

Satisfaction of employers

A. Advanced programs

The employer satisfaction survey was sent to all 2018-19 graduates of the three Masters programs: Master of Education in Educational Leadership (MEDEL), Master in Special Education (MSPED), and Master in Curriculum, Instruction and Assessment completers (MCIA). They were requested to send them to their employers who would fill and send the survey back to the college data manager. Only three employers of MEDEL graduates responded to the survey. Table 1 presents the mean responses for the survey items.

Table 1. MEDEL employer satisfaction with completer

Number	Survey Item	Mean
1.	Integrating technology into instruction	2.67
2.	Utilizing theories to guide leadership	3.5
3.	Conducting action research	3.33
4.	Integrating technology into administration	2.67
5.	Addressing professional development needs of faculty and staff	3.33
6.	Planning effective instruction	3.33
7.	Using current research to guide leadership decisions	2.5
8.	Recognizing and appreciating diversity in the community	3
9.	Practicing professional ethics	3.33
10	Conducting teacher observation and evaluations	3.67
11	Working effectively with parents	2
12	Using teams within the school to achieve school goals, vision and mission.	3
13	Working with diverse teachers and students	3
14	Using data to make decisions	3.33
15	Recognizing the importance of using diverse educational resources, including technology.	3.33

16	Engaging in critical reflection of theory and professional practice.	3.33
17	Demonstrating professional conduct that models ethical behavior and integrity.	3.33
18	Initiating and leading others in achieving goals, vision and mission.	3.33
19	Demonstrating respect for diversity.	3.33
20	Collecting and using data to assess school and program effectiveness	3.33
21	Assessing curricular and instructional school programs	3
22	Collaborating with faculty and community members	3
23	Modeling principles of self-awareness and ethical behavior as related to their roles within the school.	3

As shown in Table 1, the mean responses for most of the survey items are equal or above 3, thus pointing to the employers’ opinion that completers are well prepared in the areas covered by the items.

However, the means of items 1, 4, 7 and 11 were below 3, which indicates that employers think the completers do not meet their job expectations in the following areas: integrating technology in instruction (mean = 2.67) and administration (mean = 2.67), using current research to guide leadership decisions (mean = 2.5), and working effectively with parents (mean = 2).

Table 2. Employers’ responses to open-ended questions

Question	Employer of Completer 1	Employer of Completer 2	Employer of Completer 3
Areas in which completers were best prepared, according to their employers	<ul style="list-style-type: none"> Addressing professional development needs of faculty and staff Planning effective instruction Assessing curricular and instructional school programs Initiating and leading others in achieving goals, vision and mission. 	No answer	Conducting teacher observation and evaluations
Areas in which completers should have received more instruction	<ul style="list-style-type: none"> Using teams within the school to achieve school goals, vision and mission. 	No answer	Initiating and leading others in achieving goals, vision and mission
Other comments	No answer	No answer	No answer

The responses to the first open-ended question (Table 2) show that, according to employers, MEDEDL completers were well prepared in various areas of the program, such as addressing professional development needs of faculty and staff, planning effective instruction, assessing curricular and instructional school programs, conducting teacher observation and evaluations,

and initiating and leading others in achieving goals, vision and mission. However, both respondents' agreed that completers needed more preparation in leading teams in the school to achieve school goals, vision and mission.

These results are based on the evaluation of 25% of the completers' performance in their jobs, and relate to MEL only. Therefore cannot be generalized to all completers. Still, the results were shared with the program coordinator and faculty so they consider those results and take appropriate actions in the preparation of MEDEL candidates in the coming academic years.

B. Initial programs:

Employer satisfaction with initial program completers' performance was measured through a survey and an interview of 8 completers who participated in the case study conducted by the college to measure teacher effectiveness.

The survey includes 10 items inviting participants to evaluate the program completers' teaching skills and qualification using the following four-point Likert-type scale:

1 = "Not prepared at all, and the teacher appeared to be competent in this aspect"

2 = "Reasonably prepared, and the teacher demonstrated most of the requested competencies in this aspect"

3 = "Well prepared, and the teacher demonstrated high level of competencies in this aspect"

4 = "Excellent, and the teachers demonstrated excellence in this aspect"

Data for this survey was collected through the Social & Economic Survey Research Institute at Qatar University. Fifty-seven employers responded to the survey.

The interview was conducted with 8 employers of the completers who served as a sample for the case study conducted to measure program impact. Below are the interview questions:

1. How would you evaluate your work performance in the aspects of professional knowledge, overall teaching skills and professional dispositions?
2. How would you evaluate your current performance at work regarding making academic and learning gains with the students you teach? Any evidence demonstrating your students' achievements? Any additional insights?
3. How would you relate your current performance at work to the teacher preparation program you used to study at?
4. Additional reflections on how your experiences in the teacher preparation program affects your current work?

Findings and Discussion

Quantitative data

The results of the survey on employers' satisfaction are presented in Table 5.

