



Teacher Education Graduates' Workplace Behaviors: An Employer Feedback-Generated Taxonomy

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ABSTRACT

The effectiveness of Teacher Education Programs is typically assessed through the employability of its graduates and the degree of satisfaction expressed by employers in general. These two parameters, however, offer limited insights into the specific workplace behaviors essential for targeted curriculum reform. To address this gap, this study endeavored to develop a taxonomy of workplace behaviors commonly observed among the graduates of Benguet State University-College of Teacher Education Programs (BSU-CTE) through the Clarkean Method. Using a maximal variation sampling strategy, researchers conducted in-depth interviews and focus group discussions with a diverse group of school heads from the Benguet Schools Division in the Philippines. As a result, the COMET Taxonomy was created organizing CTE graduates' workplace behaviors into five key domains: Their Craft (PILLAR), Their Own Self (COST), Their Mates (CAST), Their Extras (REACHES), and Their Tasks (CAP). The COMET taxonomy embodies a detailed, behavior-driven framework that is closely aligned with the Philippine Professional Standards for Teachers (PPST) as well as with the Task and Contextual Performance Paradigm, emphasizing a disposition-focused development. This taxonomy also serves as a valuable tool for educators and administrators transitioning from generic program evaluation to a more nuanced and impactful approach to curriculum reform. This research presents a contextually responsive framework for assessing curriculum alignment, offering actionable insights to enhance the professional readiness of BSU-CTE graduates.

KEYWORDS

Teacher education; employer feedback; workplace behavior; task and contextual performance; Philippine Professional Standards for Teachers; disposition-focused development.

INTRODUCTION

The effectiveness of a curriculum is primarily indicated by student learning outcomes evidenced through performance evaluations (Navarro, 2020; Bilbao et al., 2008). Therefore, several teacher education institutions evaluate their programs using various quality assurance methods (Ambreen & Afzal, 2017). Nonetheless, such measures may not fully capture the depth of graduates' developmental growth and display relevant workplace behaviors. A more accurate indicator of a curriculum's relevance lies in how well graduates perform and secure employment in the professional world (Tudy, 2017). Given this emphasis on workplace readiness, a key method for evaluating teacher education programs is by analyzing graduates' actual performance in their professional settings (Navarro, 2020; Darling-Hammond et al., 2017), which examines observable behaviors that reflect effective teaching practices (Rahmadi & Hayati, 2020). In alignment with evolving practices, a significant number of institutions have begun using employer feedback on graduates' workplace performance to better describe the effectiveness of their curriculum through tangible and real-world outcomes (Mtshali & Singh-Pillay, 2023; Bridgstock, 2019). Such extensive evaluation process not only yields a comprehensive dataset and valuable insights on the readiness and effectiveness of graduates in the teaching field but also highlights graduates' proficiency in foundational skills, communication (Glomo-Narzoles, 2015), and numeracy (Navarro, 2020), as well as specific teaching skills pertaining to classroom management (Mtshali & Singh-Pillay, 2023; Tapadera et al., 2024) and technology integration (Navarro, 2020). In addition to the graduates' technical skills, this employer feedback provides informed observations related to the soft skills and personal traits that employers frequently emphasize, such as critical thinking, problem-solving, teamwork, adaptability, professionalism, and time management (Omodan & Addam, 2022; Baird & Parayitam, 2019; Tudy, 2017). Moreover, employer feedback provides benchmarks for workplace performance, with indicators that include the quality of work, productivity, reliability, and adherence to instructions. The reported overall satisfaction level serves as a vital measure of an employer's approval and likelihood of rehiring graduates from the institutions they represent (Hornido et al., 2024; Navarro, 2020; Tudy, 2017).

Pertinently, while there are reports and frameworks, such as the Broad Employability Skills Framework (Ornellas, 2018) and local guidelines like the Philippine Professional Standards for Teachers (PPST) (DepEd, 2017) that reflect the skills and attributes employers value in new graduates, they lack the granular specificity of a taxonomy that could identify behavioral indicators observable in various workplace tasks. In this regard, even if employers express general satisfaction with graduates' overall capabilities (Shah et al., 2015), the feedback may fail to identify which specific behavior merits appreciation, reinforcement, or modification. This lack of granularity is particularly evident in the traditional view that can rigidly separate an individual's personal and professional attributes (Channa et al., 2024). Hence, a more nuanced framework that identifies specific and observable behaviors in a person while holistically integrating personal factors of well-being and social relationships is crucial in shaping

professional performance (Kustati & Al-Azmi, 2018; McComb & Eather, 2017). In the absence of a framework similar to this taxonomy, institutions may struggle to align their curricula with industry needs (Eldeen et al., 2018; Ornellas, 2018), resulting in graduates who are not adequately prepared for workplace demands (Beal, 2023). Consequently, an employer feedback-generated taxonomy that provides a more granular perspective on specific workplace behaviors plays a vital role in the development of an effective curriculum. This granular perspective directly facilitates innovative and sustainable curriculum interventions, ensuring they are precisely tailored to meet current educational needs and address contemporary workforce challenges (Tarman & Dev, 2018).

