

Employer Satisfaction Survey for Initial-Level Preparation Graduates 2024-2023

Executive Summary

This report presents the findings of the Employer Satisfaction Survey for graduates of initial-level preparation programmes, evaluating both Bachelor's and Diploma programme graduates. A total of 130 graduates were assessed, with 96.2% from Bachelor programmes and 3.8% from Diploma programmes.

Survey Reliability and Methodology

The instrument used in the survey demonstrated exceptionally high reliability, with a Cronbach's Alpha of 0.992 across 40 items. The survey assessed graduate performance across a range of teaching-related competencies, including instructional strategies, professional ethics, community engagement, and learner-centred practices.

Key Findings

- Most survey items received mean scores above 3.0, indicating that employers generally found graduates to meet or exceed expectations. High-performing areas included enthusiasm for teaching, collaboration, ethical accountability, and classroom climate.
- As for **Bachelor** programme graduates, they were positively evaluated, with mean item scores ranging from 2.79 to 3.51. Items such as professional collaboration (I15), ethics (I20), and care for students (I6) received the highest ratings. Still, specific areas such as data use in instruction (I9) and career guidance (I32) emerged as requiring improvement.
- As for **Diploma** programme graduates, employers expressed exceptionally high satisfaction with their abilities. Most items received perfect mean scores of 4.00, indicating unanimous 'Exceeded Expectations' ratings. The only slightly lower-rated item (I32, mean 3.60) still reflected strong performance.

Areas for Improvement

Although the overall results were favourable, consistent patterns identified I9 (use of student data in planning) and I32 (career guidance and workplace readiness) as areas requiring further development across both programme levels.

Conclusion

The results affirm the effectiveness of the CED's initial teacher preparation programmes, with graduates generally demonstrating strong competencies and readiness for professional roles. Continued attention to targeted areas will further enhance the quality and impact of the programmes.

1. Demographic Data

Table 1

Distribution of Graduates by Programme Level

		N	%
Program	Diploma	5	3.8
	Bachelor	125	96.2
	Total	130	100.0

Above table shows the distribution of graduates evaluated based on their programme, with 125 out of 130 graduates (96.2%) holding a Bachelor's degree, while only 5 graduates (3.8%) hold a Diploma.

2. Survey Reliability

Table 2

Reliability Statistics

	Cronbach's Alpha	N of Items
Evaluation of Initial Programs Graduates overall	0.992	40

Above table shows that the Cronbach's Alpha value of 0.992 is exceptionally high, demonstrating strong reliability. This indicates that the survey items are highly correlated, ensuring consistent responses and effectively measuring the same underlying construct. As a result, the instrument is well-designed for evaluating graduates of the initial programmes.

Table 3

Mean Scores, Standard Deviations, and Performance Distribution for Employer Satisfaction Survey Items (Initial-Level Graduates)

Item	Mean	S.D.	Below Expectation	Needs Improvement	Meets Expectations	Exceeded Expectations
I1	3.18	0.902	5.4%	16.9%	32.3%	45.4%
I2	2.87	1.037	11.5%	26.2%	26.2%	36.2%
I3	3.22	0.880	4.6%	16.2%	32.3%	46.9%
I4	3.15	0.960	6.2%	20.8%	24.6%	48.5%
I5	3.27	0.947	6.9%	13.8%	24.6%	54.6%
I6	3.53	0.739	3.1%	5.4%	26.9%	64.6%
I7	3.36	0.863	3.8%	13.8%	24.6%	57.7%
I8	3.00	0.948	4.6%	30.8%	24.6%	40.0%
I9	2.84	0.995	8.5%	33.1%	24.6%	33.8%
I10	3.04	0.918	6.2%	21.5%	34.6%	37.7%
I11	2.95	0.955	6.2%	29.2%	27.7%	36.9%
I12	3.19	0.933	6.9%	14.6%	30.8%	47.7%
I13	3.17	0.925	5.4%	19.2%	28.5%	46.9%
I14	3.23	0.920	6.2%	14.6%	29.2%	50.0%
I15	3.49	0.800	3.1%	10.0%	21.5%	65.4%

