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Research Article

Comprehensive Examination Performance and Work Performance

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ABSTRACT

The study employed a descriptive-correlational research design. Using the convenience sampling technique, the study obtained a total of 61 respondents from both MAEd and MBA graduates. Through the adoption of the questionnaire developed by Koopman (2014) entitled "Individual Work Performance Questionnaire (IWPQ)" the study gathered necessary data.

The study discovered that most of the respondents are Master of Arts in Education degree holders and currently occupying a position of Teacher III. Additionally, Graduates of MAEd and MBA obtained good performance in the Comprehensive Examination. Moreover, work performance of the Graduates in terms of contextual performance, adaptive performance and counterproductivity work behavior is excellent while very good in task performance. Lastly, the study revealed that there is no significant relationship between the comprehensive examination performance and work performance of the respondents.

The study suggests to encourage ongoing education and professional development opportunities for Master of Arts in Education (MAEd) graduates, establish a peer tutoring or study group initiative within the MAEd and MBA programs, launch a recognition and rewards program within the organization, and undergo Continuing Professional Development (CPD) to maintain competence in their professional practice.

Keywords: *Continuous Professional Development, Work Performance, MAEd, MBA*

Background

Comprehensive examination stands as a pivotal assessment within the academic journey of graduate students, serving as a culmination of their learning and preparation within their respective fields of study. Designed to rigorously evaluate their comprehension,

analytical skills, and mastery of subject matter, these examinations often mark a significant milestone toward completing their degree requirements. Through a combination of written assessments, oral presentations, or practical demonstrations, students are tasked with showcasing their depth of understanding,

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critical thinking abilities, and capacity to integrate and apply knowledge gained throughout their academic tenure. As a pivotal benchmark, the comprehensive examination not only validates the student's readiness to progress within their academic or professional pursuits but also serves as a testament to their dedication, diligence, and scholarly acumen.

Performance, in its broadest sense, encompasses the execution and delivery of any action, task, or activity. It is a multifaceted concept that transcends various domains, including but not limited to, arts, sports, academics, and professional endeavors. Performance can be evaluated based on different criteria such as efficiency, effectiveness, quality, and impact. Whether on stage, in the workplace, or on the field, mastering performance involves a blend of skill, preparation, mindset, and adaptability. It is not merely about achieving results but also about continuous improvement and achieving one's full potential.

As stated by University of the People (2022), a comprehensive examination in graduate school is a pivotal assessment that evaluates a student's depth of knowledge and proficiency in their academic field before granting them a graduate degree. They also expounded that this examination encompasses a broad range of material and aims to ensure that students have a solid understanding of key concepts in their field and are equipped to conduct research effectively. The format of comprehensive exams varies widely, including academic papers, oral exams, supervised written exams, or portfolio reviews, depending on the institution. Additionally, to be eligible for the exam, students typically need to meet certain requirements such as a minimum GPA, completion of all coursework, and sometimes a residency.

The purpose of a comprehensive exam in graduate school is to evaluate a student's mastery of the foundational knowledge and key concepts within their field of study before advancing to the next stage of their academic journey, such as embarking on a dissertation or thesis (Kapuku, 2024). These exams are designed to ensure that students have a solid understanding of the main ideas in their field, research methodologies, and how to apply them effectively. Additionally, comprehensive

exams serve as a tool to prevent students from starting their dissertation or thesis without being fully prepared, by testing their readiness and competence in their academic discipline (McGrill, 2024).

The work performance of graduate students is a crucial indicator of their academic success and future career prospects. As individuals pursuing advanced degrees, graduate students are expected to demonstrate exceptional competence, dedication, and productivity in their respective fields of study. Effective work performance in graduate school involves excelling in coursework, actively engaging in research, contributing to scholarly publications, presenting at conferences, and fulfilling teaching or assistantship duties (Elsevier, 2020).

The study of Casanova, V.S. & Paguaia, Jr. W.M., (2022) showed that while graduate students generally maintain high academic performance, as measured by their grade point average (GPA), their performance in comprehensive exams, a pivotal assessment of their mastery of the field, can be comparatively lower. This underscores the importance of thorough preparation and understanding of the material covered in these exams, which often include questions on research methodologies, problem-solving, and theoretical concepts specific to the field of study. Understanding the factors that influence the work performance of graduate students, such as time management, research skills, mentorship, and work-life balance, is essential for both students and academic institutions to support their success and development. This introduction sets the stage for exploring the multifaceted nature of work performance among graduate students and the strategies that can enhance their career progression.

