

Received: 28 November 2022 Accepted: 28 March, 2023

DOI: <https://doi.org/10.33182/rr.v8i4.5>

Implementation of The Pre-Service Student Teachers Exchange in Southeast Asia and Southeast Asian Ministers of Educational Organization's Technical and Vocational Education and Training Exchange Program in Pangasinan State University

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Abstract

Pangasinan State University started its partnership with high education institutions in different Southeast Asian countries through the exchange student program in 2017. From 2017 to 2019, there were four batches of inbound students received by PSU. These students were asked about the implementation of the Southeast Asia (SEA) Teachers and Southeast Asian Ministers of Educational Organization's Technical and Vocational Education and Training (SEA TVET) exchange program particularly on pre, during and post training, the role of Linkages office and staff, availability and functionality of facilities, and the conduct of educational tour and cultural exchange. Very high ratings were provided by fourth batch of SEA Teachers and first batch of SEA TVET on these exchange programs. It is recommended to have tailor-fit curriculum, academic and cultural activities for the exchange students. Provide curriculum design that is engaging. For tour and cultural activities, these should be relevant to the course.

Keywords: SEA Teachers, exchange students, inbound students

Introduction

In response to the increased need for chances for further education and training, higher education institutions have increasingly developed in-house programs to enhance the skills and knowledge of students. These programs aim to meet the growing demand for educational and training possibilities. The Southeast Asian Teacher (SEA Teacher) Project and the Southeast Asian Ministers of Educational Organization's Technical and Vocational Education and Training (SEA-TVET) are both initiatives of the Southeast Asian Ministers of Educational Organization (SEAMEO), of which Pangasinan State University (PSU) in the Philippines is a part. PSU is one of the privileged institutions that offers Pre-Service Teacher Training on both of these initiatives. The Pre-Service Student Teachers Exchange program at Portland State University (PSU) offers chances for incoming students from Southeast Asian nations to participate in knowledge sharing and cultural immersion (PSU, n.d.). These opportunities are available to the inbound students.

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Initiated by the Southeast Asian Ministers of Education Organization (SEAMEO), the SEA-TVET exchange program places an emphasis on technical and vocational education with the goal of providing students with the opportunity to develop their practical skills and experiences (SEAMEO, n.d.). According to Pretorius (2012), in-house training programs such as SEA-TVET have been recognized for their effectiveness in strengthening the abilities of workers and increasing their employability. It is essential for professionals in any business to engage in ongoing professional development in order to stay up with the shifting needs and technological breakthroughs in their respective fields (Ur, 2000). According to Richards and Farrell (2005), universities frequently offer their own in-house training opportunities in a variety of formats, such as induction programs, workshops, and seminars. The goal of the Pre-Service Student Teachers Exchange program at Portland State University (PSU, n.d.) is to provide future educators with the knowledge and experiences they need to be successful in a variety of educational settings. Students' technical and vocational abilities are improved by participation in the SEA-TVET program, which better prepares them for the requirements of the labor market (SEAMEO, n.d.). It has been suggested that tailor-made curriculum and academic activities that are engaging should be used in order to make the most out of the learning experience for exchange students (PSU, n.d.). Additional contributions to the holistic development of exchange students can be made through the participation in cultural activities and tours that are both relevant and culturally enriching (PSU, n.d.). According to Chieffo and Griffiths (2004), having experiences of cultural immersion leads to greater intercultural understanding and tolerance. According to SEAMEO (n.d.), the purpose of the SEA Teacher Project, of which Portland State University is a participant, is to enhance regional cooperation and cultural exchange among Southeast Asian nations. According to Deardorff (2006), student exchange programs contribute to the development of students' intercultural competency as well as their global perspectives. According to Wilkins (2013), student exchange programs provide opportunity for schools to create international alliances and to network with one another. Evans et al. (2010) cited that evaluating exchange programs is critical for determining whether or not they are successful and locating areas in which they might be enhanced. (PSU, n.d.) Both the fourth batch of SEA Teachers and the first batch of SEA TVET participants supplied PSU with very positive feedback regarding the university's exchange programs. According to Nieto (2013), the educational experience of exchange students is improved when the curriculum is designed to fit with the needs and interests of the students. For Chickering and Gamson (1987), students' educational development can be aided by participating in academic activities that promote active participation and critical thinking. Students are prepared for technical and vocational professions in industries with ever-changing demands through participation in the SEA-TVET program (SEAMEO, n.d.). Continuous assessment and feedback methods are absolutely necessary for ensuring the quality of exchange programs and ensuring their continued improvement (Knight, 2015). The study on the effectiveness and impact of the Pre-Service Student Teachers Exchange and SEA-TVET programs at PSU is essential for evaluating program effectiveness, improving

program design, making evidence-based decisions, fostering regional collaboration, ensuring quality assurance, and contributing to the literature on international educational exchange. The study will provide valuable insights to PSU and the broader educational community, facilitating the enhancement and growth of international exchange programs and promoting cultural understanding and collaboration among Southeast Asian countries.