Table 5. Employer satisfaction with completers' performance

	العبارات Items	Mean	SD.
Q1	Providing a variety of opportunities that support student learning and development. إتاحة العديد من الفرص التي تعمل على دعم تعلم وتطور الطالب.	3.18	0.782
Q2	Accommodating students' individual differences and cultural backgrounds to provide them learning opportunities for	3.05	0.854

	improving their achievements. مراعاة الفروق الفردية بين الطلاب بمختلف ثقافتهم وتوفير فرص تعليمية تعمل على تحسين أدائهم.		
Q3	Establishing a classroom environment of respect and support that provides a culture for learning. خلق بيئة صفية تتبنى ثقافة احترام الآخرين ودعمهم بما يُنمي ثقافة التعلم.	3.46	0.734
Q4	Having sufficient content of professional field. امتلاك المعرفة الكافية بالمحتوى في المجال المهني.	3.09	0.892
Q5	Motivating learners and engage them in critical thinking by teaching a variety of perspectives and concepts. تحفيز الطلاب وإشراكهم في عملية التفكير الناقد عبر تعليمهم وجهات نظر ومفاهيم مختلفة.	3.00	0.894
Q6	Engaging in assessment activities and use the data for instructional decision making and student improvement. المشاركة في أنشطة تقييم مختلفة واستخدام البيانات لاتخاذ قرارات تطور كلاً من القرارات المتعلقة بالتعليم وتحسين مستوى أداء الطالب.	3.25	0.808
Q7	Planning integrated and coherent instruction to meet the learning needs of all students. التخطيط لتعليم متكامل ومتناسق بما يلبي الاحتياجات التعليمية لجميع الطلبة.	3.14	0.766
Q8	Providing student-centered instruction that is characterized by clarity, variety, and flexibility. توفير تعليم متمركز حول الطالب يتصف بالوضوح والتنوع والمرونة.	3.14	0.833
Q9	Reflecting and using multiple resources such as professional literature and interacting with colleagues to aid growth as an educator. كالأبحاث المختصة والتعامل مع زملاء العمل- استخدام مراجع متنوعة - للمساعدة في النمو والتطوير كترنوي -	2.95	0.895
Q10	Collaborating to ensure learner's growth and advance the profession. التعاون لضمان نمو المتعلم ولتحقيق التقدم المهني.	3.41	0.804
Total		3.17	0.671

Quantitative data indicate that employers are generally satisfied with the program completers. Employers are generally satisfied with the completers' abilities to apply the professional knowledge, skills and dispositions targeted by their preparation program. The means of nine out of the ten survey items were equal or above 3 out of four, pointing to the employers' belief that completers were well prepared, and that they demonstrated high level of competencies in various aspects related to their profession. The mean for item 9 – “Reflecting and using multiple resources such as professional literature and interacting with colleagues to aid my growth as an educator” – was 2.95. This result may mean that our initial programs should provide more opportunities for student teachers to be involved in research activities or practices that involve real life problems so that they can learn better how to connect theories to practice in the context of workplaces.

Qualitative data

Qualitative data about employers' opinion about initial program completers' performance in their job point to employers' satisfaction with completers' professional knowledge, teaching skills and professional dispositions. Below are extracts from some employers' interviews.

Supervisor of Case:1 *“The teacher is distinguished, the evidence is its performance in the class, and the interaction of female students with it, and the high level of achievements of students, especially compared to other teachers. The teacher is proficient in the scientific advocacy and strategies. Whoever sees this parameter says that she has ten years’ experience and not one-year experience.”*

Supervisor of Case 2: *“The teacher accepts career guidance in order to develop and continue, therefore, in order to provide a better educational level for her students.”*

Supervisor of Case 3: *“the teacher works hard and she loves her job. She accepts all the comments and suggestions, and take them seriously to improve her teaching skills and strategies. I am very happy of her performance, I like the idea that Qatar university-college of education programs prepares students according to different level (secondary, primary), because it enables them to deal with each level. I cannot see any difference between graduate from Qatar University and other universities. One more thing I would like to add, that I wish their preparation program to concentrate on the content matter.*

Supervisor of Case 4: *“She is a new teacher and it is accepted that the new teacher is not granted by the administration an appreciation for excellence, but the teacher is excellent in terms of scientific material and relations with female students and cooperation with the administration, she is a new teacher and her curriculum has been changed for the second semester, however she has overcome all these obstacles.”*

Supervisor of Case 5: *“I am very happy of her performance. She is well prepared in knowledge and content and very good in teaching skills and strategies. Miss Hassan very collaborate teacher, she doesn’t hesitate to help her colleague.”*

Supervisor of Case 6: *“God bless her, the teacher has come to our school us with a lot of knowledge and strategies and she has a passion for self-learning and does not depend on the coordinator*

Supervisor of Case 8: *“the trainee teacher is quick to learn and develop, characterized by her response to the directions and the criticism revealed to her, she has many previous skills, and it is expected that she will cry better and better.”*

To conclude, employer surveys and interviews, conducted on the participants of the case study, seem to point to high level of satisfaction with completers’ performance in their jobs.