Moreover, work performance of graduate students is a critical aspect of their academic and professional development, reflecting their ability to apply knowledge, skills, and competencies acquired throughout their studies. As emerging scholars and practitioners, graduate students often engage in a variety of work-related activities, including research projects, teaching assistantships, internships, and other forms of practical experience within their field.

The academic success of graduate students is deeply rooted in their job performance, which encompasses a broad range of responsibilities beyond coursework. To excel, graduate students must demonstrate proficiency in research, contribute meaningfully to scholarly publications, present their findings at conferences, and fulfill their teaching, administrative, entrepreneurial, and managerial obligations with diligence.

Studies have shown that employers rate graduates highly in their job performance, indicating that they are well-prepared for the workforce. This is attributed to the comprehensive education and training provided by graduate schools, which equip students with the necessary skills, knowledge, and competencies to excel in their chosen fields. Employers also value the collaboration, commitment, credibility, and competence demonstrated by graduates, which are essential for effective job performance (Gaite, F.T., Arroyo, R.A., Lim, P.J., Vergara, P.M.E., & Doria, J.A., 2022)

Additionally, Casanova, V.S. & Pagua, Jr. W.M., (2022) further explained that the employability of graduates is closely linked to their job performance, as it determines their ability to secure and maintain employment after graduation. Employers seek graduates who possess a range of skills, including communication, teamwork, problem-solving, and adaptability, which are critical for success in the workplace. Graduate schools play a crucial role in developing these skills through various programs and initiatives, such as internships, mentorship, and career counseling.

Nonetheless, researches have also highlighted the importance of graduate education in enhancing employee performance in the workplace. Studies have found that employees with graduate degrees tend to perform better and are more productive than those without. This is attributed to the advanced knowledge and skills acquired during graduate studies, which enable employees to tackle complex tasks and contribute to organizational success.

Task Performance, Contextual Performance, Adaptive Performance, and Counterproductive Work Behavior are key dimensions that contribute to individual work perfor-

mance. Task performance refers to the proficiency in job-specific tasks and achieving prescribed work responsibilities and goals. It is traditionally focused on in personnel selection processes. Contextual Performance, on the other hand, involves behaviors beyond formal job responsibilities, such as coaching coworkers, strengthening social networks, and going the extra mile for the organization. This type of performance goes beyond what is expected and contributes to the overall well-being of the organization. (Koopmans, L. et.al., 2011).

Adaptive Performance is crucial in today's changing work environment and reflects an employee's ability to adapt to changes in the work system or their roles. It includes behaviors like problem-solving creatively, dealing with uncertain situations, learning new tasks, technologies, and procedures, and adapting to various circumstances. Adaptive Performance is essential for success in dynamic work settings. (CIPD, 2022).

As stated by Nini (2019), counterproductive work behavior encompasses actions that harm the well-being of the organization, such as lateness or theft, impacting areas like customer experience and profitability. She also added, that it is crucial to address and mitigate counterproductive behaviors to maintain a healthy work environment and organizational performance.

These dimensions are interconnected and play a significant role in shaping an individual's overall work performance, highlighting the importance of understanding and managing them effectively within organizational contexts.

In the study of Lopez (2023) titled "The Academic Performance and Comprehensive Examination Performance of The Graduate School Students of Baguio Central University" that In the context of academic performance and comprehensive examination performance, a study highlighted that while academic performance, often measured by the general weighted average (GWA), was generally high, students' performance in comprehensive exams was comparatively lower. This underscores the importance of thorough preparation and understanding of the material covered in these exams, which often include questions on research

methodologies, problem-solving, and theoretical concepts specific to the field of study. The successful completion of a comprehensive exam is a significant milestone for graduate students, indicating their readiness to progress to the next stage of their academic journey, such as embarking on a dissertation or thesis (School of Social Work, n.d.).

Furthermore, the study by Perfecto M. Lopez (2023), he found that while graduate students at Baguio Central University had high academic performance as measured by their GPA, their performance on the comprehensive examination was comparatively lower. The study concluded that there was no relationship between the level of academic performance and the level of comprehensive examination performance.

Similarly, the study of Borbon & Ylagan (2022) revealed that there was no statistically significant relationship between the academic performance and work performance of their graduates. They recommended enhancing the curriculum and boosting students' confidence and self-esteem to improve their overall performance.

However, the search results do not provide direct evidence on the relationship between comprehensive examination performance and subsequent work performance of graduate students. The available studies focus more on the relationship between academic performance in general and work performance, or between academic performance and performance on licensure exams, rather than comprehensive exams specifically.

