



Describing the Employer Satisfaction of College of Teacher Education, Arts and Sciences Graduates

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Abstract

Higher educational Institutions aim to produce quality graduates. They want their graduates to manifest better skills in their jobs. Thus, this research aimed to gather feedback from employers about the CTEAS alumni. This sequential explanatory research explored the satisfaction of 100 employers with the manifested skills of the College of Teacher Education, Arts, and Sciences (CTEAS) alumni. Through Google Forms, the employers rated the manifested skills of the CTEAS alumni. Based on the results, employers have a high level of satisfaction in terms of the skills of the alumni. They were very satisfied with the manifested foundation, enterprise, technical and knowledge, adaptive, teamwork, employability, and managerial skills. Thus, to sustain in producing fully equipped graduates, the department needs to hone further the foundation and technical and knowledge skills of their graduates.

Keywords: *employer satisfaction; teacher education; employability, CTEAS alumni*

Higher educational institutions aim for the welfare of their graduates. They prepare their graduates for the world of work and life (Bennett, 2019; Posadas et al., 2021). They hone their skills to meet employers' demands (Damoah et al., 2021; Lisá et al., 2019; Sessanga & Musisi, 2019). For instance, teacher education institutions emphasize professional experience through practice teaching to meet the demands of the future world of work of the teaching profession (Walker et al., 2019). With this, the preparation must evolve as the labor market demands evolve continuously (Donald et al., 2020). The employability of the graduates is one of the factors of the quality performance of the HEI (Daling, 2020). Employability is not only about being employed but is a crucial stage in building a career (Cheng et al., 2022).

As HEIs aim for quality, they find ways to provide quality education to their students. Quality education springs from the vision, mission, and goals of the institution and, specifically, from the teacher education department. In living out the VMG, the quality of graduates can be seen in the skills they developed while studying teacher education programs, Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) at the college, such as: interpersonal, critical thinking, listening, communication, professionalism, personal motivation (Baird & Parayitam, 2019; Pacleb-Ulanday, 2021), soft skills (Succi & Canovi, 2020), job-related, self-management (García-Álvarez et al., 2022), innovation, creativity, research, and ICT (Abas et al., 2020; Caingcoy, 2021; Cornillez et al., 2021; Salendab & Sanchez, 2023; Tejan & Sabil, 2019; Woya, 2019). Through helping the students in honing their skills for their employment, college



preparation becomes relevant to employment (Pentang et al., 2022). Graduates developed skills are essential to employers' needs (Chand et al., 2019) and are consistent with the goal of the teacher education department, which is to produce professionally skilled and dedicated teachers. These skills are developed through professional education and major courses. These skills manifested by the graduates are crucial to the satisfaction of their performance (Angeles et al., 2023; Sinha et al., 2020). Consequently, higher job satisfaction increases investment efficiency (Arvidsson et al., 2022).

One way to assess the quality of the school is to solicit the ideas of the graduates about their satisfaction with the courses they attended in college (Avramkova et al., 2021). This process allows the schools to evaluate the curricula offered to the students, such as the Bachelor of Elementary Education and the different majors in the Bachelor of Secondary Education program. Factors contributing to graduates' satisfaction with their chosen college programs include family background, program quality, and the school's image (Booc et al., 2023; Espinoza et al., 2019). Nevertheless, their satisfaction does not significantly influence their perceived job performance (Chikazhe et al., 2022). Thus, it is crucial to solicit the employers' ideas for the institutions to have information on the performance of their graduates.

Universities and colleges aim that their graduates can land a job right after graduation. The graduates look for ways to find employment after graduation, showcasing the skills they developed during their college years (Dela Cruz & Dela Cruz, 2023; Mariano & Tantoco, 2023; Suarez & Catubig, 2020). They found their jobs through advertisements, referrals, and personal connections (Daguplo et al., 2019). Nevertheless, not all graduates land a job after graduation as they experience difficulty in looking for jobs (Souphanthong et al., 2022). Others have a job that is not in line with their finished course in college (Berková et al., 2019). Moreover, other graduates experience a lack of career agency and professional experience during graduation (Monteiro, 2021). Some employers found a gap between what they expect from the graduates and the skills of the graduates (Ediegba, 2022; Nabulsi et al., 2021). Some employers are concerned about the graduates' deficit in terms of communication skills and their readiness for the world of work (Kleckner & Butz, 2021). Accordingly, the HEIs nurture their graduates' learning universally, yet employers seek contextual learning and focus on real-world problems (Espinoza et al., 2020; Finley, 2021).