Methodology

This study utilized the descriptive type of research. This type of research described the status of implementation of SEA Teaches and SEA TVET exchange student program between PSU and SEAMEO just like the pre, during and post training. the role of Linkages office and staff, availability and functionality of facilities, and the conduct of educational tour and cultural exchange. The respondents of this study are 136 SEA Teachers and 66 SEA TVET from four different batches of exchange students from 2017 to 2019. For the interpretation of the score on the satisfaction of respondents on the implementation of SEA Teachers and SEA TVET exchange program, mean was used. The scale is presented below:

Scale	Mean Scale	Interpretation
5	4.21-5.00	Very Satisfied
4	3.41-4.20	Highly Satisfied
3	2.61-3.40	Moderately Satisfied
2	1.81-2.60	Less Satisfied
1	1.00-1.80	Least Satisfied

RESULTS AND DISCUSSION

Status of Inbound Students

Table 1 presents the status of inbound students in terms of the number of students per batch. From the data, the last batch of SEA Teachers has the highest number of inbound students with 43 students. For the SEA TVET, it's the second batch with 26 students. The total number of inbound students for SEA Teachers is 136 and 66 for SEA TVET.

Table 1: Status of Inbound Students

SEA Teachers	No. of Inbound Students
August 5 – September 5, 2017	29
January 20 – February 18, 2018	27
August 19 – September 15, 2018	37
September 1 – 28, 2019	43
Total	136
SEA TVET	
January 22 – February 16, 2018	7
August 9 – September 9, 2018	26
January 26 – February 24, 2019	24
September 1 – 28, 2019	9
Total	66

Satisfaction of the Exchange Students on the Implementation of The Pre-Service Student.

Table 2. Satisfaction of the Exchange Students on the Implementation of SEA Teachers' Pre, During and Post-Training

Pre Training	Aug 5 – Sep 5, 2017 n=18	–	Sep 5, Jan 20 – Feb 18 2018 n=26	–	Aug 19 – Sep 15 2018 n=22	–	Sep 1 - 28 2019 n=43		
	AWM		DE	AWM	DE	AWM	DE	AWM	DE
Qualifying Statements									
1.The training project (including the knowledge and skills and the designed activities) was made clear to me.	3.89		HS	4.42	HS	3.00	MS	4.28	VS
2.The things I had to do to succeed in the training, including the requirements and criteria for performance assessment, were made clear to me.	4.28		HS	4.04	HS	4.00	HS	4.30	VS
3.The source of help for me during the training including consultation hour with the cooperating teacher and books/materials the students use in the classroom, were made clear to me.	4.17		HS	4.15	HS	4.17	HS	4.30	VS
Overall average weighted mean	4.11		HS	4.20	HS	3.72	MS	4.29	VS
During the training									
1.Our cooperating teacher helped and guided me to be more acquainted with the school curriculum, administrative and supervisory staff and the physical plant, the teaching equipment available and the student organizations.	4.56		VS	4.00	HS	4.00	HS	4.56	VS
2.Our cooperating teacher was fully committed in the effective student teachers' training program (e.g. conducted demonstrated teaching, shared the current lesson plan, furnished me the record of pupils, provided books/materials the students use in the classroom, checked my lesson plan, guided me in the preparation of various school forms, explained the criteria in evaluating my performance)	4.28		VS	4.42	VS	4.17	HS	4.58	VS
3.Our cooperating teacher helped me to complete my tasks (supervised and analyzed my mentoring, analyzed my student's progress, offered practical teaching strategies, provided feedback on my lessons and assessments).	4.17		HS	4.15	HS	4.33	VS	4.47	VS
4.Our student mentor(s) facilitated my practice teaching routine and made me feel welcome, accepted, and supported.	4.00		HS	4.08	HS	4.33	VS	4.42	VS
5.The things I had to do in this training project (lesson plan, visual aids, seat plan, Portfolio with rubrics) were helpful for developing the knowledge and skills the training was intended to teach.	4.78		VS	4.15	HS	4.33	VS	4.42	VS