In summary, the existing literature does not clearly establish a direct relationship between the comprehensive examination performance and work performance of graduate students. Furthermore, job performance of graduates in graduate school is a critical aspect of their academic journey, reflecting their ability to excel in research, coursework, teaching responsibilities, and managerial entrepreneurial tasks. Employers rate graduates highly in their job performance, indicating that they are well-prepared for the workforce. Graduate education plays a crucial role in developing the skills, knowledge, and competencies necessary for

effective job performance, and meeting the qualification standards for possible promotion.

In the dynamic landscape of academia, the graduates of Osias Colleges Incorporated in the year 2020 emerged as shining exemplars of scholarly excellence and professional aptitude. Through their dedicated commitment to academic pursuits and practical endeavors, these graduates showcased remarkable work performance across various domains, embodying the institution's ethos of innovation, integrity, and excellence.

Evidencing their intellectual acumen and research prowess, Osias Colleges Incorporated graduates in the Graduate School in 2020 demonstrated a remarkable aptitude for scholarly inquiry and academic rigor. Their research endeavors spanned diverse disciplines, ranging from the sciences to the humanities, yielding insightful contributions to knowledge and paving the way for further exploration and discovery.

In their roles as teachers and mentors, these graduates exhibited commendable teaching effectiveness and pedagogical skill. Leveraging their expertise and enthusiasm, they fostered engaging learning environments, inspired critical thinking, and nurtured the intellectual growth of their students, leaving an indelible mark on the educational landscape.

Beyond the confines of the classroom, Osias Colleges Incorporated graduates in 2020 actively engaged in professional endeavors, seizing opportunities for internships, industry collaborations, and community outreach initiatives. Through their proactive involvement, they demonstrated a keen understanding of real-world challenges and a commitment to making meaningful contributions to society.

Central to their success was their collaborative spirit and ability to work effectively in diverse teams. Whether collaborating on research projects, participating in extracurricular activities, or engaging in community service initiatives, these graduates exemplified the importance of teamwork, communication, and mutual respect in achieving shared goals.

Moreover, these graduates in 2020 exhibited remarkable adaptive resilience in the face of unprecedented challenges. Amidst the global

pandemic and its attendant disruptions, they demonstrated fortitude, creativity, and resilience, navigating uncertainties with grace and determination, and emerging stronger and more resilient than ever before.

Overall, the work performance of Osias Colleges Incorporated graduates in the Graduate School in the year 2020 stands as a testament to their unwavering dedication, scholarly excellence, and professional aptitude. Through their exemplary achievements and contributions, they have not only upheld the proud legacy of their alma mater but have also embarked on a journey of lifelong learning and meaningful impact, poised to shape the future with wisdom, compassion, and integrity.

Master of Arts in Education students demonstrated exceptional pedagogical skills and instructional acumen. Their performance in the comprehensive examinations highlighted their innovative teaching methodologies, curriculum designs, and assessment frameworks, all grounded in research-backed principles tailored to address the diverse needs of learners in today's intricate educational environment.

Furthermore, these students exhibited a high level of professionalism and ethical conduct throughout the examination process. Their approach was marked by intellectual curiosity, humility, and integrity, reflecting a commitment to academic excellence and ethical standards.

The comprehensive examination results of the Master of Arts in Education cohort of 2020 underscore their potential as transformative educators, scholars, and leaders in the education sector. Equipped with a deep understanding of educational theory and practice, coupled with a dedication to continuous learning and professional development, they are poised to drive significant advancements in education and empower learners globally.

Similarly, the Master of Business Administration students showcased outstanding business acumen and strategic thinking. Their performance in the comprehensive examinations highlighted their ability to analyze complex business scenarios, develop innovative solutions, and make informed decisions that align with organizational goals and market demands.

Moreover, these students demonstrated a strong sense of professionalism and ethical conduct throughout the examination process. Their approach was characterized by a blend of critical thinking, integrity, and a commitment to upholding the highest standards of business ethics.

The comprehensive examination outcomes of the Master of Business Administration serve as a testament to their intellectual rigor, dedication to scholarship, and unwavering commitment to professional growth. By achieving excellence in both theory and practice, these students have positioned themselves as future leaders in the business world, ready to drive innovation, foster sustainable growth, and shape the future of global business landscape.

The purpose of this study was to investigate the potential correlation or relationship between the work performance of graduate school students and their performance in comprehensive examinations at Osias Colleges Incorporated.