I16	3.32	0.898	4.6%	15.4%	23.8%	56.2%
I17	3.28	0.891	5.4%	13.1%	29.2%	52.3%
I18	3.45	0.788	3.8%	6.9%	30.0%	59.2%
I19	3.28	0.874	3.8%	16.2%	27.7%	52.3%
I20	3.48	0.809	4.6%	6.2%	26.2%	63.1%
I21	3.16	0.870	3.1%	21.5%	31.5%	43.8%
I22	3.18	0.861	4.6%	15.4%	36.9%	43.1%
I23	3.12	0.948	6.9%	18.5%	30.0%	44.6%
I24	3.07	0.942	6.2%	22.3%	30.0%	41.5%
I25	3.15	0.916	5.4%	19.2%	30.8%	44.6%
I26	3.26	0.812	3.1%	13.8%	36.9%	46.2%
I27	3.05	0.897	3.8%	26.2%	31.5%	38.5%
I28	3.21	0.878	4.6%	16.2%	33.1%	46.2%
I29	3.12	0.877	4.6%	19.2%	36.2%	40.0%
I30	3.17	0.873	4.6%	16.9%	35.4%	43.1%
I31	3.05	0.918	4.6%	25.4%	30.0%	40.0%
I32	2.84	0.971	8.5%	30.8%	29.2%	31.5%
I33	2.94	0.971	6.9%	29.2%	26.9%	36.9%
I34	3.17	0.873	3.8%	19.2%	33.1%	43.8%
I35	3.28	0.826	3.1%	14.6%	33.8%	48.5%
I36	2.98	0.972	7.0%	27.1%	27.1%	38.8%
I37	3.33	0.848	4.6%	10.8%	31.5%	53.1%
I38	3.30	0.850	5.4%	9.2%	35.4%	50.0%
I39	3.13	0.884	5.4%	16.9%	36.9%	40.8%
I40	3.22	0.853	3.8%	16.2%	34.6%	45.4%

Above table presents the mean scores, standard deviations (S.D.), and the distribution of responses for each item assessing graduates of the initial programmes. The mean scores for the items range from 2.84 to 3.53, indicating that most responses are generally positive, with scores above 3.0 being common. The standard deviations vary, with most items showing a moderate spread (around 0.8 to 1.0), suggesting some variability in responses but still a general consensus on most items. Items with higher mean scores (e.g., I6: 3.53; I15: 3.49; I20: 3.48) reflect positive evaluations, with a significant proportion of respondents rating these items as 'Exceeded Expectations' (up to 64.6% for I6). Items with lower mean scores (e.g., I32: 2.84; I9: 2.84) suggest that some areas are seen as requiring improvement, as more respondents rated these as 'Needs Improvement' or 'Below Expectation' (e.g., I32: 8.5% Below Expectation; I9: 33.1% Needs Improvement). Most items have a significant proportion of ratings in the 'Meets Expectations' or 'Exceeded Expectations' categories, indicating that the majority of graduates are considered to have met or exceeded the programme's goals.

To conclude, the evaluation results indicate a generally positive trend, with most items meeting or exceeding expectations. However, certain areas—such as Items I9 and I32—highlight a need for improvement. This suggests that further refinement of the programme or its delivery may be beneficial in addressing these specific aspects.

3. Evaluation of Bachelor Programme Graduates

Table 4

Performance Ratings of Bachelor Programme Graduates Across Survey Items

Item	Mean	S.D.	Below Expectation	Needs Improvement	Meets Expectations	Exceeded Expectations
I1	3.14	0.904	5.60%	17.60%	33.60%	43.20%
I2	2.83	1.037	12.00%	27.20%	26.40%	34.40%
I3	3.18	0.883	4.80%	16.80%	33.60%	44.80%
I4	3.12	0.964	6.40%	21.60%	25.60%	46.40%
I5	3.25	0.956	7.20%	14.40%	24.80%	53.60%
I6	3.51	0.747	3.20%	5.60%	28.00%	63.20%
I7	3.34	0.870	4.00%	14.40%	25.60%	56.00%
I8	2.97	0.950	4.80%	32.00%	24.80%	38.40%
I9	2.79	0.986	8.80%	34.40%	25.60%	31.20%
I10	3.01	0.920	6.40%	22.40%	35.20%	36.00%
I11	2.92	0.955	6.40%	30.40%	28.00%	35.20%
I12	3.16	0.937	7.20%	15.20%	32.00%	45.60%
I13	3.14	0.928	5.60%	20.00%	29.60%	44.80%
I14	3.20	0.925	6.40%	15.20%	30.40%	48.00%
I15	3.47	0.809	3.20%	10.40%	22.40%	64.00%
I16	3.29	0.905	4.80%	16.00%	24.80%	54.40%
I17	3.26	0.897	5.60%	13.60%	30.40%	50.40%
I18	3.42	0.796	4.00%	7.20%	31.20%	57.60%
I19	3.26	0.881	4.00%	16.80%	28.00%	51.20%
I20	3.46	0.818	4.80%	6.40%	27.20%	61.60%
I21	3.13	0.870	3.20%	22.40%	32.80%	41.60%
I22	3.15	0.862	4.80%	16.00%	38.40%	40.80%
I23	3.09	0.951	7.20%	19.20%	31.20%	42.40%
I24	3.04	0.945	6.40%	23.20%	30.40%	40.00%
I25	3.11	0.918	5.60%	20.00%	32.00%	42.40%
I26	3.23	0.815	3.20%	14.40%	38.40%	44.00%
I27	3.02	0.898	4.00%	27.20%	32.00%	36.80%
I28	3.18	0.880	4.80%	16.80%	34.40%	44.00%
I29	3.09	0.880	4.80%	20.00%	36.80%	38.40%
I30	3.14	0.877	4.80%	17.60%	36.00%	41.60%
I31	3.02	0.916	4.80%	26.40%	31.20%	37.60%
I32	2.81	0.973	8.80%	32.00%	28.80%	30.40%
I33	2.90	0.966	7.20%	30.40%	28.00%	34.40%
I34	3.14	0.877	4.00%	20.00%	33.60%	42.40%
I35	3.25	0.829	3.20%	15.20%	35.20%	46.40%
I36	2.94	0.970	7.20%	28.00%	28.00%	36.80%
I37	3.30	0.854	4.80%	11.20%	32.80%	51.20%
I38	3.28	0.858	5.60%	9.60%	36.00%	48.80%
I39	3.10	0.884	5.60%	17.60%	38.40%	38.40%