Table Continues:

6.Grading for my practice teaching performance was fair and reasonable.	4.44	VS	3.96	HS	3.67	HS	4.28	VS
Overall average weighted mean	4.37	VS	4.13	HS	4.14	HS	4.46	VS
Post training								
1.What I learned in this training project is important and will be useful to me.	4.56	VS	4.42	VS	4.17	HS	4.70	VS
2.This project helped to coordinate subject matter, methods, techniques and management in actual classroom teaching.	4.28	VS	4.08	HS	4.17	HS	4.63	VS
3.This project helped me to develop my demonstration teaching skills necessary for effective learning.	4.39	VS	4.04	HS	4.67	VS	4.60	VS
4.This project improved my ability to work effectively with other people.	4.33	VS	3.96	HS	4.67	VS	4.53	VS
Overall average weighted mean	4.39	VS	4.13	HS	4.42	VS	4.62	VS

Table 2 shows the evaluation of the respondents for the pre- during and post training. For the pre- training, the fourth batch got the highest score (mean = 4.29, descriptive equivalent = very high satisfaction). The designed activities for the training project got the highest (4.42, very high satisfaction) and lowest (3.00, high satisfaction).

On the evaluation of foreign students during the training, the fourth batch rated this item high (4.46, very high satisfaction). Among the indicators, lesson plan and other teaching aids got the highest score (4.78, very high satisfaction) while grading for practice teaching has lowest score (3.96, high satisfaction agree).

The teaching performances of the foreign students are graded and this is needed to improve whatever factor that will improve the program.

There might be strict monitoring and grading of the teaching performance but this is necessary for their improvement. This suggests that the cooperating teachers possess the needed skills in teaching and dealing with other people especially the foreign students of the SEA Teachers project.

From the result of the open-ended questions, foreign student like their cooperating teacher because they are approachable. When it comes to post training, the last batch rated this item the highest (4.62, very high satisfaction). The respondents rated high the items like being useful (4.70, very high satisfaction) and developing demonstration skills (4.67, very high satisfaction).

Table 3: Satisfaction of the Exchange Students on the Implementation of SEA TVET Pre, During and Post-Training

Pre-Training	Jan 22 – Feb 16 2018 n=22		Aug 9–Sept 9, 2018 n=13		Jan 26-Feb 24, 2019 n=19		Sep 1 - 28 2019 n=9	
	AWM	DE	AWM	DE	AWM	DE	AWM	DE
Qualifying Statements								
1.The training project (including the skills and the designed activities) was made clear to me.	4.23	VS	3.93	HS	4.16	HS	4.67	VS
2.The things I had to do to succeed in the training, including the requirements and criteria for performance assessment, were made clear to me.	4.27	VS	3.93	HS	4.16	HS	4.56	VS
3.The consultation hour with the campus/college internship coordinator and the faculty mentor and the industry/company location and the name of the internship coordinator/trainor, were made clear to me.	4.09	HS	4.14	HS	4.26	VS	4.44	VS
4.My faculty mentor and student buddy helped and guided me to be more acquainted with the school administrative and supervisory staff and the physical facilities.	4.41	VS	4.14	HS	4.68	VS	4.89	VS
Overall average weighted mean	4.25	VS	4.04	HS	4.31	VS	4.64	VS
During the training								
1.My industry/company internship coordinator/trainor helped and guided me to be more acquainted with the industry/company staff, the physical facilities, machines and equipment.	4.45	VS	4.14	HS	4.53	VS	4.56	VS
2.The industry/company personnel/staff facilitated my on-the-job training routine and made me feel welcome, accepted, and supported.	4.09	HS	4.50	VS	4.79	VS	5.00	VS
3.My industry/company internship/OJT coordinator/trainor was fully committed in the effective internship/on-the-job training program (e.g. conducted work orientation, entrusted me with large amount of responsibilities, shared practical industry/business operations)	4.00	HS	4.21	VS	4.53	VS	4.89	VS

Table Continues:

