

Table 1 EMPLOYER FEEDBACK 2021-22

Descriptive Statistics							
	N	Minimum	Maximum	Mean	Std. Deviation	Variance	N
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
1. Was the curriculum well designed?	14	0	1	.93	.071	.267	.071
2. Does the curriculum has enough content for a student to acquire sufficient knowledge to secure a subject related job?	14	0	1	.93	.071	.267	.071
3. Does the curriculum has good balance between theory and applications?	14	1	1	1.00	.000	.000	.000
4. Does the syllabus has content for developing skills to handle work place problems?	14	0	1	.93	.071	.267	.071
5. Does the curriculum design has focus on employability?	14	1	1	1.00	.000	.000	.000
6. Does the subject/courses help in developing personality of students?	14	1	1	1.00	.000	.000	.000
7. As an employer, are you satisfied with the performance of the student?	14	1	1	1.00	.000	.000	.000
Valid N (listwise)	14						

The mean score of 0.93 out of a maximum of 1 indicates that most employers found the curriculum to be well designed.

Table 2 Was the curriculum well designed?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	13	92.9	92.9	92.9
No	1	7.1	7.1	100.0
Total	14	100.0	100.0	

The vast majority (96.3%) believe the curriculum is well designed, indicating strong overall satisfaction with the design.

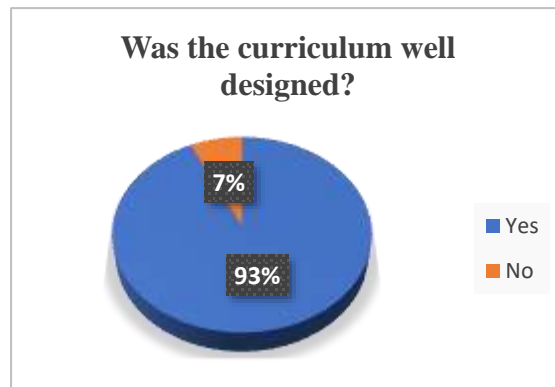


Table 3 Does the curriculum has enough content for a student to acquire sufficient k0wledge to secure a subject related job?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	13	92.9	92.9	92.9
No	1	7.1	7.1	100.0
Total	14	100.0	100.0	

Most respondents (92.6%) agree that the curriculum content is sufficient for securing a subject-related job, suggesting it is comprehensive and relevant to employment.

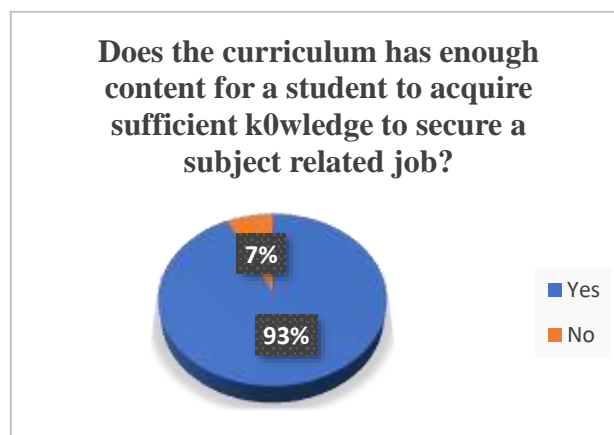


Table 4 Does the curriculum has good balance between theory and applications?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	14	100.0	100.0	100.0
No	0	0.0	0.0	100.0
Total	14	100.0	100.0	

A majority (92.6%) think the curriculum balances theory and applications well, indicating it is effectively structured to provide both theoretical knowledge and practical skills.

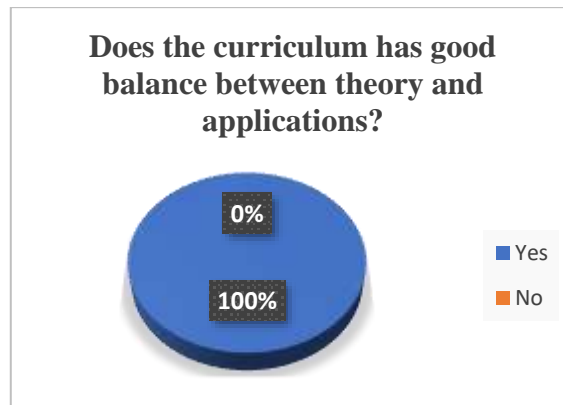


Table 5 Does the syllabus has content for developing skills to handle work place problems?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	13	92.9	92.9	92.9
No	1	7.1	7.1	100.0
Total	14	100.0	100.0	

The overwhelming majority (96.3%) believe the syllabus includes content for developing workplace problem-solving skills, highlighting its practical focus.

