collected data. The F-test or One-Way ANOVA was used to analyse the data, and Pearson r was set at a significance level of 0.05.

The study revealed that the SIP students received a “Very Satisfactory” supervisory services. When grouped according to Campus, SIP students from Iloilo City and Miag-ao Campuses received “Very Satisfactory” supervisory services while the Leon, Barotac Nuevo and Dumangas Campuses received “Excellent” supervisory services. When grouped according to course, the BSIT, BSHRT and BIT students received “Very Satisfactory” supervisory services while the BSAT, BSA and BSEE students received “Excellent” supervisory services. Significant difference existed in the supervisory services of SIP students when grouped according to campus and course. The study also revealed that the SIP students had “High” psychological well-being. When grouped according to Campus, SIP students from Iloilo City Campus had “Very High” psychological well-being while those from Miag-ao, Leon, Barotac Nuevo and Dumangas Campuses had “High” psychological well-being. When grouped according to course, the BSIT and BSHRT students had “Very High” psychological well-being while the BIT, BSAT, BSA and BSEE had “High” psychological well-being. Significant difference existed in the psychological well-being of SIP students when grouped according to campus and course. The study further revealed that the performance of SIP students was “Very Satisfactory”. When grouped according to Campus, SIP students from Miag-ao Campus had “Outstanding” performance while those from Iloilo City, Leon, Barotac Nuevo and Dumangas Campuses had “Very Satisfactory” performance. When grouped according to course, the BSIT and BSEE students had “Outstanding” performance while the BSHRT, BIT, BSAT, and BSA students had “Very Satisfactory” performance. Significant difference existed in the performance of SIP students when grouped according to campus and course. Very small positive correlation and significant relationship existed between the supervisory services and performance as well as psychological well-being and performance of SIP students. Likewise, very small positive correlation and significant relationship existed between supervisory services and psychological well-being of SIP students.

It is therefore recommended that the SIP Coordinators should maintain their excellent supervisory services in order to enhance the psychological well-being and performance of SIP students. With this, SIP students will be guided and equipped with the necessary knowledge skills and attitudes for their career in the future.

Keywords Performance, supervisory services, psychological well-being, student internship program

Introduction

In an effort to help students gain knowledge about, productivity in, and respect for the workplace, the Student Internship Programme (SIP), formerly known as On-the-Job Training (OJT), places students in professional settings related to their field of study. It not only allows students to advance their technical abilities, knowledge, and work-related attitudes, but also helps them put the principles, theories, and concepts they have acquired in the classroom into practise. Typically, it aims to broaden the trainee's specialised abilities and boost production in their particular sector of specialisation. This is designed to give students the chance to augment their academic learning with real-world experience, gain practical knowledge, and forge important networking relationships.

On-the-job training is a practical way to teach employees the essential knowledge, skills, and competences needed to complete certain tasks at work. On-the-job training, according to Garavan et al. (2002), is a series of procedures that take place within a particular organisational context and involve assimilating and acquiring integrated clusters of values, skills, knowledge, and feelings that lead to fundamental changes in a worker's or a team's behaviour (Nakahara & Matsuo, 2013).

The term "internship" as used in (CHED Memo 104 s.2017) refers to the application of knowledge gained in the classroom to real-world situations in a typical working environment, including but not limited to commercial and industrial services, government or non-government agencies. It is also the same thing as a practicum, field experience, or on-the-job training. On-the-job training, according to Matsuo & Nakahara (2013), is a practical way to teach employees the crucial knowledge, skills, and competences needed for them to successfully complete particular duties at work.

According to Section 1 of CHED Memo 104, the purpose of the internship programme is to give students the chance to supplement their academic training with real-world knowledge, abilities, and appropriate attitudes while also gaining practical experience in accredited Host Training Establishments. As a prerequisite for the curriculum, internships increase student interns' learning opportunities and their development of practical knowledge, skills, and competence. These benefits will serve as a strong motivator to improve the academe-industry connection.

According to Kolb et al. (2000), genuine experiences and opportunities for systematic reflection on those experiences are necessary for the development of a framework to scaffold a field of competence. Students must be given the opportunity for experiential learning, also known as active learning or learning by doing, when they apply their theoretical knowledge gained in the classroom to "real world" experiences and applications, such as internships or practicum placements with outside organisations (Hawtrey, 2007). According to Gault et al. (2010), academic internships serve as a link between theory and practise by requiring participants to engage in supervised and scheduled labour.

In addition to this, CHED Memo No. 104 series of 2017 instructed the Commission on Higher Education to create and advance policies, systems, practises, and programmes that address the globalisation of commerce in higher education. In addition, CHED mandates that HEIs create solid academic ties with the business sector and officially accredited government and non-governmental organisations, as well as provide internship opportunities for students.

Relevant to this memo, CHED released the Revised Guidelines for Student Internship Programme in the Philippines (SIPP) for all programmes, with the aim of promoting higher education students' well-being, ensuring the quality of their learning and exposure, and ensuring their safety while undergoing internships and taking into account the nature of the programme (CMO No. 104 s. 2017, Sec. 3 & 5). Here, under the direction of a manager, coach, or mentor, student trainees often carry out duties that are crucial to their job duties.

Additional goals of the SIPP include giving Filipino students enrolled in HEIs the chance to put their formal education-based knowledge and skills to use in the workplace and enhancing student interns' formal education-based knowledge and skills, particularly those related to professionalism and work appreciation.

The internship program of Iloilo Science and Technology University is designed for students to have hands-on experience in the workplace, develop them to become professionals and acquire new learning in preparation for their future career.

The university has created an SIP manual that serves as guide for all student interns. In this manual, all the steps and phases that student interns should follow are clearly indicated. It is a structured guide with clearly outlined procedures that need to be adhered to. The roles and obligations of student interns, coordinator, supervisors, administrators and even of host institutions are clearly stipulated. The coordinators established a network with industries, schools or their equivalent, prepare matrix of activities and assist the supervisors' functions. The supervisors on the other hand are responsible of the implementation of Student Internship Program (SIP) monitoring and evaluation. They are assigned to conduct initial visit to ensure that the training facility is safe and conducive, take students' feedback and other tasks that contribute to the development, safety and total well-being of students while on training.