To address the aforementioned gap, the purpose of this study is to develop a taxonomy of workplace behaviors that teacher education graduates from the College of Teacher Education at Benguet State University (BSU-CTE) embody, based on feedback from school heads or employers. BSU-CTE is a distinguished institution in the Philippines. BSU-CTE holds Level IV accreditation from the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), signifying its recognition as a high-quality academic program comparable to those of excellent foreign universities. Further solidifying its reputation, the CTE has been designated by the Commission on Higher Education (CHED) as a Center of Excellence (COE) in Teacher Education (Benguet State University, 2024). This commitment to quality is consistently reflected in the performance of its alums, with BSU-CTE consistently producing topnotchers in the Licensure Examination for Teachers (LET) and achieving passing rates well above the national average (Benguet State University, 2025). With this backdrop, this study aimed to answer the following research questions: (a) What were the essential workplace behaviors demonstrated by teacher education graduates from the College of Teacher Education at Benguet State University (BSU-CTE) as reported by their school heads? (b) How could these identified behaviors be organized into a comprehensive and coherent taxonomy? (c) How does the developed taxonomy align with theoretical models and existing professional standards?

This research is primarily rooted in the job performance framework articulated by Motowidlo and Kell (2012), a conceptualization that builds upon earlier work by Borman and Motowidlo (1997). Motowidlo and Kell define job performance as the total expected value to the organization of the behavioral episodes that an individual carries over a standard period. Essentially, job performance encompasses behaviors that employees systematically exhibit over an extended period and are deemed significant in the workplace. Within this framework, performance is understood as a characteristic of behavior cultivated over time, implying that the organization derives substantial utility from such behavior (Borman & Motowidlo, 1997). Further elaborating on performance as a behavioral construct, Sonnentag & Frese (2002) concur with various scholars that performance can manifest as either an action or an outcome. However, they also emphasize that performance in work contexts pertains explicitly to the behavioral dimension, succinctly interpreted as what the individual does in the workplace.

Crucially, not all exhibited behaviors qualify as performance; only those that align with the organization's objectives are considered relevant to the performance.

Initially proposed by Borman and Motowidlo (1997), workplace behavior is categorized into two distinct categories: task performance and contextual performance. Task performance refers to an individual's ability to execute activities that directly contribute to the organization's technical core. Conversely, contextual performance encompasses activities that bolster the organizational, social, and psychological environment in which objectives are pursued (Sonnentag & Frese, 2002). Key distinctions between these two categories include (a) task performance activities vary across different jobs, while contextual performance tends to exhibit relative uniformity across positions; (b) task performance is predominantly associated with ability, whereas contextual performance is linked to motivation and personality; and (c) task performance is more prescriptive and constitutes in-role behavior, while contextual performance is characterized by its discretionary and extra-role nature.

Meanwhile, as a foundational policy reference in the context of teacher education, this study also draws upon the PPST, released through DepEd Order 42 s. 2017 (DepEd, 2017). The PPST outlines the ideal characteristics and expectations for graduates of teacher education institutions, specifying the behaviors and skills that they are expected to exhibit and demonstrate in the teaching workplace. Additionally, the PPST serves as a standard for teacher education curricula and a roadmap for professional development throughout the country. It delineates different areas that set forth job descriptions, expectations, skills, and characteristics expressed in domains, namely (1) pedagogy and content knowledge, (2) learning environment, (3) diversity of learners, (4) curriculum and planning, (5) assessment and reporting, (6) community linkages and personnel engagement, and (7) personal and professional growth and development. When viewed through the lens of the job performance framework, these domains represent the specific tasks and contextual behaviors expected of teachers.

In parallel with the proposition that the graduates' behaviors are anchored to the task and contextual performance that complies with the PPST guidelines, this paper posits that the graduates carry professional dispositions as an offshoot of the teacher education curriculum they received. Teacher education programs should be disposition-focused; that is, graduates should cultivate the inherent attitudes, values, beliefs, and inclinations essential for effective teaching (Mtshali & Singh-Pillay, 2023; Peterson, 2016). It is widely argued that a teacher's dispositions are among their greatest strengths, as effective teaching is not solely about methodologies but also pertains to personal attributes, such as demonstrating empathy and open-mindedness (Hughes, 2024). In light of this, this approach recognizes that while knowledge and skills are essential, the development of dispositions is equally important (Peterson, 2016). Ultimately, this holistic approach enables teachers to effectively manage the diverse needs of learners and various educational contexts (Clemm von Hohenberg & Broderic, 2021).

