



BSU-CTE GRADUATES' WORKPLACE BEHAVIOR: FROM THE SCHOOL HEADS' VANTAGE POINT

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HIGHLIGHTS

- ✓ **BSU-CTE graduates who are described as “good teachers” with “good qualities”, are competent in the workplace.**
- ✓ **The behaviors manifested by the BSU-CTE graduates in the workplace range from task to contextual performance.**
- ✓ **The school heads acknowledge BSU-CTE graduates workplace behavior as manifested through character and capability performance.**
- ✓ **The school heads, despite differences in position (principals, head teachers and teachers-in-charge) articulated a high satisfaction of the BSU-CTE graduates manifested behavior.**



INTRODUCTION

The best measure of a curriculum is the learning outcome of students as shown in the results of the evaluation of their performance (Bilbao et al., 2008). In response to this, many teacher education institutions have subjected their curricular offerings to performance evaluations in different media of quality assurance. However, the true measure of the relevance of these curricular offerings are dependent on the employability and performance of the graduates in the workplace (Tudy, 2017). As such, the authenticity of the employers' feedback of graduates' performance in the workplace as was earlier emphasized by Shah and Nair (2011) stating that employers' feedback may point out the possible shortfall in the curriculum manifested in gaps occurring during performance in the workplace. Veritably, employers report there is a far cry between the graduates' behavior and character expectations in the workplace, (Cushman, 2000; Tullao, 2000; Farkas, 2007; Shah and Nair, 2011; Abas and Imam, 2016).

The behavior in the workplace as originally proposed by Borman and Motowilo (1993) and echoed by various authors states that behavior in the workplace can be classified as either task performance and behavioral performance. Task performance pertains to an individual's proficiency with which he or she performs activities which contributes to the organization's technical core. On the other hand, contextual performance refers to the activities that support the organizational, social and psychological in which the

organizational goals are pursued environment (Sonnentag and Frese (2005). Specifically, the differentiations between the two are; (a) activities relevant for task performance vary between jobs whereas contextual performance are relatively similar across jobs; (b) task performance is related to ability, while contextual performance is related to motivation and personality; and (c) task performance is more prescribed and constitutes in-role behavior, whereas contextual performance is more discretionary and extra-role (Sonnentag and Frese (2005).

In the quest for accelerating the development of professionals with the necessary skills (CHED 2001), a series of memoranda were released containing the revised policies and standards for undergraduate teacher education curriculum. This signaled the birth of the National Competency Based Teacher Standards (NCBTS) however was revised when the Department of Education (DEPED) and the Teacher Education Council (TEC) jointly issued through DEPED Order No. 42 s. 2017 the national adoption and implementation of the Philippine Professional Standards for Teacher (PPST). The PPST is the basis of all learning and development for teachers to ensure that teachers are properly equipped to implement the K-12 curriculum. Hence, with the PPST imbued in the teacher education curriculum, this study had the assumption that the BSU-CTE graduates are performing behavior expected of them in the workplace. These behaviors are posited to be manifested in all areas and aspects of the workplace and is expressed thru certain characters and skills.



METHODOLOGY

This study used the sequential exploratory research design. Through interviews, the selected school heads of the Schools Division of Benguet revealed the themes defining the workplace behavior of the BSU-CTE graduates. Themes derived from the responses were brought back to select respondents for validation and confirmation of whether the themes generated captured their thoughts. Tool development quantitative data gathering followed suit using the themes earlier generated as indicators for the survey questionnaire. This done, the questionnaire was subjected for reliability testing. Reliability established; the survey questionnaire was administered to the employers of the BSU-CTE graduates in the schools division of Benguet which were randomly selected.



FINDINGS

Workplace Behavior Manifested by BSU-CTE Graduates

Generally, the employers attested that the graduates are competent teachers and described them to be “good teachers” with “good qualities” and are “considered to be the best teachers that they have”. The behaviors manifested by the BSU-CTE graduates identified by the respondents are categorized either as task performance or contextual performance. Specifically, from the context of the respondents, the contextual performance manifested by the graduates refer to the attitudes and dispositions that they repeatedly and consistently exude or manifest over time, while their task performance pertains to certain skills that they are able to execute, perform or administer.