Anchored on the human capital theory that promotes education as an investment and can yield a return to the country through employment and economic growth (Gillies, 2015), this study explores the satisfaction of the employers of their employees who are CTEAS alumni. The study also delves into the aspects employers notice to improve about the graduates and the uniqueness of Saint Columban College (SCC) graduates. Through soliciting the feedback of the employers, the teacher education department can prepare their students better for the world of work in the future.

Method

Research Design

The study used a sequential-explanatory mixed-method research design (Ivankova et al., 2006). The researchers explored quantitatively the employers' satisfaction with the CTEAS graduates' manifested skills. Through a questionnaire, the employers rated the manifested skills of their employees from the teacher education department. As the researchers summed up the ratings, they noted the skills that were rated low by the employers. To supplement the quantitative data,



the researchers then asked about the aspects to improve about these graduates and the unique features of SCCian graduates.

Research Environment

The study was conducted in the province of Zamboanga Del Sur. The province has different public elementary and secondary schools. There were also private schools in the capital city and different parochial schools in different parishes run by the Diocese of Pagadian. The study's environment constituted mostly the school environment since most of the department's graduates are teachers. Moreover, since the province is the regional center of Region IX, there were also different government agencies in it. Thus, some teacher education graduates opted not to teach but to be employed in these government agencies.

Research Participants

The participants of this study were the 100 employers and immediate heads of the CTEAS graduates. The research participants primarily came from schools, as many graduates are in the teaching professions. Other participants are from other government and non-government agencies since some graduates of teacher education preferred not to teach but to be employed in agencies other than schools.

Research Instruments

The researchers prepared a survey questionnaire to solicit the level of employers' satisfaction with the manifested skills of their employees. The researchers adopted the questionnaire of Hoh et al. (2020) in their study on employer satisfaction in Brunei Darussalam. The questionnaire contains a six-point rating scale that ranges from greatly dissatisfied to greatly satisfied. This questionnaire was fielded to the research participants through Google Forms. Moreover, the researchers enriched their data gathering by interviewing some of the employers, asking them about the aspects the school needs to develop more students to be more prepared for the world of work. The researchers also asked for the unique characteristics of graduates from a specific private Catholic higher educational institution.

Data Gathering Procedure

The researchers gathered the data through the use of a Google form. The form has three parts. The first part asked the participants about some details necessary for the study. The second part explored the satisfaction of the employers on the skills manifested by their employees. The last part of the form asked two open-ended questions on what the employers think the graduates should improve and the unique characteristics of a Catholic HEI graduate.

Data Analysis

The quantitative data were analyzed by determining the weighted mean and the standard deviation. The data were then analyzed individually and by group, indicating the average satisfaction per set of skills. The qualitative data were treated through thematic coding. The researchers first looked for significant statements relevant to their asked question. From these keywords, the researchers developed themes responsive to the research objective.



Ethical Considerations

The researchers upheld these ethical principles in this study: respect for persons, confidentiality, beneficence, and justice (Farrugia, 2019). They respectfully contacted the employers of the CTEAS graduates and asked them voluntarily to participate in the study. Once they agreed to participate, the researchers sent them a copy of the Google form. The first page of the form asked them about their consent to participate.

The researchers ensured the confidentiality of the data. The data were used for research purposes only. They also kept the data for themselves and did not divulge them to other people.

The researchers safeguarded the research participants, ensuring they would not experience any harm as they participated in the study. The researchers then promoted justice by avoiding manipulation and appreciating diversity among the research participants.

Results and Discussion

The employers of the CTEAS graduates from different batches have rated the skills manifested in these alumni. The skills evaluated include foundation, enterprise, technical and knowledge, adaptive, teamworking, employability, and managerial skills.

Employers' Satisfaction of Skills Manifested by CTEAS Alumni

Table 1 presents the employers' satisfaction of the CTEAS graduates in terms of their manifested foundation skills.