RESEARCH METHODS

Research Design

This paper adopted an interpretive paradigm, employing grounded theory as its research design, specifically the Clarkean or situational analysis approach (Clarke & Washburn, 2018; Creswell, 2011). Situational mapping (Mathar, 2008) was conducted first to visualize all the elements of the study's context, including both human (graduates and employers) and non-human (professional standards and curriculum) factors. This initial mapping provided a holistic view of the messy context of the study. Concurrently, data coding and thematic analysis were conducted on the interview and focus group data, identifying and grouping specific behaviors into preliminary categories. To refine the themes, a social worlds/arenas map was used to examine the interactions between the primary groups—the employers and the graduates—within different professional settings. This step was crucial for organizing the behaviors into domains that reflect the context of their performance. Finally, a positional map was used to analyze the different viewpoints held by employers, the official standards, and theoretical references regarding which behaviors are most important. This final mapping step helped integrate the findings and coherently build the taxonomy.

Participants

The study employed a maximal variation sampling technique (Creswell, 2011) to select participants, aiming to capture a diverse range of employer contexts and perspectives. To initiate the sampling, the key characteristics of the employers most relevant to the study were identified first: the employer's rank (teacher-in-charge, head teacher, or principal), the school's location (proximate to or remote from the division office), and the curricular level managed (elementary or secondary). Using these characteristics, the employer-participants were selected from the school heads of the Schools Division of Benguet, Philippines. The number of participants was not predetermined but was guided by the principle of theoretical saturation (Hennik et al., 2017). Data collection continued until no new or significant themes emerged from the interviews and focus group discussions, at which point the sample size of 60 was reached.

Data Gathering Tool and Procedure

An interview guide was used as the primary data collection instrument for this study. The validation process for the tool started with an expert review by the institution's research and evaluation committee, ensuring its alignment with the study's objectives and its academic rigor (Patton, 2015). Following the expert review and subsequent revisions, the research instrument underwent pilot testing with trial participants who assessed the tool's clarity, flow, relevance, and effectiveness, as well as its logistical feasibility. Upon final revisions, iterative data collection commenced with the main participants. The semi-structured interviews and focus group discussions were conducted with employers, with each cycle of data collection informing subsequent key informant interviews.

Data Analysis

Data analysis began with open coding (Charmaz, 2014), where the raw data were broken down into small, discrete segments. Each segment was assigned a descriptive code to capture the specific workplace behaviors reported by the employers. The codes served as the starting points for the mapping process, identifying and organizing all the preliminary themes. These themes were subjected to analysis using a hybrid methodological approach (Fereday & Muir-Cochrane, 2006), which involved analyzing data through data-driven and theory-driven codes. The data-driven themes are reflected in the granular aspects of the taxonomy, while the theory-driven themes are reflected in the general concepts of the taxonomy. To ensure the trustworthiness of the coding process, a self-audit or reflexive analysis was conducted (Charmaz, 2014), beginning with the development of the codebook, followed by segmented coding, and then the creation of analytical memos. Furthermore, peer debriefing occurred during the presentation of research results to the institution's research and evaluation committee, where feedback was received and subsequently incorporated into the final taxonomy.

Ethical Considerations

Prior to the data gathering, potential respondents were initially visited and presented with an approved Request to Conduct letter from the division superintendent's office. During this initial visit, the respondents' willingness to participate was ascertained, and their availability for an interview was confirmed (Creswell & Poth, 2018; Orb & Eisenhauer, 2000). Only those who expressed a commitment and were available at the agreed-upon time for data collection were included as respondents in the study.

RESULTS

The BSU-CTE graduates' employer-generated workplace behaviors

Figure 1 illustrates the employer-generated behaviors of BSU-CTE graduates. The granular structure of the data in the concentric figure shows the alignment of the graduates' traits to the expected task and contextual behaviors deemed significant in the workplace. As the circle expands, it introduces the COMET domains of the taxonomy, categorizing employer feedback into Their Craft, Their Own Self, Their Mates, Their Extras, and Their Tasks, based on the specific behaviors for task and contextual performance as manifested by the graduates of the BSU-CTE program.