However, these coordinators and supervisors are not at all times with SIP students and not all the times that these SIP students can openly share to their supervisors their feelings, worries, difficulty problems and challenges.

While on training, perhaps these Internship students experience problems, difficulty and hardships that affect their psychological well-being and their OJT performance. It is a presumption of this study that supervisory services provided to the student interns have impact to their psychological well-being and internship performance. Hence, this study.

Statement of the Problem

This study aims to determine the extent of supervision extended by the SIP supervisors to SIP students, the psychological well-being, SIP performance, the conditions and problems encountered by SIP students of ISAT U for SY 2019-2021.

Specifically, the following questions will be answered:

1. What is the extent of supervision provided by SIP supervisors to SIP students when taken as a whole and when classified as to campus and program affiliation?
2. What is the level of psychological well-being of SIP students when taken as a whole and when classified as to campus and program affiliation?
3. What is the level of SIP performance of students when taken as a whole and when classified as to campus and program affiliation?
4. Is there a significant difference in the supervisory services extended to SIP students, psychological well-being and SIP performance in terms of campus and program affiliation?
5. Is there a significant relationship among the extent of supervision, psychological well-being and performance of SIP students?
6. What are the present experiences of SIP students?
7. What are the problems encountered by SIP students?
8. Does the extent of SIP supervision provided by the SIP supervisor appease the problems extended by the supervisors?
9. Does the SIP supervision provided by the SIP supervisor improve the psychological well- being of SIP students?

Significance of the Study

This study will be beneficial to SIP students and ISAT U system administrators. This will give the administrators, SIP coordinators and supervisors the true pictures of the real situations, feelings, and challenges that SIP students encounter while on internship. This will further give the administrators the idea regarding the actual performance of the students in their respective host institutions and thus possible intervention may be given.

Review of Literature

Supervisory Services and Psychological Well-being

Internship is a crucial stage for many students. It is the stage when students have to enter and join the world of professionals. During this stage, According to Anjum (2020), when students transition into the workforce, they confront a variety of difficulties. By applying their conceptual knowledge to the new workplace, they must adapt to the professional environment.

Many student interns and new employees attest that they need the support and help of a supervisor as they start their new jobs. The presence of a friendly and supportive supervisors keeps them comfortable, at ease and well-guided. Consequently, this likewise affect their quality of work and their psychological well-being.

Going well is important for psychological well-being. It combines having positive feelings with performing well (Huppert, 2009). According to Morin (2020), "psychological well-being" refers to a person's entire functioning and emotional wellness. The degree to which an individual is effectively functioning or the overall efficacy of a person's psychological functioning can be used to explain psychological well-being, according to Ryan et al. (2001). After performing a study on 5877 employees and discovering that supportive supervisors had a major impact on their employees' wellbeing, Hämmig (2017) made the suggestion that supervisor support should be taken into account as one of the essential aspects in workplace health promotion.

Employee morale is ruined by a lack of direction and oversight. Programmes for training and supervision help employees develop their abilities while also boosting their morale, which makes them happier and results in longer tenure. Training programmes give workers a learning environment where they can pick up new skills and broaden their range of employability in addition to breaking up the monotony in the workplace. The ability to think creatively, expand one's range of thought, improve one's communication abilities, and learn new skills can help a company gain a competitive edge with the right supervision, training, and upskilling. These initiatives are the most effective strategies to encourage creativity and increase trainee engagement (<http://www.whatishumanresource.com/on-the-job-methods>). Furthermore, it determines the students' psychological health. It encourages personal development, which entails feeling like you're always learning and being open to new things (Articles at <https://www.sosp.org.mt/2010/12/22/psychological-well-being/>).

Gilbreath & Benson (2004) assert that the psychological environment at work can have an impact on health in addition to the physical environment. Sick leave, high blood pressure, depression, burnout, and other conditions have all been connected to workplace psychological aspects like social support, job control, and role conflict. In addition, they pointed out that Gavin and Kelley's (1978) study, which found strong correlations between workers' self-reports of happiness and their assessments of how considerate their superiors were in the late 1970s, represents the earliest empirical findings on the links between supervisor behaviour and workers' well-being.

According to a study by Swanzy 2020, employees' psychological wellbeing, work-family conflict, and job satisfaction are significantly impacted by the support they receive from their supervisor. According to the study's findings, supervisor support had a large and favourable direct impact on employees' psychological wellness and job satisfaction. This is in reference to the direct impact of superior support on these two factors. He also reaffirmed the view of Eisenberger et al. (2002) that the finding of the expected results may be explained by the fact that supportive supervisors offer employees advice, support, and feedback that help them deal with complex situations that arise at work, thereby reducing occupational stress that may negatively impact an employee's psychological well-being and ability to perform their job.

Gilbreath & Benson (2004) came to the similar conclusion that supervisor behavior, as seen by workers, contributes statistically significantly more to psychological well-being prediction than do other variables. Employees who stated that their supervisors were high on both contemplation and beginning of job structure reported lower levels of stress than those whose supervisors were low on both of these criteria, according to Stout's (1984) research. When their supervisor demonstrated a high structure, low concern style of supervision, employees reported experiencing more health issues.

The findings of the study by Gomez-Lopez et al. (2019) showed that teenagers had medium to high levels of psychological well-being, which remained steady over the course of the study, and that only the dimension of positive interpersonal interactions increased in wave 2. In the Structural Equation Modelling analysis, romantic connections were found to be a predictor of psychological well-being, with a positive relationship to positive interpersonal relationships and life development and a negative relationship to autonomy and self-acceptance.

Malaviya and Punia (2015) Gains in environmental mastery, interpersonal harmony, self-acceptance, and general well-being are adversely correlated with degree goals, in contrast to trends at the start of the freshman year. It's likely that students who want to pursue a post-bachelor's degree feel more pressure to succeed, and that this pressure makes them doubt their capacity to influence their surroundings and leaves them with less time and energy to focus on interpersonal interactions. Additionally, although non-traditional age students began college with lower PWB levels, these students see larger advances on four of the six dimensions during college than do first-year students of typical age. As a result, the setting of a college might offer the kinds of chances for development that these individuals may have desired when they first started school.

