

*Level of Satisfaction of Employers on the Work Performance of NWU-CTE  
Graduates*

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**Abstract**

This study aimed to identify the level of satisfaction on the work performance of NWU-CTE (Northwestern University-College of Teacher Education) graduates along the 21<sup>st</sup> Century Skills. The descriptive survey method was used through the combination of quantitative and qualitative research. The questionnaire consisted of the 21<sup>st</sup> Century Learning Skills which were adopted and modified from the framework of the 21<sup>st</sup> Century Learning Skills. Under each century skill are six competencies adopted from the NCBTS (National Competency-Based Teacher Standards) which are learned in the BSEd (Bachelor of Secondary Education) and BEEd (Bachelor of Elementary Education) degree programs. Relative to the Level of Satisfaction of Employers on the Work Performance of NWU-CTE teachers based on the four areas of the 21<sup>st</sup> Century Skills, the employers were all very satisfied with Communication Skills having the highest mean score and Learning and Innovative Skills the lowest mean score. Based on the findings of the study, the NWU-CTE graduates showed manifestation of the 21<sup>st</sup> Century Skills although there is still a great room for improvement especially in Learning and Innovation Skills. With the rapid change of technology, NWU-CTE graduates should go for Continuing Professional Development (CPD) and at the same time NWU has to look at First-World Classrooms of Teacher Education Institutions to remain relevant as an effective purveyor of true learning.

Keywords: Employers' Satisfaction, Competencies, Work Performance

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## **Introduction**

The prevalence of “those who can’t teach” mentality is confirmed by the present “teacher over supply of mediocrity” with the high mortality rate of the Licensure Examination for Teachers (LET) now Board Licensure Examination for Professional Teachers (BLEPT) annually for the past ten years from sixty-five percent (65%) to seventy five percent (75%), and the congressional report on “Continuously deteriorating quality of education in the country.” (www.21stcenturyskills.org, Bilbao et. al 2012).

Wilson (2009) as cited by Abad (2015) argues that teachers’ quality has become a central concern of policy makers and education alike. The preparation of student-teacher is very important on how they will perform their role in the teaching-learning process. To remain relevant and interesting, the teachers must possess 21<sup>st</sup> century skills. The 21<sup>st</sup> century skills is categorized into four (4) namely: Communication Skills; Learning & Innovation Skills; Information, Media, & Technology Skills, and Life & Career Skills.

The 21<sup>st</sup> century teacher is one who is adequately equipped with communication skills, learning and innovation skills, information, media & technology skills & life and career skills. He/she collaborates and interrelates with others from all walks of life. He/she is innovative and embarks on lifelong learning. He/she uses technology to the maximum to improve his/her learning productivity. He/she critically analyzes and evaluates information derived from various sources and is able to read message from media whether directly given or in a subtle manner.

With ASEAN integration, the ingenuity, agility & skills of the Filipinos is crucial to competitiveness. The ability to compete as a nation, region & community demands a fresh approach to education. A 21<sup>st</sup> century education as the bedrock of competitiveness has to be recognized.

Employers cited professionalism, work ethics, oral and written communication, teamwork and collaboration, critical thinking, problem solving as the most important skills that hired graduates should possess. (The Conference Board, 2006). Top management should not only be the ones asked for their opinions on their satisfaction of their employees but also the direct superior of employees for they are the bridges that link down from top in order to attain the goals and objectives of the organization.

On the demand for a 21st century education & skills “the best employers will be looking for the most competent, most creative & most innovative people and will be willing to pay their top dollar/peso for their services.”

The ability of NWU to act as a driving force that could empower its graduates is of outmost importance. To compete globally would mean to prepare teachers who are capable of changing lifelong education needs. They must possess the competencies of a professional teacher as obtained in the National Competency-Based Teacher Standards (NCBTS).

The above issues motivated the researchers to investigate the level of satisfaction of employers on the work performance of NWU-CTE graduates.

## **Conclusion**

The study was delimited to graduates of Northwestern University-College of Teacher Education who were hired teachers in Laoag City, regardless of year of graduation. It is also delimited to four 21<sup>st</sup> century skills and six competencies as performance indicators taken from NCBTS under each 21<sup>st</sup> century skill.

Based on the findings of the study, the NWU-CTE graduates showed manifestation of 21<sup>st</sup> Century Skills. This implies that NWU heeds to the clarion call for continuing support for teacher education. However, excellence is a race without a finishing line so there is still much room for improvement especially in Learning and Innovation Skills in preparation for the Era of ASEAN Integration.

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