(a) PILLAR Behaviors: Their Craft Domain

Their Craft domain encompasses the full array of instructional and non-instructional activities within the teaching profession. In response to the demands of these activities, graduates exhibited a set of behaviors collectively forming **PILLAR**—prompt pace, ingenious initiative, laudable leadership, loving loyalty, agile adjustment, and ready response. Employers reported that graduates consistently maintained a **prompt pace**, as evidenced by the efficient submission of reports and task completions. The pace minimized delays, routinely met grading expectations, and ensured graduates were actively engaged in school activities. Moreover, when faced with scarce resources, graduates demonstrated **ingenious initiative**. They were

noted for effectively utilizing available materials, proactively solving problems, and seeking guidance when needed. This initiative naturally evolved into **laudable leadership**, beginning with volunteer tasks and progressing to significant responsibilities. Employers recognized the graduates' leadership potential, along with their ability to build positive relationships, organize work, and support colleagues. Specifically, Employer 35 opined, *"since BSU-CTE graduates possess the spirit of leadership in school and outside the school, I am confident that the job will be done"*. Some graduates even collaborated with relevant stakeholders, showcasing a deep understanding of leadership dynamics. Employer 4 surmised that a passionate affection for work cultivated **loving loyalty** among graduates. This was demonstrated through a deep understanding and dedication to their responsibilities, particularly in improving learner performance. These efforts, according to the employers, *"instilled confidence in the graduates' reliability as independent and capable workers"*. Furthermore, graduates responded with **agile adjustment** to the challenging demands of teaching. They were observed to effectively manage high-pressure situations, accept challenges, and navigate multiple tasks while maintaining their core duties. Notably, employers saw that younger graduates tended to adapt more easily to new workplace cultures. Lastly, the employers recognized that despite heavy workloads, graduates consistently provided a **ready response** to assignments and delegated tasks. Graduates enthusiastically executed assigned tasks and willingly participated in programs that yielded profit for the organization, often attaining satisfactory results.

Figure 1

BSU-CTE graduates' employer-generated workplace behaviors

**(b) COST Behaviors: Their Own Self Domain**

Their Own Self domain concentrates on the graduates' personal and professional self-awareness, showcasing their commitment to continuous workplace improvement. For this domain, graduates showed **COST**—creative character, an optimistic outlook, a steadfast stance, and tight traits as self-management behaviors. According to employers, the BSU-CTE graduates demonstrated **creative character** through resilience in the face of diverse responsibilities and challenges. Employers attested that graduates developed this resilience through an openness to mentorship, receptiveness to feedback, and proactively seeking clarification. As such, they gracefully handled more difficult tasks, such as deployment to different grade levels or multi-grade classes. Employer 12 shared that this resilience enabled graduates to "*emphatically accommodate inconvenient tasks involving learner difficulties*", which led to effective learner management. Employers deduced that as the graduates' character solidified, an **optimistic outlook** emerged, sustaining their compliance with tasks despite uncertain outcomes. Employers further theorized that this positive perspective led to the graduates' professional growth opportunities and underpinned their desirable traits. This optimism contributed to the graduates' **steadfast stance** and unwavering dedication to their work, resulting in dependable

performance. Driven by genuine concern for their learners, employers noted that BSU-CTE graduates were inclined to invest their own money in learning materials, complemented by thorough lesson preparation and engaging delivery. Employer 57 observed that, at times, they even *sacrifice their weekends to ensure task completion*. Aside from their dedication, employers stated that the graduates coupled this with **tight traits**. Employer 57 reiterated that they "*displayed consistent positive attributes geared towards goal completion*". Employers added that graduates paid close attention to, and actively pursued matters related to performance improvement and professional growth.

(c) CAST Behaviors: Their Mates Domain

Their Mates domain centers on the relationship between the graduates and their colleagues. The graduates' sustained adeptness and smooth rapport with their colleagues were expressed through **CAST**—cohesive cooperation, acquiescent agreement, selfless sharing, and tenacious teamwork. Employers noted that the graduates' primary tool for advancing workplace endeavors was **cohesive cooperation**. As Employer 35 stated, the graduates *actively collaborate with peers*, thus forging reliable support for task completion. This cooperation stemmed from a reasoned understanding, empathy, and respect for authority, leading to **acquiescent agreement**. Employers noted that graduates responded to superiors' instructions and complied with directives, often agreeing to requests or assignments rather than refusing them. This inherent drive to promote workplace tasks prompted **selfless sharing**. Employers 30, 42, and 55 described this attribute as being evidenced by the *graduates sharing their time, knowledge, skills, and expertise*. Graduates were also observed to patiently mentor their younger colleagues and provide superiors with brief, relevant information they might have missed. Ultimately, these traits culminated in **tenacious teamwork**, as employers reasoned that graduates *worked seamlessly with peers and superiors* despite occasional divergences in perspective. Employers concluded that graduates were *team players who understood their role in the work paradigm*, thus prioritizing goal achievement over other agendas.