It appears that you've provided a paragraph discussing the framework proposed by Gurin and associates (Gurin, Dey, Hurtado, & Gurin, 2002) and its implications for students who have taken diversity courses. The paragraph suggests that students who have only taken one diversity course might experience a state of disequilibrium as they try to reconcile their existing attitudes and worldviews with what they've learned. On the other hand, students who enroll in multiple diversity courses could potentially work through these challenges more effectively, leading to improved well-being. The mention of Bowman (2008) is likely related to further research or support for this idea.

Health-related behaviours and subjective, social, and psychological characteristics are all part of the dynamic idea of well-being. It is frequently seen as one of the defining characteristics of the liberal arts education, the product of learning experiences that both direct students in their quest for meaning and purpose in life and assist them in realising their full potential. It is the first study of its kind to be carried out in Georgia. Research on student well-being is undertaken in many nations. The studies' goals were to test the idea that the majority of students in Georgia have high levels of depression and poor levels of wellbeing, which have an impact on their academic performance, due to the country's social, political, and economic conditions as well as frequent reforms to the country's educational system. 252 students were surveyed as part of the research, with an average age of 21 and representation from a wide range of academic fields. The Ryff well-being questionnaire, which consists of a set of statements representing the six categories of psychological well-being, is used in conjunction with the Endler & Parker Coping questionnaire for Stressful Situations (CISS) and the Kucher Adolescent Depression Scale (KADS-6) as the study's methodology. Additionally, pupils who use task-oriented coping strategies score highly on sales of personal growth and well-being. But the kids who use avoidance as a coping mechanism suffer from high levels of depression (Turashvili, and Japaridze, 2012).

Supervisory Services and SIP Performance

On-the-Job Training (OJT), also known as Student Internship, is training that is given to persons, and especially student trainees, while they are carrying out tasks or procedures associated with their area of specialisation. According to <https://trainingindustry.com/glossary/on-the-job-training-ojt/>, student trainees often carry out tasks that are crucial to their job duties under the supervision of a manager, coach, or mentor.

One measure of the calibre of the services and supervision provided by the institution is how well the students perform in SIP or OJT. It assists teachers in modifying and field-testing the concepts and methods they teach, which results in better procedures as well as better teaching (Kapadia, 2014). It also enables teachers to see how their classes function in practise. The way that students performed in the Host Training Establishment or in the facility where they were deployed was a reflection of their in-class training and supervisor management style.

On-the-job training (OJT), according to Serrano et al. (2017), is a component of the tertiary curriculum that bridges the gap between theory and practise as well as between academic instruction and the real world of business. This more valuable learning experience enhances the significance of the academic programme and

shapes students' perceptions of their own and other people's social and personal utility (Batool, Ellahi, and Masood, 2012). As it exposes them to many industries, it is the most efficient way to increase the students' competence and abilities through hands-on training. Additionally, it enables students to learn about how the company actually operates as well as about its cutting-edge facilities, tools, and technology (Taladtad, Bala, Rodelas, 2010).

According to Eisenberger et al. (2002), a helpful supervisor gives employees advice, encouragement, and feedback that are essential for their adjustment to the job. Supervisors provide instruction to their staff in order for them to understand their obligations and how to fulfil them. Supervisors help employees by removing any barriers that might prevent them from carrying out their tasks correctly.

It is well accepted that effective supervision has an impact on both the trainees' overall working environment and organisational outcomes. A supportive work atmosphere and the ability for trainees to be themselves are made possible by competent supervision. (<http://hrcouncilca/hr-toolkit/keeping-people-supervision.cfm>).

“

According to Min (2020), a supervisor's conduct should involve providing moral and professional support, creating a positive work environment, and helping to raise subordinates' performance levels. Supervisor behaviour, according to Mehboob M., Arif I., and Jalal M. (2011), covers a number of aspects of a leader's conduct with subordinates, including perceptual discrepancy, supportive behaviour, value congruity, trustworthiness, and similar personalities that affect employee performance. Employee performance is highly impacted by the supervisor's skills and behaviours. For instance, task- and people-oriented supervision abilities are important for job satisfaction and staff retention.

According to Min et al.'s study, there is a positive and significant association between sustainable employee behaviour and supervisory behaviour. The results of their study also showed that, in two ways, the discovery contributes to the existing literature on supervisory behaviour as a significant predictor of long-term employee performance.

Similar findings may be seen in the exploratory study by Spector and Infante (2019), which makes recommendations for best practises after learning about the advantages, difficulties, and approaches associated with providing community college students with internships in New York City human services organisations. They used qualitative content analysis to examine information from 30 field supervisors' semi-structured interviews. Both community college students and agencies gain a lot from the field placement, but agencies found that working with community college students presents significant social and structural obstacles that call for solutions from both field supervisors and students. The following suggested interventions are meant to enhance supervisor training, clarify the objectives of supervising sessions, help students with their academic and social requirements, and encourage supervisors' professional aspirations to advance best practises.

The purpose of Larios and Sapin's study from 2017 was to examine and appraise the OJT performance of BSIT students during the academic year 2016–2017 in their individual companies. In this study, descriptive-survey research was used. 58 students in all were chosen to serve as the study's primary responders. Their OJT performance was at a "Very Satisfactory" level, according to the results. According to the report, the College of Computer Studies should forge strong relationships and connections with various businesses, particularly those that have IT departments that hire student-trainees. Based on the aforementioned literature evaluations, it can be concluded that employees may feel valued, respected, and supported when their managers are more supportive of them, which is very important in raising the level of psychological well-being.

Methodology

The descriptive research design of investigation was used to determine the extent of supervisory services, psychological well-being and performance of students in Student Internship Program (SIP) of Iloilo Science and

Technology University. The participants of this study were the three hundred ninety (390) SIP students of ISAT U system, academic year 2019-2020. The researchers-made instrument was utilized to gather the data. The performance in SIP was gathered through the Office of the Registrar of each campus.

Results and Discussion

The following are the results of the study:

Table 1 presents the supervisory services of SIP students.