4. My industry/company internship coordinator/trainer helped me to complete my tasks (provided initial actual work direction/instruction, demonstrated the use of equipment/machines/tools, supervised and analyzed my work, offered practical work tips, provided feedback on my work).	4.23	VS	4.29	VS	4.63	VS	5.00	VS
5. Grading for my work performance was fair and reasonable.	4.86	VS	4.21	VS	4.58	VS	4.64	VS
Overall average weighted mean	4.33	VS	4.27	VS	4.61	VS	4.82	VS
Post training								
1. What I learned in this program is important and will be useful to me.	4.32	VS	4.50	VS	4.53	VS	4.89	VS
2. This program provided an opportunity for me to incorporate realistic and practical industry/business operations not normally achievable in a classroom setting.	4.41	VS	4.50	VS	4.26	VS	4.78	VS
3. This program is very engaging and I was constantly learning something new needed for education and actual work experience.	3.86	HS	4.50	VS	4.37	VS	4.89	VS
4. This program improved my ability to work effectively with other people.	4.27	VS	4.36	VS	4.74	VS	5.00	VS
Overall average weighted mean	4.22	VS	4.47	VS	4.48	VS	4.89	VS

Table 3 shows the extent of satisfaction of the respondents for pre-training, during and post-training. It found out that the fourth batch had the highest score (overall average weighed mean = 4.64, descriptive equivalent = very high satisfaction) for the start of training. Faculty and student buddies got high score (4.89, very high satisfaction) and consultation hour with low score (4.09, high satisfaction). During the training, high score (4.82, very high satisfaction) came from the last batch. Among the indicators, assistance of the industry staff and the internship coordinator got the highest rating (5.00, very high satisfaction) while tasks of OJT coordinator garnered lowest rating (4.00, high satisfaction). This suggests that the industry partners provided the needed support to the foreign students. When it comes to the learning gained by the respondents, the third batch rated this item high (4.48, very high satisfaction). Improvement on working with people got high score (4.74, very high satisfaction) while learning for actual work experience has low score (3.86, high satisfaction). The interns from foreign countries under the SEA TVET Project gained exposure and experiences on dealing with other people. However, the project has insufficient process or system, especially on the part of the partner industry or company, in providing the skills needed by the interns. This might be the result of short training

provided to the foreign students. That is why one of their recommendations of the respondents is to make the SEA TVET project longer. Satisfaction of the Exchange Students on the Conduct of Assigned Task of International and Local Linkages Office Employees

Table 4: Satisfaction of the SEA Teachers Exchange Students on the Conduct of Assigned Task of International and Local Linkages Office Employees

Qualifying Statements	Aug 5 – Sep 5, 2017		Jan 20 – Feb 18 2018		Aug 19 – Sep 15 2018		Sep 1 - 28 2019	
	n=18		n=26		n=22		n=43	
	AWM	DE	AWM	DE	AWM	DE	AWM	DE
1.The Director and staff of the Office of the Director for International and Local Linkages were committed to perform their roles (e.g. organized welcome and closing program well, orientation programs was conducted, daily activities were provided to me and conducted based on schedule, were available during office hours, etc.)	4.78	VS	4.50	VS	4.00	HS	4.09	HS
2.Fetchers and drivers were committed to do their job (e.g. travel on time, were kind and answer questions, attend to my needs)	4.44	VS	4.15	HS	3.83	HS	3.56	HS
Overall average weighted mean	4.61	VS	4.33	VS	3.92	HS	3.83	HS

Amidst the data presented in the table, it is noteworthy that the foreign students' perception of the Director and staff of the Office of International and Local Linkages received the highest rating, particularly from the first batch of students, with an impressive satisfaction score of 4.61, indicating a very high level of contentment with their services. Delving deeper into the indicators, the commitment displayed by the Director and staff garnered an outstanding rating of 4.78, signifying a remarkably high level of satisfaction among the students. Additionally, the job performance of the fetchers and drivers also received significant praise, obtaining a commendable rating of 4.50, reflecting a very high level of satisfaction with their assistance and support services. Overall, the positive feedback from foreign students showcases the dedicated efforts of the Office of International and Local Linkages in providing exceptional support and services, fostering a welcoming and enriching environment for international students within the academic community. Such high levels of satisfaction among the students highlight the office's effectiveness in promoting cultural exchange and ensuring a fulfilling educational experience for all.