I40	3.19	0.859	4.00%	16.80%	35.20%	44.00%
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Above table presents the mean scores, standard deviations (S.D.), and the distribution of responses for each item evaluating graduates of the Bachelor programme. The mean scores range from 2.79 to 3.51, with most items scoring above 3.0, indicating generally positive evaluations. The standard deviations range from 0.747 to 1.037, suggesting moderate variability in responses, but overall agreement among respondents regarding the performance of Bachelor programme graduates. Items with the highest mean scores (e.g., I6: 3.51; I15: 3.47; I20: 3.46) reflect particularly positive evaluations, with a significant proportion of respondents rating them as 'Exceeded Expectations' (e.g., I6: 63.2%). Conversely, items with lower mean scores (e.g., I9: 2.79; I32: 2.81) highlight areas in need of improvement, with a larger percentage of respondents selecting 'Needs Improvement' or 'Below Expectation' (e.g., I9: 34.4% Needs Improvement; I32: 32.0% Needs Improvement). Overall, most items show a high proportion of responses in the 'Meets Expectations' or 'Exceeded Expectations' categories, indicating a generally positive perception of the programme.

To conclude, the evaluation of the Bachelor programme graduates reflects an overall positive perception of their performance, with the majority of items rated as meeting or exceeding expectations. This suggests that graduates are generally well-prepared and equipped with the competencies required by the programme. However, specific areas—such as Items I9 and I32—highlight opportunities for improvement, particularly in ensuring that all graduates consistently demonstrate higher levels of proficiency in those domains. Addressing these areas will further strengthen the programme's ability to produce graduates who fully meet professional and academic expectations.

4. Evaluation of Bachelor Programme Graduates

Table 5

Performance Ratings of Diploma Programme Graduates Across Survey Items

Item	Mean	S.D.	Meets Expectations	Exceeded Expectations
I1	4.00	0.000	0.00%	100.00%
I2	3.80	0.447	20.00%	80.00%
I3	4.00	0.000	0.00%	100.00%
I4	4.00	0.000	0.00%	100.00%
I5	3.80	0.447	20.00%	80.00%
I6	4.00	0.000	0.00%	100.00%
I7	4.00	0.000	0.00%	100.00%
I8	3.80	0.447	20.00%	80.00%
I9	4.00	0.000	0.00%	100.00%
I10	3.80	0.447	20.00%	80.00%
I11	3.80	0.447	20.00%	80.00%
I12	4.00	0.000	0.00%	100.00%
I13	4.00	0.000	0.00%	100.00%
I14	4.00	0.000	0.00%	100.00%
I15	4.00	0.000	0.00%	100.00%
I16	4.00	0.000	0.00%	100.00%
I17	4.00	0.000	0.00%	100.00%
I18	4.00	0.000	0.00%	100.00%
I19	3.80	0.447	20.00%	80.00%