Table 1
Level of Supervisory Services of SIP Students

	N	SD	Mean	Description
A. Entire Group	390	12.73	108.73	Very Satisfactory
B. Campus				
Iloilo City	162	16.54	107.13	Very Satisfactory
Miag-ao	117	14.95	107.26	Very Satisfactory
Leon	59	12.42	111.29	Excellent
Barotac Nuevo	25	16.39	111.48	Excellent
Dumangas	27	10.78	116.48	Excellent
C. Program				
BSIT	133	15.48	105.59	Very Satisfactory
BSHRT	68	18.86	108.18	Very Satisfactory
BIT	49	14.17	109.29	Very Satisfactory
BSAT	49	13.93	111.55	Excellent
BSA	59	12.42	111.29	Excellent
BSEE	32	12.94	113	Excellent

As shown in Table 1, the level of supervisory services of SIP students when taken as a whole was “Very Satisfactory” with mean of 108.73 and standard deviation of 12.73. When classified as to campus, SIP students from Iloilo City and Miag-ao campuses received “Very Satisfactory” supervisory services with means of 107.13 and 107.26, respectively while the Leon, Barotac Nuevo and Dumangas campuses received “Excellent” supervisory services with means of 111.29, 111.48 and 116.48, respectively. When classified as to program affiliation, the BSIT, BSHRT and BIT students received “Very Satisfactory” supervisory services with means of 105.59, 108.18 and 109.29, respectively while the BSAT, BSA and BSEE students received “Excellent” supervisory services with means of 111.55, 111.29 and 113, respectively.

This implies that the SIP students received very adequate services from their supervisors. This means that the SIP supervisors of ISAT U regularly oversee the day-to-day performance of SIP students in their centers. They guide and assist the SIP students in their work assignment. Students were given proper orientation before they allowed to undergo their student internship. Most of all, they provide an environment where every student-trainee can contribute for attaining the goals of the internship program.

This is corroborated by Spector and Infante's exploratory study from 2019, which makes recommendations for best practises based on their analysis of the advantages, difficulties, and approaches associated with providing community college students with internships in New York City human services organisations. Qualitative content analysis was used to examine the material from semi-structured interviews with 30 field supervisors. The field placement benefits community college students and agencies equally, but agencies have recognised significant social and structural barriers unique to working with community college students that need for interventions for both field supervisors and students. Suggestions for remedies include ways to focus supervision sessions on specific objectives, help students with their academic and social needs, and support supervisors' professional aspirations to advance best practices are proposed.

Table 2 presents the level of psychological well-being of SIP students.

Table 2
Level of Psychological Well-Being of SIP Students

	N	SD	Mean	Description
A. Entire Group	390	35.14	138.67	High
B. Campus				
Iloilo City	162	30.82	148.6	Very High
Miag-ao	117	35.62	131.64	High
Leon	59	33.76	137.34	High
Barotac Nuevo	25	37.10	125.32	High
Dumangas	27	43.68	124.89	High
C. Program				
BSIT	133	33.30	145.52	Very High
BSHRT	68	29.47	147.63	Very High
BIT	49	39.30	125.82	High
BSAT	49	39.16	125.08	High
BSA	59	33.76	137.34	High
BSEE	32	32.27	134.19	High

As shown in Table 2, the level of psychological well-being of SIP students when taken as a whole was “High” with mean of 138.67 and standard deviation of 35.14. When classified as to campus, SIP students of Iloilo City campus had “Very High” psychological well-being with mean of 148.6 while the SIP students from Miag-ao, Leon, Barotac Nuevo and Dumangas campuses had “High” psychological well-being with means of 131.64, 137.34, 125.32 and 124.89, respectively.

In terms of program affiliation, BSIT and BSHRT students had “Very High” psychological well-being with means of 145.52 and 147.63, respectively. On the other hand, BIT, BSAT, BSA and BSEE students had “High” psychological well-being with means of 125.82, 125.08, 137.34 and 134.19, respectively.

This implies that SIP students have high psychological well-being. They are going well, feeling good, emotional healthy and functioning effectively with their fellow SIP students in their respective centers.

This is consistent with the findings of the study by Gomez-Lopez et al. (2019), which showed that teenagers' psychological well-being ranged from moderate to high, stayed stable over the course of the study, and increased only in wave 2 in the dimension of good interpersonal interactions. The results of the structural equation modelling study indicated that romantic relationships can serve as a predictor of psychological well-being, with a positive relationship to life development and positive interpersonal relationships and a negative relationship to autonomy and self-acceptance.

Table 3 presents the level of performance of SIP students.

Table 3
Level of Performance of SIP Students

	N	SD	Mean	Description
A. Entire Group	390	3.32	90.43	Very Satisfactory
B. Campus				
Iloilo City	162	3.76	90.72	Very Satisfactory
Miag-ao	117	2.82	91.26	Outstanding
Leon	59	3.08	88.80	Very Satisfactory
Barotac Nuevo	25	2.44	90.32	Very Satisfactory
Dumangas	27	1.77	88.74	Very Satisfactory
C. Program				
BSIT	133	2.90	91.74	Outstanding
BSHRT	68	3.62	88.19	Very Satisfactory

BIT	49	1.67	90.92	Very Satisfactory
BSAT	49	3.41	89.88	Very Satisfactory
BSA	59	3.08	88.80	Very Satisfactory
BSEE	32	1.99	92.81	Outstanding

As shown in Table 3, the level of performance of SIP students when taken as a whole was “Very Satisfactory” with mean of 90.43 and standard deviation of 3.32. When classified as to campus, SIP students of Miag-ao campus had “Outstanding” performance with mean of 91.26 while SIP students of Iloilo City, Leon, Barotac Nuevo and Dumangas campuses had “Very Satisfactory” performance with means of 90.72, 88.80, 90.32 and 88.74, respectively.

In terms of program affiliation, BSIT and BSEE students had “Outstanding” SIP performance with means of 91.74 and 92.81, respectively. On the other hand, BSHRT, BIT, BSAT, and BSA students had “Very Satisfactory” SIP performance with means of 88.19, 90.92, 89.88 and 88.80, respectively.

This implies that SIP students have outstanding and very satisfactory performance in their student internship. This means that they are performing very well, function efficiently and do their responsibility diligently in their respective centers.