The study aimed to explore whether there is a discernible link between how well graduate students perform in their academic and professional roles, such as research projects, administrative and supervisory roles, managerial positions and their entrepreneurial ventures and their success in comprehensive examinations. It sought to understand whether students excel in comprehensive examinations also

By examining these interrelations, the study aimed to provide insights into the factors that contribute to graduate student success and performance within the academic setting. It may shed light on the importance of practical experience, professional engagement, and real-world application of knowledge in preparing students for comprehensive examinations and future career endeavours. Ultimately, the study sought to contribute to the enhancement of graduate education and academic excellence at Osias Colleges Incorporated.

Statement of the Problem

The study sought to investigate the potential correlation or relationship between the comprehensive examination performance of graduate school students and their work

performance academic year 2023-2024 of first and second trimester.

Particularly, the study aimed to provide answers to the following questions :

1. How are the respondents' profile described on terms of :
 - 1.1. field of specialization; and
 - 1.2. current position?
2. How is the comprehensive examination performance described?
3. How is the work performance of the respondents described along :

- 3.1 task performance;
- 3.2 contextual performance;
- 3.3 adaptive performance; and
- 3.4 counterproductive work behavior?

4. Is there a significant relationship between work performance and comprehensive examination performance?

Null Hypothesis

There is no significant relationship between comprehensive examination performance and work performance

Conceptual Framework

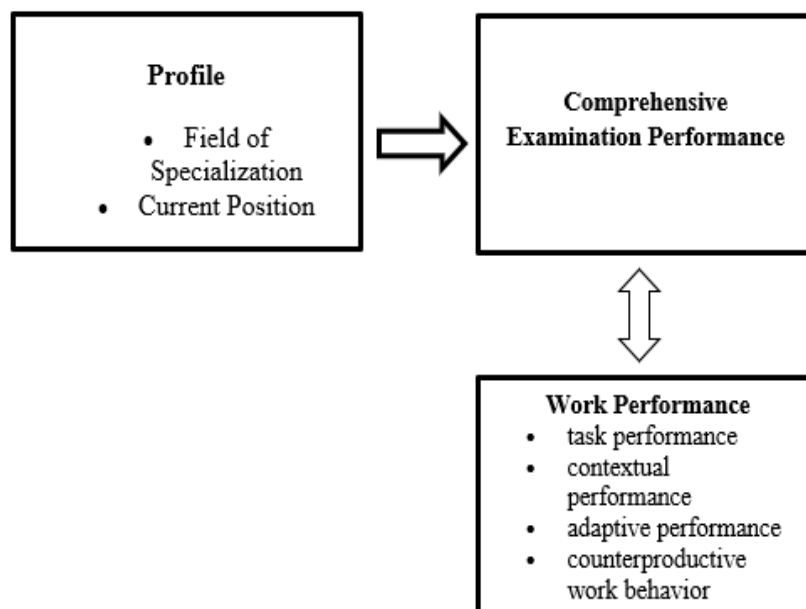


Figure 1. Paradigm of the Study

Comprehensive examinations serve as pivotal assessments for graduate students, evaluating their mastery of subject matter and readiness for advanced academic or professional pursuits. They test comprehension, analytical skills, and the ability to apply knowledge. Performance, in its broadest sense, involves the execution of actions, tasks, or activities, evaluated by efficiency, effectiveness, quality, and impact. Key dimensions of work performance include task performance, contextual performance, adaptive performance, and counterproductive work behavior, each contributing to overall effectiveness.

As mentioned above, in the study Lopez (2023) he found no relationship between the level of academic performance (GPA) and the level of comprehensive examination performance among graduate students at Baguio Central University. This suggests the two may not be directly linked. This further indicates the lack of a clear connection between academic/exam performance and subsequent work performance. Comprehensive examinations serve as pivotal assessments for graduate students, evaluating their mastery of subject matter and readiness for advanced academic or professional pursuits. They test comprehension, analytical skills, and the ability to apply

knowledge. Performance, in its broadest sense, involves the execution of actions, tasks, or activities, evaluated by efficiency, effectiveness, quality, and impact. Key dimensions of work performance include task performance, contextual performance, adaptive performance, and counterproductive work behavior, each contributing to overall effectiveness.

The information on comprehensive exams indicates they are designed to assess a graduate student's mastery of their field before granting a degree, but does not link this to work performance.

In summary, the available literature does not provide a clear, well-established concept on the relationship between graduate students' comprehensive examination performance and their subsequent work performance. The existing study was focused more on the relationship between comprehensive examination performance and work performance.