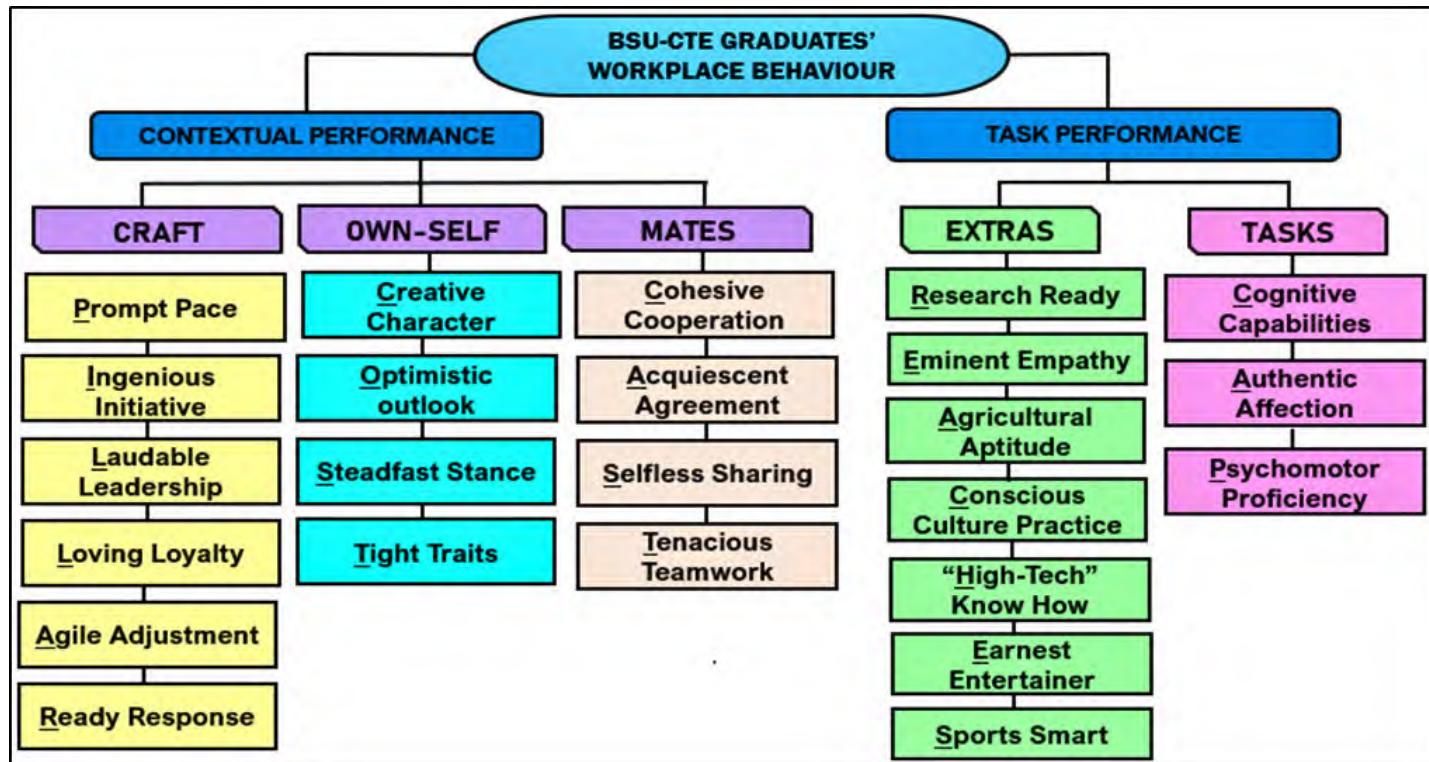


Figure 1: BSU-CTE graduates' workplace behavior

Their Craft. Their craft refers to the entirety of the activities happening in the teaching profession which are either instructional and non-instructional in nature. Oftentimes, the graduates need to sequentially or even concurrently respond to the demands of these activities prompting the manifestation of certain behavior. For their craft, the employers identified the characters PILLAR (prompt pace, ingenious initiative, laudable leadership, loving loyalty, agile adjustment and ready response) to be manifested by the graduates.

Their Own-self. The responses coming from the school heads pointed out that the subjects are conscious about themselves as entities in the workplace. As such, they endeavor to continuously improve themselves both professionally and personally. The acronym COST (character creation, optimistic outlook, steady stance and tight traits) represents the behavior they possess towards themselves literally and figuratively.