Table 1. Employer satisfaction of CTEAS graduates along Foundation Skill

Indicators	Mean	SD	Interpretation
Ability to communicate verbally/orally	5.58	0.53	Very Satisfied
Ability to listen to instruction	5.72	0.51	Very Satisfied
Ability to write memo, report, minute, business/formal letter, etc.	5.34	0.59	Very Satisfied
Ability to apply simple numerical/mathematical calculation	5.66	0.55	Very Satisfied
Overall foundation skill	5.58	0.54	Very Satisfied

Hypothetical Range: 1.00-1.83 – Very Dissatisfied (VD); 1.84-2.66 – Dissatisfied (D); 2.67-3.49 – Generally Dissatisfied (GD); 3.50-4.32 – Generally Satisfied (GS); 4.33-5.15 – Satisfied (S); 5.16-6.00 – Very Satisfied (VS)

Foundation skills include abilities to communicate, whether verbal or non-verbal. It also includes numeracy skills. As the teacher education students started their college journey, they had to enroll in General Education (GE) courses such as Purposive Communication, Mathematics in the Modern World, and institutional offerings on advanced educational statistics to help them improve their foundation skills. Other GE subjects and professional and major courses also strengthened their foundation skills in the context of teaching. Evaluating these skills, the employers were very satisfied with the manifested skills of the CTEAS alumni. They also rated the ability to listen to instruction as the highest among the indicators of foundation skill. However, they rated the ability to write memos, reports, minutes, business/formal letters, etc. as the lowest though it still belongs to very satisfied level of satisfaction. Foundation skills help the teachers to perform in the classroom and cope with the paper works in the teaching profession (Lisá et al., 2019).



Table 2 presents the satisfaction of the employers with the manifested enterprise skills of the CTEAS graduates.

Table 2. Employer satisfaction of CTEAS graduates along Enterprise Skills

Indicators	Mean	SD	Interpretation
Ability to solve problems as required for the job	5.50	0.56	Very Satisfied
Commitment and dedication towards the organization	5.74	0.46	Very Satisfied
Ability to be innovative and creative, as suitable for the job	5.59	0.53	Very Satisfied
Overall Enterprise skills	5.61	0.52	Very Satisfied

Hypothetical Range: 1.00-1.83 – Very Dissatisfied (VD); 1.84-2.66 – Dissatisfied (D); 2.67-3.49 – Generally Dissatisfied (GD); 3.50-4.32 – Generally Satisfied (GS); 4.33-5.15 – Satisfied (S); 5.16-6.00 – Very Satisfied (VS)

Enterprise skills include the identification of opportunities that individuals can use to their advantage. They include problem-solving, commitment and, dedication, and innovation. Subjects such as Facilitating Learning, Principles of Teaching, and The Teaching Profession helped the students develop the enterprise skills necessary to pursue the teaching profession. As to enterprise skills, the employers were very satisfied with the CTEAS alumni. Most of all, they were most Satisfied with the manifested commitment and dedication towards the organization of the CTEAS alumni. Nevertheless, the ability to solve problems as required for the job has the lowest rating from the employers, though it is still on the *very satisfied* level. Teachers must cope with change and evolve to address the problems encountered in the teaching profession (Donald et al., 2020).

Table 3 presents the satisfaction of employers with the technical and knowledge skills of CTEAS alumni.

Table 3. Employer satisfaction of CTEAS graduates along Technical and Knowledge Skills

Indicators	Mean	SD	Interpretation
Using technology effectively	5.56	0.59	Very Satisfied
Technical skills needed for the job	5.52	0.54	Very Satisfied
Quality of work and performance	5.60	0.53	Very Satisfied
Observing professional / work ethical standards	5.65	0.56	Very Satisfied
Overall Technical and Knowledge skills	5.58	0.56	Very Satisfied

Hypothetical Range: 1.00-1.83 – Very Dissatisfied (VD); 1.84-2.66 – Dissatisfied (D); 2.67-3.49 – Generally Dissatisfied (GD); 3.50-4.32 – Generally Satisfied (GS); 4.33-5.15 – Satisfied (S); 5.16-6.00 – Very Satisfied (VS)

Technical and knowledge skills include the effective usage of technology, manifestation of technical skills for the job, quality of work and performance, and professional/work ethical standards. Professional education subjects such as Educational Technology for Teaching and Learning and Assessment of Learning helped the students develop their technical and knowledge skills. The employers were very satisfied with the manifested technical and knowledge skills of the CTEAS alumni. They rated the professional/work ethical standards the highest. As these graduates are from a Catholic higher educational institution, professional/ethical work standards are valued in the training they receive from the department. The work they have now is also their ministry in life. Moreover, the employers rated the technical skills as the lowest, though the rating



still belongs to the *very satisfied level*. Teachers equipped with technical skills can foster better development of the students (Sessanga & Musisi, 2019).