The current study aimed to describe the profile of the graduates in terms of field of specialization and current position. It further described the work performance and comprehensive examination performance of the students in the graduate school department. Lastly, the study was mainly focused in describing the relationship between the comprehensive examination performance and work performance of students in the graduate school.

Methods

This study used a descriptive-correlational research design to explore the relationship between comprehensive examination performance and work performance among graduate students at Osias Colleges Incorporated, without manipulating study variables. The research was conducted at Osias Colleges Incorporated, the oldest private educational institution in Tarlac City, Philippines, and employed convenience sampling to gather data from 61 graduate students from the academic year 2023-2024. The study adapted the Individual Work Performance Questionnaire (IWPQ) developed by Koopman (2014), administering it via Google Forms to collect data on respondent profiles and individual work performance. The adapted instrument was validated by three

experts to ensure its suitability for the study's objectives.

The data collected was analyzed using various statistical methods, including averages, frequency counts, and percentages to describe the respondents' profile and comprehensive examination performance. Additionally, weighted means and specific scoring protocols were used to describe student work performance, while Pearson-r was employed to determine the correlation between work performance and comprehensive examination performance. Comprehensive examination performance was evaluated based on numerical grades, ranging from "Outstanding" to "Satisfactory," while work performance was assessed using an index with descriptions ranging from "Excellent" to "Poor." These scoring protocols facilitated the interpretation and analysis of the relationships between comprehensive examination performance and the dimensions of work performance among graduate students at Osias Colleges Incorporated, providing insights into their academic and professional capabilities.

Result and Discussion

This section focuses on the analysis of data gathered and interpretation of findings based on the research problems where accordingly presented.

3.1. Profile of the Respondents

This discusses the profile of the respondents in terms of their field of specialization and current position.

3.1.1. Field of Specialization

Specialization is a fundamental aspect of professional development, allowing individuals to deepen their expertise in a specific area within a broader field of study or practice. By focusing on a particular domain, professionals can acquire specialized knowledge, skills, and experience that set them apart as experts in their chosen field. This specialized expertise enables individuals to make significant contributions, drive innovation, and advance the boundaries of knowledge within their specialized area. (Salas, et.al. 2012).

Table 1. Field of Specialization

Variable	Frequency	Percentage
Master of Arts in Education	39	63.93
Master in Business Administration	22	36.07
Total	61	100

Table presents the field of specialization of the students in the graduate school. Specifically, 39 or 63.93% of the students obtained a degree in Master of Arts in Education, while 22 or 36.07% of them obtained a degree in Master in Business Administration.

3.1.2. Current Position

Current position at work refers to the job title and responsibilities that a person currently holds within an organization. It represents professional standing and the specific tasks and duties they are accountable for in their present role (Law Insider, n.d.).

Table 2. Current Position

Variable	Frequency	Percentage
Head Teacher	7	11.48
Master Teacher I	1	1.64
Teacher III	24	39.34
Teacher II	2	3.28
Guidance Counselor	1	1.64
Supervisor	5	8.20
Manager	9	14.75
Administrative Officer II	12	19.67
Total	61	100

Data on the table reveals the current position of the graduated students in the graduate school from Head Teacher to Administrative Officer II. Specifically, 24 or 39.34% of the alumni are promoted as Teacher III while 12 or 19.76% are promoted as Administrative Officer II. Additionally, 9 or 14.74% are now managers of banks and private offices, while 7 or 11.48% of teachers after graduating from post graduate studies are promoted as Head Teacher in the Department of Education. Moreover, 5 or 8.20% are currently holding a Supervisory position, while 2 or 3.28% are promoted as Teacher II. Lastly, only 1 or 1.64 are both pro-

moted as Master Teacher and Guidance Counselor. Overall, the majority of the alumni are promoted as Teacher III.

3.2. Comprehensive Examination Performance

Comprehensive Examination Performance refers to a student's performance on a comprehensive examination, which is a specific type of examination that graduate students must complete as a requirement for their degree. The comprehensive examination aims to assess the student's mastery of concepts and competency in their field of study. (Terano, 2023).