Table 5: Satisfaction of the SEA TVET Exchange Students on the Conduct of Assigned Task of International and Local Linkages Office Employees

Qualifying Statements	Jan 22 – Feb 16 2018		Aug 9–Sept 9, 2018		Jan 26-Feb 24, 2019		Sep 1 - 28 2019	
	n=22		n=13		n=19		n=9	
	AWM	DE	AWM	DE	AWM	DE	AWM	DE
1.The Director and staff of the Office of the Director for International and Local Linkages were committed to perform their roles (e.g. organized welcome and closing program well, orientation programs was conducted, daily activities were provided to me and conducted based on schedule, were available during office hours, etc.)	4.32	V	4.07	HS	4.26	VS	4.33	VS
2.Fetchers and drivers were committed to do their job (e.g. travel on time, were kind and answer questions, attend to my needs)	4.27	VS	3.86	HS	3.84	HS	4.33	VS
Overall average weighted mean	4.30	VS	3.97	HS	4.05	HS	4.33	VS

Table 5 showcases the evaluation of respondents regarding the performance of the Director and staff of the Office of International and Local Linkages in handling their assigned tasks. Notably, the fourth batch of respondents awarded the highest rating of 4.30, indicating a commendable level of satisfaction with the services provided.

Analyzing the indicators, the commitment demonstrated by the Director and staff received a remarkable rating of 4.33, reflecting a very high level of satisfaction among the respondents. Additionally, the job performance of the fetchers and drivers was also well-received, receiving a respectable rating of 3.84, indicating a high level of satisfaction with their assistance and support services.

The positive evaluations from the respondents emphasize the effectiveness and dedication of the Office of International and Local Linkages in fulfilling their responsibilities and ensuring a smooth and enriching experience for the students.

This high level of satisfaction highlights the office's commitment to maintaining a supportive and conducive environment for international and exchange students.

Promoting cross-cultural understanding and fostering a sense of belonging within the academic community.

Table 6: Satisfaction of the SEA Teacher Exchange Students on the Availability and Functionality of Facilities

Qualifying Statements	Aug 5 – Sep 5, 2017 n=18		Jan 20 – Feb 18 2018 n=26		Aug 19 – Sep 15 2018 n=22		Sep 1 - 28 2019 n=43	
	AWM	DE	AWM	DE	AWM	DE	AWM	DE
	1.The classrooms were organized, clean and conducive to teaching, learning and discipline.	4.39	VS	4.35	VS	4.17	HS	3.70
2.My room/housing unit was complete with functional equipment and tools (e.g. aircon, internet connection, kitchen tools, working tables, bed and pillows, etc)	4.00	HS	4.42	VS	3.67	HS	4.09	HS
3.My room/housing unit has dependable water and power system.	4.33	VS	4.15	HS	3.67	HS	4.16	HS
Overall average weighted mean	4.24	VS	4.31	VS	3.84	HS	3.98	HS

As seen in the table, the exchange students disclosed their perception for the facilities. For the facilities, highest rating (4.31, very high satisfaction) came from the second batch. The foreign students rated the room/housing unit high (4.42, very high satisfaction) while water and power system is low (3.67, high satisfaction). As commented by the foreign students, the dormitory is awesome and has state of the art facilities but low internet connectivity.

Table 7: Satisfaction of the SEA TVET Exchange Students on the Availability and Functionality of Facilities

Qualifying Statements	Jan 22 – Feb 16 2018 n=22		Aug 9–Sept 9, 2018 n=13		Jan 26-Feb 24, 2019 n=19		Sep 1 - 28 2019 n=9	
	AWM	DE	AWM	DE	AWM	DE	AWM	DE
	1.My room/housing unit was complete with functional equipment and tools (e.g. aircon, internet connection, kitchen tools, working tables, bed/pillows, etc)	4.09	HS	3.79	HS	3.79	HS	4.56
2.My room/housing unit has dependable water and power system.	4.00	HS	4.14	HS	4.05	HS	4.56	VS
Overall average weighted mean	4.05	HS	3.97	HS	3.92	HS	4.56	VS

Table 7 reflected the extent of satisfaction of the respondents on availability and functionality facilities. For the facilities, the highest rating (4.56, very high satisfaction) came from the fourth batch. The room/housing unit both got the high (4.56, very high satisfaction) and low score (4.00, high satisfaction). Much of the comments of the foreign interns focused on their dormitory with small kitchen space. They commented that the place for their OJT is far from their

dormitory. Satisfaction of the Exchange Students on the Conduct of Educational Tour and Cultural Exchange

Table 8: Satisfaction of the SEA Teacher Exchange Students on the Conduct of Educational Tour and Cultural Exchange