(d) REACHES Behaviors: Their Extras Domain

Their Extras domain focuses on inadvertently elicited capabilities that, while extending beyond classroom instruction, significantly influence graduates' workplace comportment. Employers asserted that these attributes, termed as **REACHES** (research-ready, eminent empathy, agricultural aptitude, conscious cultural performance, high-tech expertise, eager entertainer, and sports smart), *uniquely distinguish BSU-CTE graduates from other cohorts*. Employers identified graduates as **research-ready** due to their ability to conceive practical yet thought-provoking proposals, making them adept at basic research processes. They also exhibited **eminent empathy**, which created warm and positive learning environments, and were seen by employers as *effectively fulfilling their surrogate parent roles*. Additionally, graduates, particularly seniors, demonstrated an impressive **agricultural aptitude**, with one employer noting that *they transformed idle spaces into landscaped gardens and integrated agricultural concepts into the curriculum*. Composed primarily of indigenous peoples, the graduates'

conscious cultural performance was acknowledged by employers for *fostering a greater appreciation for learners' identity*. Employers also noted a high level of **high-tech expertise**, as graduates effectively utilized technology in all aspects of their work and served as a *go-to resource* for colleagues. Furthermore, graduates were found to be **eager entertainers** during urgent activities or unannounced visits, maintaining a welcoming demeanor and ensuring a positive impression on guests. Finally, the graduates' distinction was completed by their being **sports smart**, a trait employers associated with their university's strong sports program, as graduates not only facilitated sports programs but also became successful coaches.

(e) CAP Behaviors: Their Tasks Domain

Their Tasks domain centers on the teacher's core instructional responsibilities, including facilitating lessons, assessing student performance, and managing classroom activities. Graduates demonstrated **CAP** (cognitive capability, authentic affection, and psychomotor proficiency) in this area. The graduates' **cognitive capability** was evident in their broad conceptual understanding of the pedagogy, technology, and subject matter they taught. They exhibited proficiency with both conventional and non-conventional forms of technology, as well as a theoretically informed grasp of field-based lesson facilitation. As the graduates performed their tasks, they demonstrated **authentic affection** for their instructional activities. Employers 12 and 49 said "*they have remarkable patience in producing meticulously crafted instructional materials*," which complement their well-prepared lesson plans and effective lesson delivery. Furthermore, their initiation of remedial lessons using diverse media, ensuring that struggling learners could cope, was a clear manifestation of this affection. Given the impossibility of construction, the graduates' **psychomotor proficiency** was exercised. Employers recognized this dexterity as essential for creating tailored educational spaces that help learners reach their full potential. Furthermore, graduates displayed methodological flexibility, adapting teaching strategies to ensure learners grasped lessons while adhering to foundational philosophies. This practical ingenuity was consistently observed in the employers' resourcefulness, initiative, and creativity across all instructional and supplementary tasks

DISCUSSION

The subsequent discussion analyzes the contents of the generated taxonomy, carefully examining both its structure and its broader implications for existing standards. A key part of this analysis incorporates the enhanced taxonomy, which serves to detail the implications derived from the generated data explicitly. This addition is crucial as it offers a more comprehensive and actionable understanding of the data's relevance within the current framework.

The innermost layer circle in the COMET framework, as shown in Figure 1, presents the task and contextual performance radii, which exhibit a fluid connection to the specific behaviors presented in its outermost layer. This structure inherently demonstrates the congruence between the capabilities of BSU-CTE graduates and the expectations of the workplace. This

structure reveals that graduates not only fulfill explicit expectations (Hornido et al., 2024; Santillan et al., 2020) but also embody qualities employers value the most (Hornido et al., 2024). Their mastery of what their tasks entail and how to conduct themselves corroborates employer commendations, labeling them as good teachers with good qualities. This underscores their strong preparedness to meet the functional demands of their roles (Hornido et al., 2024).

Frequently, the diverse challenges that teacher education graduates face in the workplace (Hornido, 2024; Mtshali & Singh-Pillay, 2023; Santillan et al., 2020) are often literature- or standard-based (Bouttavong, 2023; Egeberg et al., 2016). Accordingly, the behaviors expected of graduates in these areas are generally classified as competencies associated with either personal or professional domains (Asanalieva & Nasipova, 2022). In contrast to this traditional model, the COMET Taxonomy is generated from employer feedback, thereby offering an organic yet empirical perspective on the matter. Comparable to other performance frameworks developed from employer input, COMET Taxonomy is not arbitrary (Navarro, 2020; Plantilla, 2017). Importantly, it highlights the domains where employers witness graduates manifesting their workplace behaviors (Buraga & Albano, 2024). As such, this framework is authentic in that it captures the real experiences of professional work (Johnson et al., 2019) rather than being a rigid top-down theoretical construct (Ewuzie & Obong, 2024).