Table 3. Comprehensive Examination Performance

Grading Scale	Description	Frequency	Percentage
1.00 (99 – 100)	Outstanding	9	14.75
1.25 (96-98)	Excellent	12	19.67
1.50 (94-95)	Very Good	15	24.59
1.75 (90-93)	Good	10	16.39
2.00 (87-89)	Satisfactory	15	24.59
Total		61	100

Table 3 shows the comprehensive examination performance of the graduates in the Graduate School ranging from outstanding to satisfactory. Specifically, 15 or 24.59% achieved both very good (1.50) and satisfactory (2.00) performance in comprehensive examinations while 12 or 19.67% gained an excellent performance (1.25). Additionally, 10 or 16.39% of them garnered an average of 1.75 or good, while 9 or 14.75 of them achieved an outstanding performance in comprehensive examinations. On the average, the MAEd and MBA graduates got good comprehensive examination performance.

3.3.1. Task Performance

Statement	Mean	Description	Interpretation
I managed to plan my work so that it was done on time.	3.66	Always	Excellent
I worked towards the end result of my work.	3.85	Always	Excellent
I kept in mind the results that I had to achieve in my work	3.66	Always	Excellent
I had trouble setting priorities in my work.	1.61	Seldom	Good
I was able to separate main issues from side issues at my work.	3.72	Always	Excellent
I was able to perform with minimal time and effort.	3.33	Often	Very Good
It took me longer to complete my work tasks than intended.	1.93	Seldom	Good
Grand Mean	3.11	Often	Very Good

Data on the table reveals the work performance of graduates of the graduate school as to tasks performance. Specifically, they are excellent in working towards the end result of their work ($\bar{x} = 3.85$), and separating main issues from side issues at their work ($\bar{x} = 3.72$). Additionally, they are excellent at managing to plan their work so that it was done on time ($\bar{x} = 3.66$) and in terms of keeping in mind the results that they had to achieve in their work ($\bar{x} = 3.66$). Also, they are very good at performing with minimal time and effort ($\bar{x} = 3.33$). On the other hand, they are good in completing their work tasks than intended ($\bar{x} = 1.93$) and in setting priorities in their work ($\bar{x} = 1.61$). Overall, most of the graduates in the graduate school department of Osias Colleges Incorporated are very good in performing a task ($\bar{x} = 3.11$).

Task performance includes self-control, responsibility, and perseverance, and individuals

3.3. Work Performance

Work Performance refers to how well an individual performs a job, role, task, or responsibility. It encompasses both tangible aspects like meeting revenue targets and intangible elements such as effective communication and teamwork. Work performance is evaluated based on documented responsibilities, objectives, goals, and reasonable expectations associated with a specific role, profession, or industry. (Spacey, 2024).

with high task performance tend to focus well on tasks and earn better grades. Additionally, Kappagoda (2018) introduced a two-factor theory of job performance, distinguishing between task performance and contextual performance. Task performance is behavior directly linked to job completion, contributing to the technical core of the organization. Moreover, Self-efficacy plays a crucial role in task performance, with individuals who have confidence in their capabilities demonstrating improved in-role and extra-role behaviors, leading to enhanced performance. (Gao, et.al., 2021).

One of the primary reasons for the graduates' exceptional performance is the comprehensive and relevant curriculum offered by Osias Colleges. The curriculum is meticulously designed to cover both theoretical foundations and practical applications relevant to various fields of study. This dual focus ensures that students not only grasp essential concepts but also

learn how to apply them in real-world scenarios.

The expertise and experience of the faculty at Osias Colleges play a crucial role in shaping the capabilities of the graduates. The faculty comprises highly qualified professionals who bring a wealth of industry experience to the classroom. This real-world experience allows them to provide practical insights and mentorship, bridging the gap between academic knowledge and professional application.

Additionally, faculty members at Osias Colleges employ innovative teaching methodologies, such as problem-based learning and case studies. These methods foster critical thinking and problem-solving skills, ensuring that students are not just passive recipients of knowledge but active participants in their learning process.

The very good performance of graduates from the graduate school department of Osias

Colleges Incorporated in terms of task performance can be attributed to a well-rounded approach to education. This holistic approach ensures that graduates are not only knowledgeable but also proficient in applying their knowledge, making them exceptionally good at performing tasks in their professional careers.

3.3.2. Contextual Performance

Contextual performance refers to the voluntary behaviors exhibited by employees that are not directly part of their job responsibilities but contribute to the social and psychological functionality of an organization. It encompasses activities such as volunteering for additional work, strict adherence to organizational rules and procedures, and various other discretionary behaviors that enhance the organizational environment and support the achievement of collective success. (Decu, 2023).