Qualifying Statements	Aug 5 – Sep 5, 2017		Jan 20 – Feb 18 2018		Aug 19 – Sep 15 2018		Sep 1 - 28 2019	
	n=18		n=26		n=22		n=43	
	AWM	DE	AWM	DE	AWM	DE	AWM	DE
1.The Welcome and Closing Programs were warm, accommodating and memorable.	4.00	HS	4.04	HS	4.33	VS	4.21	VS
2.The Educational Tours helped me connect their relevance to the course I enrolled and understand the Filipino culture (e.g. food, hospitality, respect to elders, etc.)	4.56	VS	4.42	VS	4.17	HS	4.16	HS
Overall average weighted mean	4.28	VS	4.23	VS	4.25	VS	4.19	HS

Table 9 shows the evaluation for educational tour and cultural exchange. It further shows that high score came from the fourth batch (4.50, very high satisfaction). The welcome and closing program got a high (4.56, very high satisfaction) and low rating (4.09, high satisfaction).

Overall Extent of Satisfaction of the Project

Table 10: Overall Extent of Satisfaction of SEA Teachers

Qualifying Statements	Aug 5 – Sep 5, 2017		Jan 20 – Feb 18 2018		Aug 19 – Sep 15 2018		Sep 1 - 28 2019	
	n=18		n=26		n=22		n=43	
	AWM	DE	AWM	DE	AWM	DE	AWM	DE
Overall, we were satisfied with the quality of this training project	4.33	VS	4.22	VS	4.08	HS	4.23	VS

Table 10 presents the overall extent of satisfaction of the students on the SEA Teacher project. High score was rated by the first batch (4.33, very high satisfaction). It suggests that the conduct of the SEA Teacher project or Pre-Service Teachers Exchange in Southeast Asia here in Pangasinan State University met the expectations of the foreign students.

The foreign students feel bad about the limited number of comfort rooms, low internet connection, less staff, and small cooking area.

But, overall, the project is successful on the basis of the learning experiences, cultural exposure and new friends gained from the project.

Table 11: Overall Extent of Satisfaction of SEA TVET Students

Qualifying Statements	Jan 22 – Aug 9–Sept		Jan 26-Feb		Sep 1 - 28			
	Feb 16 2018		24, 2019		2019			
	n=22	n=13	n=19	n=9				
	AWM	DE	AWM	DE	AWM	DE	AWM	DE
Overall, we were satisfied with the quality of this training project	4.21	HS	4.20	HS	4.35	VS	4.62	VS

Table 11 presents the overall extent of satisfaction of the students on the SEA TVET project. Overall, the SEA TVET Project got a very good rating. Though the foreign students have concerns on comfort room, internet connection, and few staff at the office of the Director for International and Local Linkages, the three batches of SEA TVET from 2018 and 2019 was successful because of the warm friendship inked between the races.

CONCLUSIONS AND RECOMMENDATIONS

The feedback from the SEA Teachers and SEA TVET participants regarding the student exchange program's implementation is quite diverse. The fourth batch of SEA Teachers and SEA TVET participants expressed high satisfaction levels with the entire process, including pre-training, during-training, and post-training phases. They particularly praised the consultation hours, clear criteria, support from cooperating teachers, guidance from faculty mentors and student buddies, as well as the assistance provided by industry/company personnel. Conversely, the second batch of respondents showed the lowest satisfaction ratings in all three phases of the training program. Their dissatisfaction stemmed from unclear activities, concerns about the curriculum and administrative staff, less engaging activities, and a perceived lack of support from intern coordinators. Interestingly, the first batch of SEA Teachers rated very highly the roles of the Linkages Office Director and Staff, as well as the tour and cultural exchange components. However, the fourth batch expressed lower satisfaction levels regarding the services provided by fetchers and drivers, as well as the relevance of tours and cultural exchanges to their respective courses. Moving on to the SEA TVET participants, the fourth batch gave very high ratings for the tasks performed by the Linkages Office, the roles of the Linkages Office Director and Staff, water and power supply arrangements, and the memorable welcome and closing programs. Conversely, the second batch gave low ratings for fetchers and drivers, water and power supply, and the closing program.

To enhance the student exchange program's overall experience, it is recommended to design a tailor-fit curriculum that includes both academic and cultural activities specifically tailored to the exchange students' needs. Additionally, organizing engaging curriculum designs and incorporating relevant tour and cultural activities could significantly improve the participants' satisfaction.

Moreover, conducting orientation sessions for fetchers and drivers, and ensuring the provision of adequate water and power supply during the program are essential steps in further enhancing the overall student exchange experience.



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