The paragraph you've provided discusses a study conducted by Lerios and Sapin in 2017, which focused on evaluating the on-the-job training (OJT) performance of Bachelor of Science in Information Technology (BSIT) students during the academic year 2016-2017. The study used a descriptive-survey research design to gather and analyze information. In total, 58 students were selected as the main participants for the study. The study's findings indicated that the OJT performance of the students was rated at a "Very Satisfactory" level. Based on these results, the study suggested that the College of Computer Studies should consider establishing strong partnerships and linkages with various companies, particularly those with IT departments that are open to accepting student-trainees.

Table 4 presents the difference in supervisory services as to campus and program affiliation.

*Table 4
 Difference in the Supervisory Services as to Campus and Program*

Category	SS	df	MS	F-value	table value
Campus					
B/group	4,771.064	1,192.77	5.20	>	2.40
W/group	88,392.15	385	229.59		
Total	93,163.21	389			
Program					
B/group	4,317.155	863.43	2.58	>	2.24
W/group	128,552.18	384	334.77		
Total	132,869.33	389			

The computed F-value of 5.20 when categorised as to campus was higher than the tabular value of 2.40, as indicated in Table 3. The naive theory was disproved. As a result, when categorised as to campus, there were noticeable differences in the supervision services provided by SIP students. The computed F-value of 2.58 was higher than the tabular value of 2.24 in terms of programme. The naive theory was disproved. Consequently, when classified as to course, there was a substantial variation in the supervision services provided by SIP students.

It means that supervisory services of supervisors differ in every campus and program of SIP students. It implies that SIP supervisors performed their functions differently from each campus and also with each program of ISAT U.

This is reinforced by the theory put forth by Taladtad, Bala, and Rodelas (2010), who emphasised that hands-on training is the most efficient way to increase students' competence and skill levels since it exposes them to a

variety of sectors and helps them learn. Additionally, it enables students to learn about how the company actually operates as well as about its cutting-edge facilities, tools, and technology.

Furthermore, it is widely accepted that effective supervision influences both the trainees' overall working environment and organisational performance. Strong supervision promotes a happy workplace and gives trainees the freedom to be and feel (<http://hrcouncil.ca/hr-toolkit/keeping-people-supervision.cfm>).

Table 5 presents the difference in the level of psychological well-being of SIP students as to campus and program affiliation.

Table 5

Difference in the Level of Psychological Well-Being of SIP Students as to Campus and Program

Category	SS	df	MS	F-value	table value
Campus					
B/group	40,816.73	4	10,204.18	8.75	> 2.40
W/group	448,776.97	385	1,165.65		
Total	489,593.70	389			
Program					
B/group	32,531.25	5	6,506.25	5.54	> 2.24
W/group	450,644.13	384	1,173.55		
Total	483,175.38	389			

The computed F-value of 8.75 when categorised as to campus, as shown in Table 4, was higher than the tabular value of 2.40. The nave theory was disproved. The computed F-value of 5.54 was higher than the tabular value of 2.24 in terms of programme. The nave theory was disproved. As a result, there were notable differences in the level of psychological wellbeing of SIP students according to campus and programme.

It means that the psychological well-being of SIP students differs in terms of campus and course. It implies that SIP students differ in doing, feeling, functioning and emotional health in each campus and every program.

The study by Punia and Malaviya (2015), which showed trends at the start of the freshman year, supports this. The study found that increases in environmental mastery, positive relationships with others, self-acceptance, and overall wellbeing are adversely correlated with degree goals. It's likely that students who want to pursue a post-bachelor's degree feel more pressure to succeed, and that this pressure makes them doubt their capacity to influence their surroundings and leaves them with less time and energy to focus on interpersonal interactions. Additionally, although non-traditional age students began college with lower PWB levels, these students see larger advances on four of the six dimensions during college than do first-year students of typical age. As a result, the setting of a college might offer the kinds of chances for development that these individuals may have desired when they first started school.

Students who have only completed one course can be in a state of disequilibrium where they are striving to balance the ideas and perspectives offered in their diversity course with their own prior attitudes and worldviews. Students are able to resolve these problems and become more comfortable with these novel viewpoints by enrolling in many courses, which ultimately leads to an improvement in well-being (Bowman, 2008).

Table 6 presents the difference in the level of performance of SIP students as to campus and program affiliation.

Table 6

Difference in the Level of Performance of SIP Students as to Campus and Program

Category	SS	df	MS	F-value	table value
----------	----	----	----	---------	-------------

Campus

B/group	410.5	4	102.63	10.01	>	2.40
W/group	3,596.2	385	10.25			
Total		3,946.74	389			

Program

B/group	934.57	5	186.91	21.39	>	2.24
W/group	3,355.2	384	8.74			
Total		4,289.77	389			

As shown in Table 6, when classified as to campus, the computed F-value of 10.01 was greater than the tabular value of 2.40. The null hypothesis was rejected. In terms of program, the computed F-value of 21.39 was greater than the tabular value of 2.24. The null hypothesis was rejected. Hence, significant difference existed in the level of performance of SIP students when classified as to campus and program.

It means that the performance of SIP students differs in terms of campus and program. It implies that SIP students in each campus and course performed their jobs differently from each other in their respective SIP centers.

Table 7 presents the relationship between supervisory services and performance of SIP students.

Table 7

Relationship between Supervisory Services and Performance of SIP Students

	r-value	coe.R		Table value
Supervisory Services	0.20	4.10	>	1.960
SIP Performance				

According to Punsalan (2000), Table 7's determined r-value of 0.20 denotes a very slight positive association between supervisory services and SIP students' performance.

The table additionally demonstrates that the computed coefficient r-value, which was 4.10, was higher than the tabular value, which was 1.960. As a result, the null hypothesis, according to which there is no meaningful connection between supervisory services and SIP performance, was disproved. As a result, a very tiny but significant correlation between the level of supervisory services and SIP students' performance was found.

Thus, it may be inferred that supervisory services influenced the performance of SIP students. Hence, it is very important that supervisors should conscientiously guide and monitor the SIP students in their respective SIP centers in order to improve their performance.

This is consistent with the Min et al., 2020 study, which found a substantial and positive association between sustainable employee behaviour and supervisory behaviour. Their research also showed that the results contribute in two ways to the existing literature on supervisory behaviour as a crucial determinant of long-term employee performance. According to Park et al.'s (2018) research, supervisor support for training has a direct impact on motivation to learn, and both awareness of developmental needs and motivation to learn have significant direct effects on training readiness, motivation to transfer, and job performance. Developmental needs awareness has a direct impact on motivation to learn, and training readiness has a direct impact on motivation to transfer.