A detailed analysis shows significant overlaps between the COMET framework and its traditional counterparts. Primarily, both frameworks categorize and comprehend diverse facets present within a work setting. Each acknowledges that unique attributes and actions are crucial contributors to the overall effectiveness and the shape of the workplace (Hermoso & Brobo, 2023). Furthermore, while the conventional professional/personal split can be rigid, both frameworks, to varying extents, endeavor to adopt a holistic perspective that transcends mere task accomplishment (Kędzierska, 2024). Additionally, the COMET Taxonomy offers a more granular and concurrently integrated holistic perspective. Notable differences also exist between the two frameworks, indicating a shift in perspective, as the COMET Taxonomy represents a more modern and nuanced understanding of the workplace. (Rigney et al., 2019; Kustati & Al-Azmi, 2018). Although the traditional model is often perceived as more interconnected (Molina-Moreno et al., 2024) rather than dichotomous (Rahmah & Kadi, 2022), it still implies a separation between personal and professional behaviors. It often extends to emphasizing the expected behaviors of teachers even outside of their work environment (Channa et al., 2024). In contrast, the COMET Taxonomy presents a more interconnected perspective that acknowledges personal factors (Own Self and Mates) as not only present but also essential in the workplace, due to their direct impact on professional conduct (McComb & Eather, 2017). Further differences are apparent in the focus of these frameworks (Ma, 2024). The traditional model is broad and usually serves as a basis for crafting policies or developing programs. Conversely, since the COMET Taxonomy is more granular and nuanced, it is a more suitable reference for matters that require actionable plans or field-based evaluation activities (Hornido et al., 2024; Liu, 2024; Navarro, 2020). While the professional domain in the traditional

model may accommodate aspects of Their Craft, Their Tasks, and Their Mates, the COMET Taxonomy offers more precise distinctions. In particular, Their Own Self directly addresses individual well-being and development in the work context. This concept is only indirectly referenced in the personal realm of the traditional model. Similarly, Their Extras, which does not strategically fit neatly within the traditional professional framework, is nonetheless highly regarded by employers. Additionally, the fine-grained description of specific behaviors (e.g., acquiescent agreement) provides a clear and vivid depiction of their manner and degree of manifestation.

The workplace behaviors enumerated in the outermost layer of the COMET framework significantly illuminate the professional identity (Navarro, 2020; Santillan et al., 2020) of BSU-CTE graduates. These behaviors serve as an essential reference point for comprehending the graduates' identities based on reflected trends, connections, and emerging ideas. Primarily, a notable pattern in the graduates' behaviors is their emphasis on proactive contribution rather than mere prescriptive compliance. These graduates are driven to exceed workplace expectations by becoming engaged members, initiators, and problem-solvers. Although this trend has been identified within the cohort, the shift toward proactive contribution varies among the counterparts (Hornido et al., 2024; la Velle, 2023) because contexts and environments shape proactive contribution. Elements, such as the design of teacher education programs (Balbon et al., 2023; Hornido et al., 2024), available professional development options (Allen et al., 2018; Huang & Lai, 2020), and overarching educational policies (El-Amin, 2023; la Velle, 2023), influence this transition.

Moreover, holistic competence is evident in the graduates' behaviors, signifying that they are imbued with the new criteria for effective teachers in the 21st century (Kustati & Al-Azmi, 2018; Martin, 2015). This holistic competence represents the profound connection of graduates' personal attributes (Their Own Self), interpersonal dynamics (Their Mates), and tangential talents (Their Extras) to their overall professional effectiveness. Unlike simply possessing a varied set of distinct skills and attributes (Martin, 2015), these graduates seamlessly integrate multiple facets of their identity into their professional practice (Wang et al., 2024). This dynamic interaction of attributes and talents is not only beneficial but also a practical necessity that aligns with the ever-changing educational landscape (Martin, 2015; Wang et al., 2024). With holistic competence, these graduates are equipped to address the diverse and evolving requirements of the modern workplace (Uszyńska-Jarmoc et al., 2018).

The graduates' passion and intrinsic motivation are the primary drivers of their performance. These deep-rooted elements not only enhance job satisfaction and promote professional growth but also play a critical role in overall effectiveness (Mayangsari et al., 2025). Such actions are crucial for the professional development of novice teachers and play a vital role in establishing sustainable teaching practices (Helms-Lorenz & Maulana, 2023). Ultimately, passionate educators are considerably more likely to adopt practices that foster educational

excellence, suggesting that nurturing such passion can lead to improved teaching outcomes (Yu & Ying, 2024).