Table 4 presents the employer satisfaction with the manifested adaptive skills of the CTEAS alumni.

Table 4. Employer satisfaction of CTEAS graduates along Adaptive Skills

Indicators	Mean	SD	Interpretation
Ability to adapt and learn new skills and knowledge for the job	5.80	0.42	Very Satisfied
Working under minimal supervision(independence)	5.64	0.50	Very Satisfied
Openness to change	5.82	0.38	Very Satisfied
Overall Adaptive skills	5.75	0.43	Very Satisfied

Hypothetical Range: 1.00-1.83 – Very Dissatisfied (VD); 1.84-2.66 – Dissatisfied (D); 2.67-3.49 – Generally Dissatisfied (GD); 3.50-4.32 – Generally Satisfied (GS); 4.33-5.15 – Satisfied (S); 5.16-6.00 – Very Satisfied (VS)

Adaptive skills include learning new knowledge and skills, independence, and openness to change. Adaptive skills were developed and manifested during students' Field Study and Teaching Internship. The employers then were *very satisfied* with the manifested adaptive skills of the CTEAS alumni. The highest rating among the indicators of adaptive skills is on the openness to change. They observed that CTEAS alumni welcome change and development in their posts. Meanwhile, independence obtained the lowest level satisfaction. However, the satisfaction level regarding independence is still in the *very satisfied level*.

Table 5 shows the employer satisfaction to the manifested teamworking skills of the CTEAS alumni. Teamworking skills include the collaboration abilities of employees.

Table 5. Employer satisfaction of CTEAS graduates along Teamworking Skills

Indicators	Mean	SD	Interpretation
Working well in a group to achieve a goal	5.77	0.47	Very Satisfied
Actively contributing in a group work	5.72	0.49	Very Satisfied
Relations with superiors and co-workers	5.73	0.53	Very Satisfied
Networking skills	5.58	0.53	Very Satisfied
Overall Teamworking skills	5.70	0.51	Very Satisfied

Hypothetical Range: 1.00-1.83 – Very Dissatisfied (VD); 1.84-2.66 – Dissatisfied (D); 2.67-3.49 – Generally Dissatisfied (GD); 3.50-4.32 – Generally Satisfied (GS); 4.33-5.15 – Satisfied (S); 5.16-6.00 – Very Satisfied (VS)

Teamworking skills of the students were tested and strengthened primarily as they conducted their thesis. During their thesis writing, they had to work well with their group members. They had to act as one. Moreover, teamwork skills reached their pinnacle during their teaching internship when they needed to collaborate effectively with the cooperating teacher assigned to them. As shown in Table 5, the employers were *very satisfied* with the manifested teamworking skills of the CTEAS alumni. They rated the indicator: "Working well in a group to achieve a goal" as the highest among teamworking skills indicators. They were very satisfied with how these alumni collaborated with other teachers and workmates to achieve desirable goals. When there are assignments that need collaboration, teachers need to collaborate with other stakeholders to satisfy



their demands (Mailool et al., 2020). Though it is still in the *very satisfied level*, the employers rated the networking skills as the lowest.

Table 6. Employer satisfaction of CTEAS graduates along Employability Skills

Indicators	Mean	SD	Interpretation
Handling stress and pressure on the job	5.54	0.57	Very Satisfied
Ability to complete given task on time	5.58	0.55	Very Satisfied
Attendance record	5.69	0.48	Very Satisfied
Overall Employability skills	5.60	0.53	Very Satisfied

Hypothetical Range: 1.00-1.83 – Very Dissatisfied (VD); 1.84-2.66 – Dissatisfied (D); 2.67-3.49 – Generally Dissatisfied (GD); 3.50-4.32 – Generally Satisfied (GS); 4.33-5.15 – Satisfied (S); 5.16-6.00 – Very Satisfied (VS)

Table 6 presents the employer satisfaction on CTEAS graduates' employability skills.

