

Employers' Feedback on the Attributes of College of Education Graduates in Nueva Ecija University of Science and Technology San Isidro Campus

Eloisa C. Gabriel , Maricar H. Sison, Ph.D.

College of Education, Nueva Ecija University of Science and Technology

Cabanatuan City 3100, Philippines

eloisacastillogabriel@gmail.com

maricarh2001@gmail.com

Abstract - This study aimed to determine the attributes of the college of education graduates of Nueva Ecija University of Science and Technology, San Isidro Campus based on the assessment of their employers. Descriptive method was utilized using interviews and survey questionnaires. Findings revealed that BSE majors in Math and MAPEH and BEED graduates, scored very high in human relation skills while BSE English major fared well in the same cluster, with a high mark rating. Furthermore, the BSE- MAPEH graduates are considered very high in terms of their technical skills. Employers have a positive feedback and are satisfied with the teacher education graduates' performance. All were praised for their problem-solving and leadership abilities.

Key Words: attributes, employability skills, graduates

The quality of graduates in all programs offered by the university determines the university's quality and standard. For programs with a board or licensure examination, one criterion is the graduates' performance on the licensure examination. Another factor is the employability rate and employers' feedback. The graduates' performance in their jobs significantly impacts their alma mater's reputation. Employers' feedback on graduates also reflects the university's mandate to develop professionals in their particular job specializations.

Employers today want employees to have some skills to compete with graduates from other colleges or universities who are better and more capable.

Employability abilities are the skills, knowledge, attitudes, and other characteristics essential for a graduate to obtain and maintain a first entry position in the labor field. Having abilities rather than just knowledge is a critical need in every job description. According to various surveys, more than 90% of employers seek adaptive and flexible employees, eager to learn on the job, team players, technically capable, and committed to excellence (Thompson et al., 2008).

According to Pool and Sewell (2007), employability is more than just finding a job; it is a continual success today and in the future in whichever career/s the student selects. Learning never stops in the field of education. As educators, they are expected to be role models for their students and adaptable in their various roles. Teachers are expected to satisfy the demands of a rapidly changing environment, as well as the needs and interests of their 21st-century students as technology advances. As a result, teachers are expected to have 21st-century teaching skills. They should design a learner-centered classroom, learn new technologies, be globally competitive, digitally literate, collaborative, innovative, and eager to learn (Palmer, 2015). These abilities are consistent with the qualities that employers value in their employees.

This study is conducted to determine the employers' feedback on the attributes of the education graduates of Nueva Ecija University of Science and Technology in San Isidro Campus.

Objectives of the Study

This study aims to determine the employer’s feedback on the attributes of college of education graduates in terms of Personal skills/traits ,Human relation skills, Intellectual skills, Values traits, Technical skill, Problem solving skills and Leadership skills.

Methods

In determining the college of education graduate attributes, the descriptive method was employed by the researchers. A descriptive method focuses on the present situation (what is) and providing essential knowledge about the nature of objects and persons (Calmorin, 2016).Interviews and survey questionnaires were employed to get the feedback of employers about the graduate attributes of Nueva Ecija University of Science and Technology , San Isidro Campus from batch 2008 to 2016 .A modified survey questionnaire of Graduate Attributes Survey(Liston, 1998) was utilized in the study. A total of 40 respondents voluntarily participated in the study. They were the principals and head teachers of the public and private from both Secondary and elementary schools in the congressional district IV of Nueva Ecija. In the analysis of data Frequencies, Percentage and Weighted Mean were used.