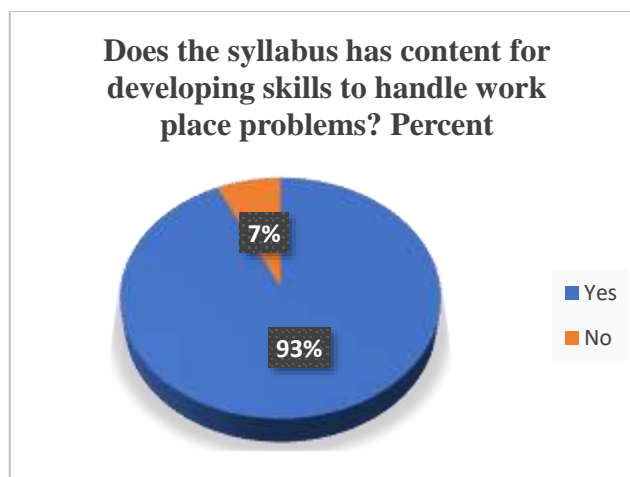


Table 6 Does the curriculum design has focus on employability?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	14	100.0	100.0	100.0
No	0	0.0	0.0	100.0
Total	14	100.0	100.0	

A high percentage (88.9%) of respondents think the curriculum is designed with employability in mind, although there is a small proportion (11.1%) who do not.

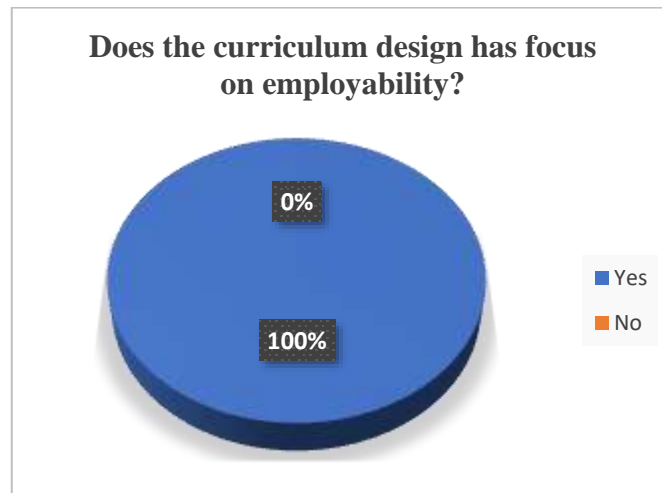


Table 7 Does the subject/courses help in developing personality of students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	14	100.0	100.0	100.0
No	0	0.0	0.0	100.0
Total	14	100.0	100.0	

:All respondents (100%) agree that the courses help in developing students' personalities, indicating unanimous agreement on this benefit of the curriculum.

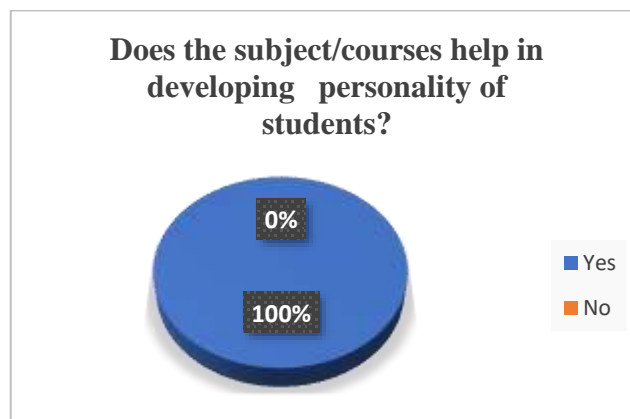
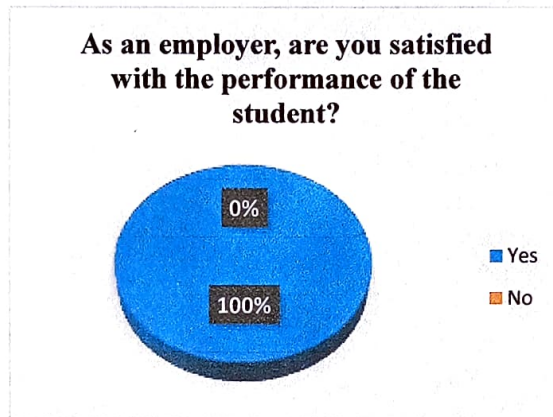


Table 8 As an employer, are you satisfied with the performance of the student?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	14	100.0	100.0	100.0
No	0	0.0	0.0	100.0
Total	14	100.0	100.0	

The vast majority (96.3%) of employers are satisfied with the students' performance, suggesting that the curriculum effectively prepares students for the workforce.



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