Employability skills include handling stress, completing a given task, and recording attendance. The teaching internship demanded a lot from the CTEAS students. They had to report very early to their assigned laboratory school and be there for the entire day from Monday to Friday. Moreover, they also needed to comply with the paperwork, such as their lesson plan and instructional materials. Finally, they had to complete their internship logbook at the end of the semester. As shown in Table 6, the employers were very satisfied with the manifested employability skills of the CTEAS alumni. Attendance rating has the highest rating from the employers, while handling stress and pressure on the job has the lowest rating, though it still belongs in the very satisfied level. In the teaching profession, teachers cannot avoid encountering stressful situations in the classroom, with their workmates, and their families. Thus, teachers need to make some adjustments based on the demands of their work (Damoah et al., 2021). Well-adjusted teachers can boost their performance as they help build their teaching careers. (Cheng et al., 2022; Daling, 2020).

Table 7 presents the employer satisfaction in terms of managerial skills shown by the CTEAS alumni.

Table 7. Employer satisfaction of CTEAS graduates along Managerial Skills

Indicators	Mean	SD	Interpretation
Ability to lead organize and delegate tasks	5.58	0.52	Very Satisfied
Ability to make decision when a problem arises	5.44	0.61	Very Satisfied
Ability to set and justify priorities	5.63	0.52	Very Satisfied
Ability to accept feedback	5.75	0.48	Very Satisfied
Overall Managerial skills	5.60	0.53	Very Satisfied

Hypothetical Range: 1.00-1.83 – Very Dissatisfied (VD); 1.84-2.66 – Dissatisfied (D); 2.67-3.49 – Generally Dissatisfied (GD); 3.50-4.32 – Generally Satisfied (GS); 4.33-5.15 – Satisfied (S); 5.16-6.00 – Very Satisfied (VS)

The students nurtured their managerial skills through their teaching internship. During the teaching internship, they were given the chance to organize themselves to cope with the demands of the subject. From time to time, they were also given feedback about their internship performance by their critic teacher, principal, and internship coordinator. As shown in Table 7, the employers were very satisfied with the managerial skills of the CTEAS alumni. Based on their rating, CTEAS alumni manifested the highest ability to accept feedback. This result indicates that the CTEAS



alumni always welcome growth and development in their jobs. It is better to train future teachers to be effective managers in the classroom so that when bombarded with tasks, they can still perform their basic tasks (Maksymchuk et al., 2020). Meanwhile, the ability to make a decision when problem arises has the lowest rating though it is still in the *very satisfied level*.

Table 8 presents the overall employer satisfaction of the CTEAS graduates. It presents the average rating of the employers per group of skills.

Table 8. Overall Employer satisfaction of CTEAS graduates

Indicators	Mean	SD	Interpretation
Foundation Skills	5.58	0.54	Very Satisfied
Enterprise Skills	5.61	0.52	Very Satisfied
Technical and knowledge Skills	5.58	0.56	Very Satisfied
Adaptive Skills	5.75	0.43	Very Satisfied
Teamworking skills	5.70	0.51	Very Satisfied
Employability Skills	5.60	0.53	Very Satisfied
Managerial Skills	5.60	0.53	Very Satisfied
Overall	5.63	0.52	Very Satisfied

Hypothetical Range: 1.00-1.83 – Very Dissatisfied (VD); 1.84-2.66 – Dissatisfied (D); 2.67-3.49 – Generally Dissatisfied (GD); 3.50-4.32 – Generally Satisfied (GS); 4.33-5.15 – Satisfied (S); 5.16-6.00 – Very Satisfied (VS)

As reflected in Table 8, all the groups of skills were rated with very high level of satisfaction. The highest among them is on the Adaptive skills with 5.75 weighted mean. Moreover, foundation, technical and knowledge skills, and enterprise have the lowest rating although the rating still falls to the very high level of satisfaction. Based on the overall results, the employers have high regard with the CTEAS alumni. The results embody the human capital theory that invests so much on human capital such that of the teaching profession. As the employers have high satisfaction with the graduates, this scenario will lead to better employment opportunities for the department. As the alumni perform better, they also bring good results for the students who are the recipients of their work.

While it is a challenge to the department to sustain and develop the skills of their students to which the employers have very high level of satisfaction, it is equally important to deal with those indicators with the lowest ratings. They need to be considered in the plans to improve further the students to prepare for their employment. The department needs to do better to improve the students' ability to write memo, report, business/formal letter; hone the technical skills; empower students to work under minimal supervision; develop the networking skills; prepare to handle stress and pressure on the job; develop their ability to make decision when a problem arises; ability to solve problems as required for the job; commitment and dedication towards the organization; and, ability to be innovative and creative, as suitable for the job. Some of these concerns were also highlighted as the employers were asked about their suggestions to prepare better the CTEAS students.