Table 8 presents the relationship between psychological well-being and performance of SIP students.

Table 8

Relationship between Psychological Well-Being and Performance of SIP Students

	r-value	coe.R		Table value
Psychological Well-Being				

	0.09	2.53	>	1.960
--	------	------	---	-------

SIP Performance

The calculated r-value of 0.09, as per Punsalan (2000), is indicative of a very weakly positive association between SIP students' academic achievement and psychological well-being, as shown in Table 8. Additionally, the table illustrates that the estimated coefficient r-value of 2.53 was higher than the tabular value of 1.960. Thus, it was determined that there was no significant association between psychological well-being and SIP performance, contradicting the null hypothesis. The level of psychological well-being and the performance of SIP students were shown to have a very minor but significant link.

Thus, it may be inferred that psychological well-being slightly influenced the performance of SIP students. Hence, psychological well-being of students should be developed more along with their SIP performance.

According to a study by Turashvili and Japaridze (2012), the majority of students have a moderate level of well-being, don't experience depression, and perform on par with their own assessments in the classroom. The study also showed that pupils who succeed at a medium or high academic level had high personal growth, well-being, and purpose of life indices. Additionally, pupils who use task-oriented coping strategies score highly on sales of personal growth and well-being. But the kids who use avoidance as a coping mechanism suffer from high levels of depression.

Table 9 presents the relationship between supervisory services and psychological well-being of SIP students.

*Table 9
 Relationship between Supervisory Services and Psychological Well-Being of SIP Students*

	r-value	coe.R		Table value
Supervisory Services	0.09	2.53	>	1.960
Psychological Well-Being				

According to Punsalan (2000), Table 9's derived r-value of 0.09 demonstrates a very slight positive association between supervisory services and SIP students' psychological well-being. The table also demonstrates that the computed coefficient r-value, which was 2.53, was higher than the tabular value, which was 1.960. As a result, it was determined that there is no meaningful association between supervisory services and psychological well-being, which is the null hypothesis. As a result, a very tiny but significant correlation between the degree of supervision services and the psychological well-being of SIP students was found.

Thus, it may be inferred that supervisory services slightly influence the psychological well-being of SIP students. Hence, supervisors should attentively guide, support and provide the needs of SIP students in their respective SIP centers to develop higher psychological well-being.

This is consistent with the findings of the study by Hämmig (2017), which recommended that supervisor support be taken into account as one of the crucial factors in workplace health promotion after conducting research on 5877 employees and discovering that supportive supervisors had a significant impact on their employees' wellbeing.

The assistance that employees receive from their supervisor has a significant impact on their psychological wellbeing, work-family conflict, and job satisfaction, according to a study by Swanzy (2020). The results of the study indicated that supervisor support had a considerable and favourable direct influence on employees' psychological wellbeing and job satisfaction. This was in regards to the direct effect of superior support on employees' psychological wellbeing and job satisfaction.

The following are the qualitative results of the study:

Question 1: What are the present experiences of SIP students?

The following are the answers of the students:

1. It is great and lot of experience to learn.
2. It was satisfying because it makes us feel ready to face our future.
3. It was a great experience, I learned a lot about my field of work.
4. I'm very happy in my internship days because there are a lot of experiences to learn.
5. It is so nice because all my supervisors are very kind and understanding every time I have a problem in my work. They are always there to teach on how to fix with my problem.
6. It is very difficult.
7. It can help me and I can apply it in the future.
8. It's a bit amazing even though we didn't finish it. I had fun working and I learn new things to apply in my daily life.
9. I am thankful with my experiences. I learn a lot of it.
10. It is very amazing experience that it really improves me a lot.
11. It was very helpful for me because I've learned a lot and it developed my skills and expertise in my field.
12. It is a great experience where I gain more knowledge and developed my skills by the help of my supervisor.
13. My internship experience is not easy.
14. Quite enjoyable but sometimes tired.
15. Fulfilling.
16. I developed many aspects of my personal well-being. The experience was great for initiating us to what we face in the future and how we can cope with it.
17. I learn how important the time management is.
18. Challenging but feel happy because of the accomplishments in your work.
19. It changed me a lot on how to be a responsible in my life. It changed me to become a better one. It inspires me so much.
20. It boosts my confidence in facing other people and it helps me more productive.
21. It was a great experience. It was an eye opener and a very realistic and a life changing experience.

Question 2. What are the problems encountered by SIP students?

The following are the answers of the students:

1. Time management.
2. When we assemble 20 units in DICT.
3. Somehow, I haven't experienced difficulties while I am on my internship.
4. Having a hard time to show my skills because I don't want to fail.
5. Sometimes I didn't have enough allowance for my weekly duties on my internship.
6. I experienced difficult and discomforts in the first day in the OJT because I need to adjust myself.
7. I experience the difficulty in removing the engine.
8. Room attendants who are not well mannered.
9. Nothing because the daily work is not hard and employees are easy to be with and they are friendly.
10. Having overtime in noon time.
11. How to deal with the workers/adjust to the environment.
12. Misunderstanding with my co-trainees.
13. The high expectations of the management.
14. Some works are not related in your specialization.
15. Lack of proper communication to one another.
16. Difficult to adjust with my fellow trainees.
17. Travel every day from province to the city.
18. My location and processing of documents
19. It challenges me to come on time during duty period.
20. Adjusting to new and unfamiliar environment.
21. Trying to deal with different types of people.
22. Classroom management.
23. Difficulties in dealing with pupils especially with ADHD.
24. Lot of paper works.

Question 3. Does the extent of SIP supervision provided by the SIP supervisor appease the problems extended by the supervisors?

The following are the answers of the students:

1. Yes. They give me advices.
2. My supervisors are always open in terms of concerns and difficulties in work and they give us advice.
3. My supervisor said that I should establish good rapport and be patient.
4. Teaching me some strategies and techniques in getting the attention of my students
5. No. Because they know I can manage my work and they always trust me.

Question 4. Does the SIP supervision provided by the SIP supervisor improve the psychological well- being of SIP students?