Result and Discussion

Table 1. Summary of Mean Scores of Graduate Attributes According to Major Field of Specialization

Attributes	English Mean	Math	MAPEH	Elementary Education
Personal Skills	4.06 (high)	4.06 (high)	4.08 high	4.30 Very high
Human Relation skills	4.17 high	4.33 Very high	4.40 Very high	4.30 Very high
Intellectual skills	4.12 high	3.83 high	4.00 high	4.20 high
Values skills	4.27 Very high	4.13 high	4.29 Very high	4.20 high
Technical Skills	4.27 Very high	4.20 high	4.31 Very high	4.00 high
Problem solving skills	4.0 high	3.93 high	3.89 high	4.20 high
Leadership skills	4.12 high	4.05 high	4.41 Very high	4.10 high

Legend:

Weighted Mean	Verbal Interpretation
4.21- 5.00 - very High	
3.41 – 4.20 - High	
2.61 – 3.40 - Moderate	
1.81 – 2.60 - Low	
1.00 – 1.80 - very low	

The table above presents the mean scores of the graduates attributes as feedback from their employers. Respondents from the Bachelor of Elementary Education program have very high personal skills with a mean score of 4.30, while graduates from the Bachelor of Secondary Education program major in MAPEH, Math, and English have high personal skills. This implies that NEUST graduates personal organization skills, resourceful and creative, inspiring and motivating (Frost, 2018). It also suggests that elementary teachers have very high personal skills because they tend to be more creative and resourceful, more organized, and more motivating. Furthermore, they handle younger learners who enjoy a conducive learning environment with the touch of their teacher’s creativity and resourcefulness on the different learning materials in the classroom. These characteristics are similar to the findings of the study of Walker (2008) on the 12 characteristics of an effective educator, students described their teachers in the recorded interview as “He was very positive.” (p. 63), “She was the most creative teacher I have ever had!” (p. 63), “I liked her personal touch!” (p. 63), “He was so funny!”... “She taught her

class in a fun way.” (p. 63), and “I was never bored in his class.” (p. 63).

In terms of human relations, BSE majors in Math (4.33) and MAPEH (4.40), as well as BEED (4.30) graduates, scored very high. BSE English major fared well in the same area, with a mean of 4.17 with a verbal interpretation of “high”. Even though their mean scores differ slightly, the majority of respondents have positive relationships with their peers and students. They work well with other teachers, provide positive remarks to their students, and are sensitive to the needs of each individual. These traits were also revealed in the study of Zhu (2013) about core competencies related to teachers' innovative teaching. Based on the findings, Successful teachers frequently have an awareness of the social and cultural settings of the schools in which they teach, as well as emotional competency, such as empathy and understanding, and are thus in tune with their students' needs, emotions, and circumstances.

Meanwhile, all responders have high intellectual abilities, while there are minor variances in values and technical abilities. Both BSE and MAPEH majors received very high remarks, while BSE majors in Math and BEED received a high mark. This result indicates that most respondents are skilled at reasoning, equipped with knowledge and apply different effective techniques in their teaching. They also have a positive attitude and are technically adept. These characteristics support Gordon's (2012) assertion that highly effective teachers are smart. They have in-depth subject knowledge as well as outstanding verbal communication skills. They also have some good background qualifications, which are frequently referred to as dispositions, personality traits, or attitudes. They have high teacher efficacy, which is a belief in their ability to affect change in kids. Teachers that are more effective are also kind, enthusiastic, energetic, have positive attitudes, and have high standards.

All teacher education graduates were praised for their problem-solving and leadership abilities. This implies that they make excellent decisions and are adaptable in all situations, as well as having strong communication, dependability, and active listening abilities. It has been stated that a competent teacher employs a variety of instructional tactics when educating pupils, as well as knowledge of how to correctly assess student learning. Good teachers may establish critical learning goals and set success criteria that reflect achievement of such learning goals. They are well-informed about teaching

materials and have prior experience accessing and utilizing such tools (Harding, 2011). Furthermore, teacher leaders may clearly explain their vision for their classroom to ensure that everyone on the team is working toward the same goal. Teacher leaders can also express the goal for each student to parents and others in the student's learning community. They can convey the goals that have been set for each student so that the student has a clear image of the route that they and the teacher are on; regularly exhibit a positive attitude that stimulates people with whom they contact on a daily basis; and are able to strike a crucial balance between productivity and enjoyment(Grafton,2016).