Employer Suggestions to Prepare Better the CTEAS Graduates for the World of Work

When asked about their ideas on how to prepare the CTEAS graduates for the future, the employers highlighted more exposure to classroom observation, the value of Catholic teachers, adaptation to challenges, improving further communication skills, job commitment, work ethics, special education training, the importance of growth mindset, entrepreneurship and financial literacy, and technological skills.

Classroom observation allows aspiring teachers to benchmark for their future profession. It also gives them the idea of the actual classroom environment where there are interactions between the teacher and the students. In the teaching profession, it gives the idea to teachers on how to observe and the reason for doing so (O'Leary, 2020). Through classroom observation, teachers can investigate classroom practices that are beneficial to promote student learning (Finkelstein et al., 2021). Employer #3 mentioned classroom observation: *"More time observing classes (field study subject) to address the gap of theoretical knowledge and real-world application to prepare them for internship."* Employer #5 added: *"Additional time in class observation (FS SUBJECTS) as this will provide education students with real-world skills."* Moreover, Employer #19 added: *"Additional time in class observation (FS SUBJECTS) as this will provide education students with real-world skills."*

Employers took notice of the essence of being a Catholic teacher. Catholic schools pattern their way of educating the young to Christ and use the Gospel to shape the students' personalities (Mağosa, 2020). Therefore, employers want to witness the CTEAS graduates living the value of a Catholic teacher. They want CTEAS graduates to be models of values and spirituality as these attributes separate them from other state colleges, university alumni, and non-sectarian schools. With this, employer #22 said: *"Instill to them the value of being a Catholic teacher." Being a Catholic teacher also means that CTEAS alumni lead in integrating values into their work.* Employer #48 mentioned: *"Continue to integrate the values during classroom instruction. Because in our job as a law enforcer, values are important."* CTEAS graduates do not only venture into the teaching profession. After securing the Professional Regulation Commission's (PRC) licenses and other forms of eligibility, some of them applied for the Armed Forces in the Philippines and other government agencies. Thus, SCCian values are crucial in performing their jobs as law enforcers.

A college education prepares the students for work. The challenges they face while studying allow them to be ready to deal with the challenges in the real world of teaching or any work. Thus, employers highlighted the adaptation to challenges as vital preparation of CTEAS students for the world of work. As the world of work is dynamic, teachers need to deal with the challenges behind it. These challenges can be in the form of health emergencies, changes in approach, and dynamic systems of public teachers. Moreover, as the teaching profession is a ministry for others, teachers encounter different personalities of students, co-teachers, and heads. Employer #24 exclaimed: *"We must develop their adaptability, empathy, and patience as they deal with students with different characteristics. Teachers must be attentive to the intricacies of students' learning journey."*

The employers also highlighted the importance of communication skills for teacher education graduates. These skills are helpful for the teachers to deliver better their work as facilitators of learning. Employer #7 stressed: *"Ability to manifest skills in oral and written communication."* Employer #29 added: "



The school should provide more opportunities to develop students' speaking and writing skills. There should be subjects devoted to the enhancement of those skills. Newly hired employees who speak and write well are given more opportunities to grow in the Department of Education organization as they are tapped as facilitators and sent to different seminars."

The employers also noted the Importance of job commitment. They wanted the CTEAS graduates always to be committed to their work. In teaching, commitment manifests in how the teacher performs his/her duty. Participant 17 narrated: *"There must be more training on job commitment and not just for material goals."* Commitment will result in good academic performance of students. The job commitment also is manifested through the work ethics of the teachers. Employers appreciated those teachers with good work ethics as they contribute a lot to the success of their school.

The employers also gave importance to the CTEAS students undergoing training in special education. As they become teachers, they can encounter various students. Moreover, some of these students have special needs that they need to address. If they have undergone training in special education, they will become ready to face this scenario in the classroom. Emphasizing the need for special education training, participant 43 mentioned: *"Education graduates should undergo basic SPED Training."*

Employers promote growth and development in their respective agencies. Thus, they want to emphasize the Importance of a growth mindset to their employees. Participant 2 narrated: *"Encourage graduates to believe in their ability to learn and develop their skills continuously. A growth mindset fosters a commitment to self-improvement."* The employers want the CTEAS graduates to be open always to change that brings about development in their workplace. Employers want their employees to be active. Thus, they want them to do something for their professional advancement and the development of their workstations.