Table 4. Contextual Performance

Statement	Mean	Description	Interpretation
I was able to meet my appointments.	3.39	Often	Very Good
I was able to fulfill my responsibilities.	3.75	Always	Excellent
My collaboration with others went well.	3.82	Always	Excellent
Other understood me well, when I told them something.	3.39	Often	Very Good
I understood others well, when they told me something.	2.87	Often	Very Good
My communication with others led to the desired result.	3.79	Always	Excellent
I came up with creative ideas at work.	3.79	Always	Excellent
I took the initiative when there was a problem to be solved.	3.46	Often	Very Good
I took the initiative when something had to be organized.	3.56	Always	Excellent
I started new tasks myself, when my old ones were finished.	3.57	Always	Excellent
I asked for help when needed.	3.38	Often	Very Good
I was open to criticism of my work.	3.74	Always	Excellent
I tried to learn from the feedback I got from others on my work.	3.64	Always	Excellent
I took on challenging work tasks, when available.	3.48	Often	Very Good
I think customers/clients/patients were satisfied with my work.	3.70	Always	Excellent
I took into account the wishes of the customer/client/patient in my work.	3.79	Always	Excellent
Grand Mean	3.57	Always	Excellent

Table 4 presents the work performance of the graduates of the graduate school as to contextual performance. Specifically, they are excellent in collaborating with others ($\bar{x} = 3.82$). Additionally, they are excellent in communicating among others towards desired results, providing creative ideas, and taking into account the wishes of their clients ($\bar{x} = 3.79$). Similarly, they excellently fulfill their responsibilities ($\bar{x} = 3.75$), and they are always open to criticism ($\bar{x} = 3.74$) and satisfy their clients' needs ($\bar{x} = 3.70$) interpreted as excellent. Moreover, products of graduate school are excellent in getting feedbacks from their co-workers ($\bar{x} = 3.64$), in starting new task when they finished old tasks ($\bar{x} = 3.57$) and they are also excellent in initiating to be organized in their workplace ($\bar{x} = 3.56$). Additionally, they are very good in solving problems ($\bar{x} = 3.46$) and in taking challenging tasks ($\bar{x} = 3.48$). Consequently, they often meet their appointments on time and understood them by their co-workers when they tell something ($\bar{x} = 3.39$), and often ask for help when really needed ($\bar{x} = 3.38$) interpreted as very good. Lastly, they are often understood others well when they are told something ($\bar{x} = 2.87$) interpreted as very good. Generally, most of the graduates in the graduates school department of Osias Colleges Incorporated are very good in contextual performance ($\bar{x} = 3.57$).

Contextual performance refers to voluntary behaviors exhibited by employees that contribute to the social and psychological functionality of an organization, but are not directly part of their job responsibilities. Examples of contextual performance include assisting colleagues, volunteering for additional projects, actively participating in team meetings, suggesting process improvements, providing training or mentoring to colleagues, and going beyond job requirements to deliver exceptional customer service. Contextual performance offers several benefits such as enhanced organizational performance, employee development and engagement, better employee retention, and improved customer satisfaction and loyalty. Personality

traits like conscientiousness, extraversion, and agreeableness predict contextual performance, especially in team settings. Contextual performance is a significant predictor of turnover, organizational commitment, and overall organizational performance in terms of quality, quantity, financial measures, and customer service. (Borman & Motowildo, n.d.).

The graduates of Osias Colleges Incorporated's graduate school department excel in contextual performance due to a holistic approach to education. These factors work synergistically to equip graduates with the knowledge, skills, and adaptability needed to perform exceptionally well in their specific roles and within the broader professional context. As a result, Osias Colleges graduates are not only proficient in their tasks but also capable of making significant contributions to their organizations and excelling in diverse professional environments.

3.3.3. Adaptive Performance

Adaptive performance refers to an individual's ability to change their behavior to meet the demands of a new environment or changing job requirements. It extends the concept of adaptability from merely having the capacity to behave in a certain way to actually demonstrating this adaptability through performance. Adaptive performance is crucial in today's organizations where employees need to anticipate future needs, learn new tasks, technologies, and procedures, and adjust to uncertain and unpredictable work situations effectively. It involves problem-solving creatively, handling emergencies or crisis situations, and demonstrating interpersonal adaptability, all of which contribute to an individual's ability to thrive in rapidly changing work environments. Organizations value adaptive performance as it allows employees to adjust to evolving job demands, contribute positively to the workplace, and enhance overall organizational effectiveness and survival. (Towler, A., 2020).