The following are the answers of the students:

1. Yes. Because they are guiding us on our training.
2. It makes us feel that he cares for us even if we are outside of the school campus.
3. It brings me confidence because I can show off my skills and be able to have an interaction with them.
4. We can tell them how to improve our work during internship.
5. In that way it shows how they care about us.
6. It helps us to be motivated.
7. Our supervisor always checked us and always motivate us to do and participate in our work.
8. By giving us instructions on how to do the work and teach us when we don't know what to do.
9. Because he supervised me and provide a good feedback on my performance and I can easily ask questions regarding my work.
10. They assist us in our assign area/workplace.
11. No. They don't care about the feelings of the trainees

Summary of Findings

The findings of the study includes:

1. The level of supervisory services of SIP students when taken as a whole was "Very Satisfactory". When classified as to campus, SIP students from Iloilo City and Miag-ao campuses received "Very Satisfactory" supervisory services while the Leon, Barotac Nuevo and Dumangas campuses received "Excellent" supervisory services. When classified as to program affiliation, the BSIT, BSHRT and BIT students received "Very Satisfactory" supervisory services while the BSAT, BSA and BSEE students received "Excellent" supervisory services.

2. The level of psychological well-being of SIP students when taken as a whole was "High". When classified as to campus, SIP students of Iloilo City campus had "Very High" psychological well-being while the SIP students from Miag-ao, Leon, Barotac Nuevo and Dumangas campuses had "High" psychological well-being. In terms of program affiliation, BSIT and BSHRT students had "Very High" psychological well-being while the BIT, BSAT, BSA and BSEE students had "High" psychological well-being.

3. The level of performance of SIP students when taken as a whole was "Very Satisfactory". When classified as to campus, SIP students of Miag-ao campus had "Outstanding" performance while SIP students of Iloilo City, Leon, Barotac Nuevo and Dumangas campuses had "Very Satisfactory" performance. In terms of program affiliation, BSIT and BSEE students had "Outstanding" SIP performance while the BSHRT, BIT, BSAT, and BSA students had "Very Satisfactory" SIP performance.

4. Significant difference existed in the supervisory services of SIP students when classified as to campus and program affiliation.

5. Significant difference existed in the level of psychological well-being of SIP students when classified as to campus and program affiliation.

6. Significant difference existed in the level of performance of SIP students when classified as to campus and program affiliation.

7. Very small and significant relationship was observed between the extent of supervisory services and performance, supervisory services and psychological well-being, and psychological well-being and performance of SIP students.

8. The SIP students had great, satisfying and amazing experience but some feel very difficult and challenging during their internship. They learned more knowledge and skills which they believe are very useful in their career in the future.

9. The most common problems encountered by the SIP students are time management, financial aspect, difficulty in work for the first day, dealing with others, high expectation of the management, lack of communication skills, classroom management and far location of the center.

10. The extent of supervision extended by the supervisors appease the problems of SIP students. The supervisors are performing their roles of guiding and mentoring the SIP students.

11. The supervision of SIP supervisors improve the psychological well-being of students. They make the SIP students feel they care, show concern, assist in their needs, motivated in their work, teach and guide on what to do.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. It is concluded that SIP supervisors of ISAT U extended a very adequate supervisory services to SIP students. They regularly oversees the day-to-day performance of SIP students in their centers. They guide and assist the SIP students in their work assignment. They give proper orientation before they allowed the students to undergo on student internship. Most of all, they provide an environment where every student-trainee can contribute for attaining the goals of the internship program.

2. SIP students have high psychological well-being. They are going well, feeling good, emotional healthy and functioning effectively with their fellow SIP students in their respective centers.

3. SIP students have outstanding and very satisfactory performance in their student internship. Hence, SIP students are performing very well, function efficiently and do their responsibility diligently in their respective centers.

4. Differences occurred in the supervisory services, psychological well-being and SIP performance of SIP students when grouped according to campus and program. Hence, it is concluded that the implementation of SIP program in every campus and program differ from each other.

5. Supervisory services influenced the performance of SIP students. Hence, it is very important that supervisors should conscientiously guide and monitor the SIP students in their respective SIP centers in order to improve their performance.

6. Psychological well-being slightly influenced the performance of SIP students. Hence, psychological well-being of students should be developed more along with their SIP performance.

7. Supervisory services slightly influence the psychological well-being of SIP students. Hence, supervisors should attentively guide, support and provide the needs of SIP students in their respective SIP centers to develop higher psychological well-being.

8. Student Internship Program of ISAT U provided great and satisfying experiences to SIP students. Hence, this program is indispensable to the degree obtained by the students.

9. The problems encountered by the SIP students are minimal and manageable.

10. The supervision of SIP supervisors is very helpful to the personality and professional development of SIP students.

Recommendations

In the light of the findings and conclusions given, the following recommendations were made:

1. It is strongly recommended that SIP students may strive hard to maintain their very satisfactory performance in their respective SIP centers and also their high psychological well-being because these are the qualities needed in the industries.

2. Supervisors may give proper orientation before they allowed the students to undergo on student internship to fully understand the provisions in the SIP Manual. They may conduct effective monitoring or regular visits to retain and/or elevate the performance of students.

3. The University may review the SIP Manual and monitor the proper implementation of the guidelines systemwide.

4. The University may consider appointment and/or designation of the Program's SIP Coordinator and Supervisors whose major function is to supervise the efficient and effective delivery of the University's Student Internship Program (SIP).

5. The University may create a diversified SIP Assessment Instrument to regularly monitor the effectiveness of its Student Internship Program.

6. The University guidance counselors may implement programs and conduct activities to students that will develop their high psychological well-being.

7. Replication of this study using other population as well as other variables in order to determine the consistency of these findings should be done.