Furthermore, adaptability and a growth mindset are recognized as essential traits demonstrated by the graduates. Their ability to adapt is clearly illustrated in their quick pivots, smooth transitions, and flexibility in handling various tasks. Since adaptability encourages creativity, resilience, and problem-solving skills, it enables individuals to respond effectively to ongoing changes and challenges (Granziera et al., 2019). Their actions also reveal a pronounced growth mindset, as evidenced by their active listening, proactive inquiries, and efforts to implement improvements. Likewise, their receptiveness to evaluations includes self-reflection and tangible efforts to enhance their practices (Murzalinova & Yalieva, 2024). Even when faced with challenging tasks, they sustain a positive outlook and develop solutions. This mindset emphasizes an approach that views challenges as learning opportunities rather than insurmountable obstacles (Herdian et al., 2024).

Lastly, the behaviors exhibited by the graduates communicate that they consistently meet the growing demands for resourcefulness and creativity (Caingcoy, 2023; Omodan & Addam, 2022; Thurlings, 2015). These critical attributes enable teachers to adapt effectively to various educational scenarios, utilize all available resources, and employ genuinely innovative teaching strategies (Rita et al., 2023). The behaviors demonstrated by the graduates provide clear and persuasive examples of this resourcefulness in practice, such as their ability to creatively transform idle spaces into engaging learning environments or strategically utilize their High-Tech Expertise to mitigate material shortages. This clearly illustrates that graduates possess the vital trait of devising creative and practical solutions to real-world limitations, a quality that is particularly important in resource-constrained contexts. Overall, these ingrained competencies empower them to address complex professional challenges with ingenious and forward-thinking approaches (Caingcoy, 2023).

By indicating that graduates predominantly exhibit the essential traits of a good teacher, the COMET Taxonomy reveals a significant thematic correspondence with the PPST. In particular, the graduates' active involvement aligns with PPST Domain 6: Community Linkages and Professional Engagement. As outlined in both the PPST and the Taxonomy, this illustrates a teacher who is actively engaged, takes initiative within their professional community, and works to enhance their practice (Hornido et al., 2024; la Velle, 2023). Additionally, the Taxonomy's notion of holistic competence is intricately connected to PPST Domain 7: Personal Growth and Professional Development. This domain emphasizes that a teacher's comprehensive development extends beyond teaching skills, highlighting the vital importance of their character, relationships, and unique strengths in achieving professional success (Wang et al., 2014). Furthermore, passion and intrinsic motivations, while not explicitly defined as a separate domain within the PPST, act as the unseen forces that drive teachers toward excellence (Helms-Lorenz & Maulana, 2023). These fundamental values are what characterize a genuinely effective and devoted educator (Mayangsari et al., 2025), explicitly supporting their ability to cultivate

supportive learning environments (PPST Domain 2) and maintain a steadfast commitment to ongoing self-improvement (PPST Domain 7). In a similar vein, a growth mindset aligns with PPST Domain 7, particularly in its emphasis on ongoing professional development. As outlined in the PPST framework for teacher growth (Herdian et al., 2024; Murzalinova & Yalieva, 2024), this mindset evolves through different stages of a career, beginning with responsiveness to evaluations and reflection and eventually leading to initiatives in professional development or mentoring peers. At the same time, adaptability is crucial for effectively addressing varied learning environments (Granziera et al., 2019), which directly relates to PPST Domain 3: Diversity of Learners. This skill enables teachers to implement differentiated instruction effectively, provide developmentally appropriate experiences, and cater to the diverse backgrounds and needs of their students (Granziera et al., 2019). Finally, resourcefulness and creativity are relevant to several PPST domains, demonstrating a teacher's ability to optimize educational outcomes even in the face of limitations (Caingcoy, 2023; Rita et al., 2023; Omodan & Addam, 2022; Thurlings, 2015). This idea supports Domain 1: Content Knowledge and Pedagogy, enabling educators to transform subject matter into practical and engaging lessons. It also significantly contributes to Domain 4: Curriculum and Planning, enabling the creation of contextually relevant activities and the efficient use of resources. Furthermore, this ability facilitates the creation of stimulating Learning Environments (Domain 2) by organizing classroom structures with available materials and informs the design of practical assessments (Domain 5: Assessment and Reporting). This cohesive alignment emphasizes that resourcefulness and creativity are not merely ancillary skills but also fundamental competencies essential for effective teaching at every stage of a career (Caingcoy, 2023).