Their Mates. Another category which evolved from the school heads' responses about the subjects' behavior was "their mates". This refers to the behavior they manifest towards their colleagues in the field. This connotes the way the subjects deal with their co-workers and the dynamics they do in order to maintain a smooth relationship with companions. Each specific character is represented by the acronym CAST (cohesive cooperation, acquiescent agreement, selfless sharing and tenacious teamwork).

Their Extras. Their extras refer to the non-instructional tasks that teachers must comply with, it summarizes the stints where graduates have the qualities to do or achieved more than their craft. These qualities, as the respondents claimed, are exemplified in the acronym REACHES (research ready, eminent empathy, agricultural aptitude, conscious culture, "high-tech" know-how, earnest/eager entertainment, and sports' smart).

Their Tasks. Their task refers to the sum total of all the educational activities of the graduates in the classroom setting. This among the tasks is the central or focus of the teacher in the teaching-learning process. This centers on instructional assignments (facilitating, assessing, managing, etc.). For their task, the respondents established the behavior CAP (Cognitive Capacities, Authentic Affection, and Psychomotor Proficiency) as exemplified by the BSU graduates.

Manifestation of the Identified BSU-CTE Graduates' Workplace Behavior

Considering differences context (position, location and school level), employers declared a very high manifestation of the identified BSU-CTE graduates workplace behavior. This means that there is an observable actuation of the behaviors. The employers personally witness the BSU-CTE graduates demonstrating character and performing capabilities. Further, the results also signify that there is not only an established stability of the acquisition of the behaviors but more importantly the consistency of actuation of these behavior in the workplace. As such, it can be said the graduates are imbued with these behaviors and are not just sporadic acts in response to spontaneous demands or tasks. With the nature of the result, it can be surmised that in BSU-CTE exists a certain brand of mentoring which led to the graduates' sustained and consistent performance of these behavior in the workplace.

Employers' Satisfaction on the Manifestation of the Identified BSU-CTE Graduates' Workplace Behavior

Across position, location and school level, the employers are very highly satisfied with the manifestation of the identified behavior by the BSU-CTE graduates in the workplace. Since the result is the same in all variables it is assumed that the degree of satisfaction of the employers is stable and even constant. There is assurance that even if the graduate will be supervised by a school head of different positions, in different areas or locations and in both school levels, the degree of satisfaction of the employer remains to be very high. This consistent satisfaction of the employers suggests that the graduates in the workplace are doing a good job. It is inferred that this quality of satisfaction is prompted by the graduates' not only compliance but adherence to existing standards in the workplace. It insinuates further that the graduates started navigating the different career levels in the field to have been rated with a very high satisfaction.

This performance in the workplace as expressed in the satisfaction of the employers also imply that the mentoring dynamics the graduates received in their pre-service training is useful, relevant and responsive to the demands in the workplace. As was previously said, being a level 4 accredited and a center of excellence teacher education institution, CTE does not only strictly implement the prescribed curriculum but also accommodates recommendations from their field counterparts. Looking at all these, CTE course facilitators design their mentoring schemes around the prescribed curriculum and the realistic phenomenon occurring in the workplace. Thus, this degree of satisfaction of the employers is credited to both the implementation of the prescribed curriculum and the mentoring dynamics practiced in the CTE.



CALL TO ACTION

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| ✓ | Determine the areas of the implemented curriculum needing focused and intensive mentoring. This assures that all areas of the PPST is addressed and not concentrated only in certain parts. |
| ✓ | Maintain linkage with CTE graduates in the field as relevant stakeholders and resources for constantly upgrading and enhancing the curriculum. Thus, the CTE curriculum will not only be compliant to prescriptions but will evolve into a field-based curriculum. |
| ✓ | Declare explicitly identified coaching and mentoring model/s received by the CTE graduates which led to their brand in the workplace as CTE's best practice/s. Sustaining and improving such model/s must also be included in CTE's curricular enhancement programs. |
| ✓ | Explore correlates for degree of performance of the behavior in the workplace should be conducted. Results of such may be considered in implementing the TEI curriculum together with structuring the pre-service teaching mentoring. |



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ABOUT THE MATERIAL

Informing Policy and Practice is published quarterly by the Institute of Social Research and Development and R & E Publications Office of Benguet State University. It synthesizes findings from research and development activities, or presents results of quick survey and opinion poll on social, economic, and policy issues and concerns affecting the Cordillera region. It also distills the key messages and provides recommendations for the information and consideration of relevant stakeholders and policymakers.

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