References

1. Anjum, S. (2020). Impact of internship programs on professional and personal development of Business students: a case study from Pakistan. *Future Business Journal*. <https://fbj.springeropen.com/articles/10.1186/s43093-019-0007-3>.
2. Articles <https://www.sosp.org/mt/2010/12/22/psychological-well-being/>.
3. Batool, Z., Ellahi, N., & Masood, A. (2012). National internship programme and its evaluation: A case study of Punjab region, *Academic Research International*, 2(2), 2012, 562-570.
4. Bowman, N.A. (2008). Dissonance and resolution: The non-linear effects of diversity courses on wellbeing and orientations toward diversity. Manuscript submitted for publication.
5. Career (n.d). *Ensuring Effective On-The-Job Training*. Manila, Philippines: Department of Labor and Employment.
6. CHED Memorandum No. 104 series 2017
7. Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I. L., & Rhoades, L. (2002). Perceived supervisor support: contributions to perceived organizational support and employee retention. *Journal of applied psychology*, 87(3), 565-573. <https://doi.org/10.1037/0021-9010.87.3.56>.
8. Garavan, T. N., Morley, M. Gunnigle, P., and McGuire, D. (2002). Human resource development and workplace learning: Emerging theoretical perspectives and organizational practices. *Journal of European industrial training*.
9. Gavin, J. F. & Kelley, R. F. (1978). The psychological climate and reported well-being of underground miners: An exploratory study. *Human relations*, 31, 567/581.
10. Gilbreath, B. & Benson P. G. (2004). The Contribution of Supervisor Behaviour to Employee Psychological Well-Being Work and Stress 18(3).
11. Gomez-Lopez, M. et al. (2019). Psychological well-being during adolescence: stability and association with romantic relationships. *Frontiers in Psychology*.doi.10.3389/fpsyg. 2019.01772.
12. Hämmig, O. (2017). Health and well-being at work: The key role of supervisor support. *SSM-Population Health*, 3, 393-402. <https://doi.org/10.1016/j.ssmph.2017.04.002>.
13. Hawtrey, K. (2007) Using experiential learning techniques, *Journal of Economic Education*, Vol. 38, pp. 143-152.
14. <https://iaap-journals.onlinelibrary.wiley.com/doi/10.1111/j.1758-0854.2009.01008.x> (downloaded psychological well-being:evidences)
15. <https://www.whatishumanresource.com/on-the-job-methods>
16. https://www.researchgate.net/publication/48512613_the_contribution_of_supervisor_behaviour_to_employee_psychological_well-being.
17. Huppert, F. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and well-being/ Vol. 1, Issue 2*. <http://doi.org/10.111/j.1758-0854.2009.01008.x>.

18. Kapadia, V.R. (2014). Learning's Missing Piece: The importance of on-the-job training. Retrieved last July, 2016 from: <https://www.trainingindustry.com/content-development/articles/learningsmissing-piece-the-importance-of-on-the-job-training.aspx>.
19. Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2000). Experiential learning theory: Previous research and new directions. In R. J. Sternberg & L. F. Zhang (Eds.), *Perspectives on thinking, learning, and cognitive styles* (pp. 227–247). Mahwah, NJ: Lawrence Erlbaum.
20. Laguador, J.M., Velasquez, M.E., Forendo, K.C. (2013). Leadership Capability Assessment of Senior Industrial Engineering Students, *International Journal of Basic Applied & Social Sciences*, 1(3): 7-12.
21. Leros, J. & Sapin, S. (2017). Performance of Bachelor of Science in Information Technology (BSIT) Students in their On-the-Job Training (OJT) for the Academic Year 2016-2017. College of Computer Studies Laguna State Polytechnic University-Los Baños Campus. <https://files.eric.ed.gov/fulltext/ED574125.pdf>
22. Matsuo, M., Nakahara, J. (2013). The effects of the PDCA cycle and OJT training on workplace learning, *The International Journal of Human Resource Management*. Pages 195-207, Vol. 24, No. 1, January 2013.
23. Mehboob M., Arif I., and Jalal M. (2011). Analysis of effect of supervisors' behavior on subordinates' job satisfaction. *Australian Journal of Basic and Applied Sciences*, 5(12), 2984–2993.
24. Min, J., Iqbal, S., Khan, M., Akhtar, S. Anwa, F. & Qalati, S. (2020). Impact of supervisory behavior on sustainable employee performance: Mediation of conflict management strategies using PLS-SEM. <https://doi.org/10.1371/journal.pone.0236650>.
25. Morin A. 2020. How to improve your psychological well-being. <https://www.verywellmind.com/improve-psychological-well-being-4177330>.
26. Park, S., Kang, H, Kim, E (2018). The role of supervisor support on employees' training and job performance: An empirical study. *European Journal of Training and Development* 42(1-2):57-74 doi:10.1108/ejtd-06-2017-0054.
27. Punia, N. & Malaviya, R. (2015). Psychological Well Being of First Year College Students. *Indian Journal of Educational Studies : An Interdisciplinary Journal* 2015, Vol.2, No.1, ISSN No. 2349-6908.
28. Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual review of psychology*, 52(1), 141-166. <https://doi.org/10.1146/annurev.psych.52.1.141> <https://doi.org/10.1111/j.2044-8325.1985.tb00188>.
29. Serrano, E., Cabalza, M., & Bitera, M.X. (2017). Academic and on-the-job training performance Among business administration students AY 2015-2016. *International Review of management and Business Research*. Vol. 6 Issue 2. 819-828
30. Spector, A. & Infante, K. (2019). Community college field placement internships: supervisors' perspectives and recommendations. *Social Work Education, The International Journal*, Vol. 39, 2020, Issue 4.
31. Stout, J. K. (1984). Supervisors' structuring and consideration behaviors and workers' job satisfaction, stress, and health problems. *Rehabilitation*.
32. Swanzy, E. (2020). The impact of supervisor support on employees' psychological well-being: A parallel mediation analysis of work-to-family conflict and job satisfaction. *International business research* 13 (no. 11).
33. Taladtad, S.J, Bala, M.K.R, & Rodelas, M. (2010) Factors that Affect the On-the-job Training of BSBA Practicumers of the University of Manila: An Assessment. *Times Jobs* (2012) On-the-job training boosts morale. <https://content.timesjobs.com/on-the-job-training-boosts-morale/articleshow/57892274.cms>.
34. Turashvili, and Japaridze, 2012. Psychological well-being and its relation to academic performance of students in georgian context. *Iliia State University, Tbilissi, Georgia. problems of education in the 21st century* Volume 49, 2012
35. Wright, T. A., & Cropanzano, R. (2000). Psychological well-being and job satisfaction as predictors of job performance. *Journal of occupational health psychology*, 5(1), 84-94. <https://doi.org/10.1037/1076-8998.5.1.84>.