Figure 2

BSU-CTE graduates' employer-generated taxonomy of disposition-focused workplace behaviors



Interestingly, the employer-generated results strikingly reveal the profound manifestation of disposition-focused development among the graduates in the workplace; as such, the structure of the developed taxonomy as presented in Figure 2. Aligned with the disposition-focused development principle, the graduates not only presented discrete knowledge or skills about teaching; their intrinsic qualities dominated their behaviors (Peterson, 2016) across the different COMET domains. The graduates' workplace behaviors indicate an internal drive and commitment that are cultivated attitudes, not learned skills (Conderman & Walker, 2015; Peterson, 2016), and are carried into their professional teaching positions (Hughes, 2018). While there is still a challenge in developing methods for measuring professional dispositions (Agan et al., 2022), the Taxonomy revealed some attributes associated with this reflective practice (Mpofu & Nthontho, 2017). The graduates consistently demonstrate dispositional awareness and a strong professional ethos, as evidenced by several key behaviors.

The graduates' proactive contributions—which drive their initiative—as well as their passion and intrinsic motivations—which reveal their vocational core—span beyond technical competencies. These behaviors embody dispositional awareness or professional ethos characterized by self-driven engagement, genuine enthusiasm, and profound love for their work (Clemm von Hohenberg & Broderic, 2021). Furthermore, the graduates' holistic competence reinforces this dispositional awareness (Clemm von Hohenberg & Broderic, 2021). Their ability to seamlessly integrate personal attributes, interpersonal dynamics, and tangential talents into a convergent and effective workplace practice is a clear indication of dispositional awareness (Hughes, 2024). This progress from knowing what to do to learning how to manage workplace tasks strongly indicates their development. The presence of adaptability and a growth mindset also explicitly adds to the graduates' dispositional awareness (Hughes, 2024). Teachers who excel in coping with changes instead of embracing challenges tend to have dispositional awareness because they are better at handling the complexities of the teaching profession (Miranda, 2024). In addition, a growth mindset, as a dispositional belief, acknowledges that intelligence and abilities can be developed through effort (Mason, 2023; Vongkulluksn et al., 2021). Overall, the behaviors presented in the Taxonomy not only present their skills but also define the bedrock of their professional ethos.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the behaviors of BSU-CTE graduates confirm that they satisfactorily complied with workplace requirements, as attested by their behaviors' alignment with existing standards, specifically the PPST domains and the task and contextual performance paradigm. Furthermore, it can be deduced that their compliance with standards is fueled by the robust offshoot of their disposition-focused development. Ultimately, the graduates' behaviors demonstrate the effectiveness of the training they received, which was catalyzed by their adherence to standards and the development of dispositional behaviors.

Considering these conclusions, it is recommended that BSU-CTE formally embeds disposition-driven behaviors (holistic competence, passion, intrinsic motivation, adaptability, and growth mindset) as explicit learning objectives in course syllabi and program outcomes. While the current program implicitly fosters disposition-driven behaviors, incorporating them explicitly will ensure that these are deliberately cultivated, thus providing a definite criterion for curricular evaluation and graduate performance. Concerning assessment, it is recommended that teacher training institutions formalize feedback loops with employers and graduates. Feedback loops facilitate the gathering of insights about the quality of graduates' workplace performances, providing references for scaffolding their in-service professional development programs. Additionally, the results of the feedback loop objectively inform review for curricular improvement. On a broader scale, it is recommended that advocacy be undertaken for the explicit integration of dispositional frameworks into national standards. Carrying out this advocacy ensures that the graduates are equipped with qualities far beyond technical skills.

Finally, future research is recommended. Studies focusing on workplace behavior and dispositional frameworks should invest in utilizing different research methods and designs. Collaborative research is also encouraged to enrich the existing literature, which may pave the way for meta-analysis that can inform the development of a field-based, disposition-focused teacher training framework or standards.

Limitations of the Study

1. *Generalizability beyond BSU-CTE:* While the study provides granular insights for BSU-CTE graduates, the generalizability of the findings to other teacher education institutions may be limited.
2. *Locale specificity:* While sampling was conducted using the maximal variation method, data were collected from employers in the Schools Division of Benguet, Philippines. As a result, responses may not be generalizable to employers of BSU-CTE graduates in other regions, as contextual factors may influence their experiences.
3. *Lack of direct graduate input:* The taxonomy is developed solely from the perspective of employers. It does not incorporate the self-perception of the teacher education graduates themselves or the experiences of the learners they teach. This unilateral perspective could create a gap between what employers value and what is effective, or what graduates believe is important in their professional practice.
4. *Quantification of performance:* While the study fulfills the aim of providing a granular, quantitative measure considering varied variables for the content of the taxonomy, further steps remain to be taken.

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