

EMPLOYER SURVEY REPORT
ON THE COMPETENCIES OF PTIT GRADUATES
Supporting Internal Quality Assurance and Programme Improvement — 2026

I. PURPOSE, SCOPE AND METHODOLOGY

Posts and Telecommunications Institute of Technology (PTIT) conducted the employer survey to collect feedback on graduates' professional knowledge, occupational skills, work attitudes and ability to meet workplace requirements. The survey also gathers employers' views on programme relevance, internships, the transition into employment and areas requiring improvement. The findings support the Institute's review of the alignment between programme objectives, learning outcomes and labour-market expectations.

The original dataset contained 140 response records. The report excludes one test record labelled "Test" and analyses the remaining 139 responses. Respondents held a range of roles, including human resources, direct line management, leadership and other professional positions. The sample also included organisations of different sizes. The programme question allowed multiple selections; consequently, the dataset does not establish the precise number of employers assessing graduates from each individual programme. This report therefore presents institution-wide findings for the surveyed group and does not generalise them to every employer or programme.

The questionnaire used a five-point scale across 26 criteria, ranging from professional knowledge to satisfaction and willingness to recruit again. The report calculates mean scores from valid responses and groups open-ended comments by recurring themes. The qualitative findings help interpret the ratings but should be considered alongside programme learning-outcome assessment, student results, internship feedback, graduate employment information and other stakeholder evidence.

II. OVERALL SURVEY RESULTS

The overall mean across the 26 criteria is 4.26 out of 5. Employers generally assess PTIT graduates positively. Professional attitude, responsibility and career development received 4.45, work-related skills 4.20, programme relevance and workplace readiness 4.18, and professional competence 4.13. This pattern indicates that employers particularly recognise graduates' professional conduct and attitude, while the application of knowledge and the balance between theory and practice require continued attention.

Employers gave relatively high ratings to cooperation, responsibility, professional ethics, discipline, initiative and willingness to learn. Cooperation and work attitude, and professional ethics and conduct, each received 4.55; discipline and responsibility received 4.54; initiative and willingness to learn received 4.51. Adaptability and the

ability to learn new knowledge were also rated positively. These results suggest that professional behaviour and learning capacity are important strengths for PTIT to maintain.

Some criteria received lower ratings. The balance between theoretical knowledge and practical application received 3.96, work organisation and management 4.05, effective application of professional knowledge 4.07, and currency of knowledge and professional problem-solving 4.11. The value of internships or practical experience received 4.13. These results indicate a continuing need to narrow the gap between knowledge acquired during study and the ability to carry out specific tasks in the workplace.

III. EMPLOYERS' ASSESSMENT OF WORKPLACE READINESS

Employers rated graduates' overall fulfilment of job requirements at 4.22, satisfaction with graduate quality at 4.31, and willingness to recruit PTIT graduates again at 4.34. The rating for the time graduates need to adapt when starting a job was 4.14. These findings indicate generally positive perceptions, but they do not replace objective information about recruitment, retention, employment outcomes or performance in the workplace. PTIT should compare survey results with internship supervisor evaluations, graduate employment data and direct assessment of programme learning outcomes.

Open-ended responses recognise graduates' professional foundations, responsibility, diligence, ability to learn and adaptability. Areas identified for further development include practical experience, problem-solving, systematic thinking, foreign-language proficiency, communication, presentation, teamwork, planning and the use of professional tools. Some employers report that new graduates need additional time to become familiar with workplace procedures, tools and project expectations. These comments do not imply that all graduates share the same limitations, but recurring themes warrant systematic review.

IV. THEMES IN EMPLOYER COMMENTS

Responses about PTIT's direction and value refer to its technological orientation, innovation, training reputation and potential to connect with workforce needs. Some respondents recommend communicating the Institute's development direction more clearly to students, responding more quickly to technological change and expanding relationships with employers. These comments represent only a subset of participants and should be considered alongside other stakeholder feedback.

Among open-ended responses, employers identify professional knowledge, responsibility, diligence, willingness to learn and adaptability as strengths. They call for stronger practical skills, foreign languages, problem-solving, systematic thinking, communication, presentation, teamwork and the use of specialist tools. Suggested improvements include more practical learning, earlier or longer internships, projects

based on real business problems, updated course content and closer employer involvement.

Some respondents mention emerging technology topics, including artificial intelligence, the Internet of Things, chip design and automation, while others request updated accounting software or realistic professional scenarios. PTIT should classify these proposals by programme and intended learning outcomes rather than apply the same content to every programme. The curriculum review should prioritise the competencies and tools most relevant to each discipline.

V. PRIORITIES FOR INSTITUTIONAL AND PROGRAMME IMPROVEMENT

First, PTIT should ask each programme team to review its curriculum against employer feedback and occupational requirements. The review should identify knowledge that requires updating, practical competencies that need more development and transferable skills that should be reinforced across the programme. Each proposed change should state the evidence supporting it, the intended result, the courses concerned and the method for evaluating impact.

Second, programmes should expand authentic learning through case studies, laboratory tasks, projects and internships with clear objectives. PTIT should work with employers to develop realistic professional scenarios, invite practitioners to review course content and collect structured feedback from internship supervisors. The Institute should define the responsibilities of all parties and the expected student outputs so that cooperation produces verifiable results.

Third, PTIT should develop foreign-language competence, professional communication, presentation, planning, time management and problem-solving through relevant courses and assessments. Programme teams should select new specialist content based on disciplinary needs, employer demand and available resources.

Fourth, the Centre for Testing and Educational Quality Assurance should standardise employer survey administration, support analysis and monitor follow-up actions. PTIT should maintain a stable set of core questions for comparison across cycles while improving the identification of programme-specific responses. Survey perceptions should be distinguished from objective data on recruitment, internships and workplace performance.

Finally, each programme team should prepare an improvement plan that specifies objectives, responsible units, deadlines, resources and evidence. Teams should evaluate the effect on student competence and report unresolved issues. PTIT should use follow-up evidence to maintain, revise or replace actions, thereby sustaining a continuous improvement cycle grounded in evidence.

VI. CONCLUSION

The 2026 survey includes 139 valid employer responses and an overall mean of 4.26 out of 5 across 26 criteria. Employers recognise PTIT graduates' professional ethics, responsibility, cooperation, discipline and willingness to learn. Satisfaction with graduate quality received 4.31, and willingness to recruit again received 4.34. These results provide a positive basis for maintaining existing strengths and continuing engagement with employers.

The findings also identify priorities: improve the balance between theory and practice, expand workplace experience, strengthen the application of knowledge, work organisation and problem-solving, and update discipline-specific content where evidence supports change. PTIT should translate employer feedback into documented programme reviews and improvement plans, then verify their impact through learning-outcome assessment, internship feedback and graduate employment information. Since the current data cannot reliably distinguish every programme, future surveys should identify the programme being assessed more clearly.

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