Conclusion

Teacher Education graduates from Nueva Ecija University of Science and Technology have received positive comments from their employers, since they received high and very high grades in several aspects. These findings paint a picture of their alma mater as an excellent training ground. Their former mentors honed them not just to be competent and effective teachers, but also to be good leaders for our country.

References

Case Studies:

1. Gordon, Lynn Melby. (2012). Good Teaching Matters, Teachers Matter, and Teacher Education Matters. Alumni of Occidental in Education, Occidental College, Los Angeles. <https://eric.ed.gov/?id=ED538614>
2. Homebase (2009), Employability Toolkit Case Studies Employer and Support Organizations, The Health Employment Partnership
3. IT Sectors of Aspiring Minds (2010), National Employability Study, Aspiring Minds Assessment Pvt. Ltd.
4. Walker, Robert J. (2008). Twelve Characteristics of an Effective Teacher. A Longitudinal, Qualitative, Quasi-Research Study of In-service and Pre-service Teachers' Opinions. Educational Horizons. <https://eric.ed.gov/?id=EJ815372>

5. Weligamage, S. S. (2009), Graduates' Employability Skills: Evidence from Literature Review, Sub Theme A - Enhancing Employability through Quality Assurance.
6. Kinash S., et. al. (2015), Case Studies to Enhance Graduate Employability: Competitive Sports, Athletes and Employability, Learning and Teaching at ePublications@bond.
7. Nel H. & Barnard A. (2009), Graduate Employability: A Case Study of Nelson Mandela Metropolitan University, Strategic and Institutional Planning.
8. Sumanasiri E. G. T., Yajid M. S. A, & Khatibi A. (2015), Review of Literature on Graduate Employability, Journal of Studies in Education.
9. Tampkin P. & Hillage J. (2001), Employability and Employers: The Missing Piece of the Jigsaw, The Institute for Employment Studies.
10. UNESCO Bangkok (2012), Graduate Employability in Asia, Asia and Pacific Regional Bureau for Education Mom Luang Pin Malakul Centenary Building 920 Sukhumvit Road, Prakanong, Klongtoey Bangkok 10110, Thailand
11. Zhu, Chang. Wang, Di. Cai, Yonghong. Engels, Nadine. (2013). What core competencies are related to teachers' innovative teaching? Asia-Pacific Journal of Teacher Education, Vol.41, No. 1. https://tspace.library.utoronto.ca/bitstream/1807/68699/1/Bernard_Martin_P_201506_MT_MTRP.pdf
4. Liston, C. B. (1998). Graduate attributes survey (GAS): Results of a pilot study. Journal of Institutional Research in Australasia, 7, 57-73.
5. Palmer, Tsisana (2015). 15 Characteristics of a 21st-Century Teacher. George Lucas Educational Foundation. <https://www.edutopia.org/discussion/15-characteristics-21st-century-teacher>

Book:

3. Uefap, et. al. (n.d.), Principles of Teaching I, Chapter 3 – The Teacher, p. 51 – 52.
4. Calmorin, Laurentina P., (2016), Research and Thesis Writing with statistics Computer application. Rex Book Store, Inc. Quezon City, Philippines

Link / URL:

5. <http://www.businessdictionary.com/definition/feedback.html>
6. <http://chrisonis.wordpress.com/2012/07/08/chapter-3-data-gathering-procedure-sampling-technique-and-statistical-treatment-of-data/>
<http://www.invertopedia.com/ask/answers/032615/what-are-some-examples-stratified-random-sampling.asp>

Journal:

1. Aquino A. B., et. al. (2015), Employers' Feedback on the Performance of Teacher Education Graduates, Asia Pacific Journal of Multidisciplinary Research.
2. Frost, Shelley (2018). What Are Some of the Personal Skills of a Teacher?. Chron. <https://work.chron.com/personal-skills-teacher-19355.html>
3. Harding, Kelly. Parsons, Jim. (2011). Improving Teacher Education Programs. Australian Journal of Teacher Education. Vol. 36, 11. <https://ro.ecu.edu.au/ajte/vol36/iss11/4/>