It is interesting to note that some teachers engaged in huge debts. They need help in budgeting and handling their financial resources. Therefore, employers want the CTEAS alumni to be ready for this situation in the future. With this, participant 98 mentioned: *"Integrate in their curriculum about taxes and financial literacy to help them in their future employment."* They want the CTEAS students to have entrepreneurship and financial literacy training. In this way, they can manage their financial resources well.

As technological advancement continuously improves, employers note the Importance of technological skills for the teachers. They want the CTEAS students to be technologically adept as they graduate. In this way, they can complement their teaching skills with technology that will benefit the students. In relation to technological skills, participant 29 mentioned: *"SCC graduates should possess above average computer abilities because, in today's world, basic computer skills are not anymore the barometer requirement but those who can manipulate the computer better."*

The concerns for improvement raised by the employers helped the CTEAS department plan for some improvements in the department. Most of the concerns fell into foundation and technical and knowledge skills. Nurturing these skills further can help the department reach excellence in producing qualified graduates.

Unique Attributes of CTEAS Graduates

When the employers were asked about the unique attributes of the CTEAS alumni, they mentioned the following: *dedicated teachers, having quality performance in teaching,*



resilient individuals, persons with solid spirituality, team workers and submissive teachers, innovative teachers, and goal-oriented teachers.

The employers took notice of the dedication displayed by CTEAS alumni. They were happy to employ dedicated teachers in their workplace. Dedication to work offers beneficial outcomes for the environment and the students. In relation to work dedication, participant 14 said: “*Matinud-anon sa trabaho* [Dedicated to work]” Participant 20 also added: “*SCC graduates will forever be known for their commitment to work.*”

Another unique attribute of CTEAS alumni is the quality performance in teaching. Participant 3 mentioned: “*Quality and performance in teaching is very good.*” The employers observed the quality of teaching performance of CTEAS graduates in their respective workplaces. This observation is beneficial to the department. At the same time, this observation poses a challenge for the CTEAS management to prepare the students to be quality graduates in the future. Thus, there is a need for rigorous training.

Everywhere, people encounter challenges in life that urge them to do something better or address the problem. Dealing with the challenges needs resiliency. When asked about the unique attributes of CTEAS alumni, the employers noted they are resilient individuals. Participant 13 mentioned: “*The attitude of being resilient in all situations manifested the true SCCians.*”

As the CTEAS department is part of an institution run by the Roman Catholics, school activities include religious activities such as mass, recollection, retreat, and other religious activities. Employers observed that CTEAS graduates manifest intense spirituality in their work. They observed that the teachers in their work environment are God-fearing. Furthermore, these teachers also demonstrate good manners. Stressing on spirituality, participant 12 narrated: “*CTEAS graduates are God-fearing and manifesting passion and ministry in their field as shown in the respective job.*”

The CTEAS alumni also were observed as team workers by their employers. They worked well with their co-teachers and promote a healthy relationship with their students. Teamwork is also shown through submissiveness to their respective heads. According to Participant 24: “*A CTEAS graduate always asks for good ideas and suggestions from peers.*”

The employers also observed that CTEAS alumni were innovative teachers. They do something to accommodate changes in their workplace. They initiated something to ensure their students have a better learning experience. Participant 44 shared: “*They can adapt to change, especially when there are new changes in their responsibilities. Also, they are flexible despite how hectic or busy their work is.*”

Lastly, the employers also noted that CTEAS graduates are goal-oriented. They always have an end to their minds that pushes them to excel and endure hardships to achieve their goals. Participants 3 and 19 mentioned about CTEAS graduates as goal-oriented.

Conclusion



The quality of the teacher education program lies in the quality of the products they produce. Employer satisfaction serves as an assessment of a school's education process. The high level of satisfaction of the employers in the skills manifested by the CTEAS alumni conveys good feedback for the teacher education program. It conveys excellence in honing future professionals dedicated to educating the young. Thus, there is a need to sustain the excellent training and formation of the CTEAS department offers to students. Moreover, it is recommended that the department do something about the skills that were rated lowest by the participants. Furthermore, there is a need to accommodate the suggestions of the employers to improve the department's services further.

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