I20	4.00	0.000	0.00%	100.00%
I21	4.00	0.000	0.00%	100.00%
I22	4.00	0.000	0.00%	100.00%
I23	4.00	0.000	0.00%	100.00%
I24	3.80	0.447	20.00%	80.00%
I25	4.00	0.000	0.00%	100.00%
I26	4.00	0.000	0.00%	100.00%
I27	3.80	0.447	20.00%	80.00%
I28	4.00	0.000	0.00%	100.00%
I29	3.80	0.447	20.00%	80.00%
I30	3.80	0.447	20.00%	80.00%
I31	4.00	0.000	0.00%	100.00%
I32	3.60	0.548	40.00%	60.00%
I33	4.00	0.000	0.00%	100.00%
I34	3.80	0.447	20.00%	80.00%
I35	4.00	0.000	0.00%	100.00%
I36	4.00	0.000	0.00%	100.00%
I37	4.00	0.000	0.00%	100.00%
I38	3.80	0.447	20.00%	80.00%
I39	4.00	0.000	0.00%	100.00%
I40	3.80	0.447	20.00%	80.00%

Above table presents the mean scores, standard deviations (S.D.), and the distribution of responses for each item evaluating graduates of the Diploma programme. The mean scores range from 3.60 to 4.00, with most items scoring 4.00, indicating a strong positive evaluation across the board. The standard deviation for many items is 0.000, reflecting uniform responses, with 100% of participants rating these items as 'Exceeded Expectations' (e.g., I1, I3, I6, I12). For some items, the standard deviation is 0.447, suggesting slight variability, with 20% of responses rated as 'Meets Expectations' and the remainder as 'Exceeded Expectations' (e.g., I2, I5, I8). Item I32 has the lowest mean score of 3.60, with 40% of responses indicating 'Meets Expectations' and 60% indicating 'Exceeded Expectations', suggesting some room for improvement. Overall, the data demonstrate a strong consensus in the evaluation of the Diploma programme, with most items receiving highly positive ratings. Items with a mean score of 4.00 in particular reflect that graduates are consistently meeting or exceeding expectations across various aspects of the programme.

To conclude, graduates of the diploma programme have received exceptionally positive evaluations, with 100% of respondents rating the majority of performance indicators as 'Exceeded Expectations'. This reflects a high level of satisfaction with the graduates' preparedness, competencies and overall quality. While Item I32 received a slightly lower rating, suggesting a minor area for improvement, the overall findings indicate that diploma graduates are not only meeting but consistently surpassing the expectations set by the programme—highlighting the programme's effectiveness in producing well-prepared and capable professionals.

Appendix (1)
Employer Satisfaction Survey Item

Item	Description
I1	Ensures that all students learn at a high level and achieve success
I2	Supports students with special learning needs to learn in different ways
I3	Recognizes that subject matter must be meaningful for all students
I4	Creates supportive learning environments in which students' ideas, beliefs and opinions are shared and valued
I5	Has enthusiasm about teaching/subject area
I6	Shows respect for individual and cultural differences
I7	Provides care and support for students
I8	Reflects critically on professional practice
I9	Develops research-proven teaching strategies
I10	Uses student data to plan and review learning experiences
I11	Engages in reflective practices
I12	Pursues opportunities to grow professionally and participate in life-long learning
I13	Engages in personal and professional development
I14	Uses effective language in communicative situations and various social functions
I15	Collaborates with colleagues to give and receive help
I16	Provides a positive climate in the classroom and participates in maintaining such a climate in the school as a whole
I17	Meets personal work-related goals and priorities
I18	Contributes towards professional teams
I19	Builds relationships with families and the broader community to enhance student learning
I20	Meets ethical accountability and professional requirements
I21	Lessons based on monitoring, assessment, and student feedback from previous lessons are developed
I22	Teaching strategies appropriate for Curriculum Standards are used
I23	A range of materials and resources are utilized to engage students
I24	A variety of skills and resources are used to evaluate and modify lessons
I25	Varied individual and group learning strategies are used.
I26	Print, multimedia, online, and electronic teaching resources are used.
I27	Language, literacy, and numeracy development are identified and monitored
I28	Students' learning is assessed and reported using methods in line with school policies
I29	Clear, accurate and concise feedback on the outcomes of assessment is provided to students
I30	Assessments are reviewed for continued appropriateness.
I31	Technology-rich lessons are designed to take students beyond the school environment to investigate problems and propose possible solutions
I32	Students are involved in examining the nature of work and leisure, work/career options in Qatar, and in global markets
I33	Students are supported in taking intellectual risks, testing ideas, and using initiative
I34	ICT is used to access and manage information on student learning.
I35	Learning goals in Curriculum Standards and school-based curricula are identified
I36	Critical and creative thinking, decision making and problem skills are promoted
I37	Students are encouraged to interact respectfully with others including those with diverse backgrounds
I38	Interaction and communication are conducted in an open, inclusive, equitable and ethical way

I39	Focuses across subject areas on topics, problems, and issues relevant to local, national and global communities
I40	Learning environment that fosters students' positive attitudes and learning experiences is created.