Table 5. Adaptive Performance

Statement	Mean	Description	Interpretation
I worked at keeping my job knowledge up-to-date.	3.69	Always	Excellent
I worked at keeping my job skills up-to-date.	3.57	Always	Excellent
I have demonstrated flexibility.	3.85	Always	Excellent
I was unable to cope well with difficult situations and setbacks at work.	3.48	Often	Very Good
I recovered fast, after difficult situations or setbacks at work.	3.07	Often	Very Good
I came up with creative solutions to new problems.	3.80	Always	Excellent
I was able to cope well with uncertain and unpredictable situations at work.	3.28	Often	Very Good
I easily adjusted to changes in my work.	3.59	Always	Excellent
Grand Mean	3.54	Always	Excellent

Table 5 presents the work performance of the graduates of the graduate school department of Osias Colleges Incorporated as to adaptive performance. Specifically, they always demonstrated flexibility ($\bar{x} = 3.85$), come up with creative solutions in order to solve problems ($\bar{x} = 3.80$), and they always keep themselves knowledgeable at their respective jobs up-to-date ($\bar{x} = 3.69$) interpreted as excellent. Additionally, they can always easily adapt to changes in their work ($\bar{x} = 3.59$) and keep their job skills updated ($\bar{x} = 3.57$) interpreted as excellent. Nonetheless, they are very good in coping well with difficult situations and their setbacks at work ($\bar{x} = 3.48$) and in terms of coping with uncertain and unpredictable situations ($\bar{x} = 3.28$). Lastly, they are very good in recovering fast after going through difficult times ($\bar{x} = 3.07$). Overall, MAEd and MBA graduates are excellent in demonstrating adaptive work performance ($\bar{x} = 3.54$).

Several studies have investigated the concept of adaptive performance and its importance in the workplace. Adaptive performance refers to an employee's ability to adjust to and understand change in the workplace, which is highly valued by employers due to its positive outcomes, including excellent work performance, work attitude, and the ability to handle stress.

Pulakos et al. proposed eight dimensions of adaptive performance, including handling emergencies and crisis situations, handling stress in the workforce, creative problem

solving, dealing with uncertain and unpredictable work situations, learning and manipulating new technology, task, and procedures, demonstrating interpersonal adaptability, demonstrating cultural adaptability, and demonstrating physically oriented adaptability. They also developed a scale for adaptive performance based on these dimensions, known as the Job Adaptability Inventory (JAI).

A study on adaptable behaviors for successful work and career adjustment found that self-efficacy for adaptable behavior was related to adaptive performance. Another study on the impact of empowering leadership on adaptive performance found that empowering leadership positively affects adaptive performance, which in turn affects work performance. (Griffin & Hesketh, 2006).

Research has shown that cognitive abilities, particularly when dealing with complex dynamic tasks, are strong predictors of adaptive performance. Additionally, certain personality traits, such as emotional stability and conscientiousness, have been found to be somewhat relevant to adaptive performance. Goal orientation, specifically learning goal orientation, has been found to be relevant when predicting subjective adaptive performance, but not objective adaptive performance.

Work stress has been recognized as a major factor affecting many work outcomes, including performance, nonproductive behavior, and turnover. Employees who are able to adapt to

change within an organization are more focused and able to deal with stressful situations, highlighting the importance of adaptive performance in managing work stress.

Excellent adaptive work performance is characterized by flexibility, learning agility, resilience, problem-solving skills, emotional intelligence, proactivity, collaboration, communication, and a commitment to continuous improvement. Individuals who possess these qualities can thrive in dynamic work environments and make meaningful contributions to their organizations' success. Therefore, fostering and nurturing adaptive work performance should be a priority for organizations seeking to thrive in today's fast-paced and ever-changing business landscape.

3.3.4. Counterproductive Work Behavior

Counterproductive Work Behavior (CWB) encompasses voluntary actions by employees that run counter to the legitimate interests of an organization, posing a threat to its well-being or its members. CWB includes a range of behaviors such as theft, tardiness, fraud, workplace aggression, substance abuse, and more, which not only impact the individual's work quality but also affect overall productivity and create risks for the employer. Evaluating CWB during hiring is crucial to mitigate risks, and pre-employment tests can help assess the likelihood of individuals engaging in such behaviors, aiming to maintain a productive and positive work environment while avoiding legal issues associated with serious CWBs like harassment and aggression. (Stepanek & Paul, 2022).

Table 6. Counterproductive Work Behavior

Statement	Mean	Description	Interpretation
I complained about unimportant matters at work.	2.26	Seldom	Very Good
I made problems greater than they were at work.	1.31	Never	Excellent
I focused on the negative aspects of a work situation, instead of on positive aspects.	1.52	Seldom	Very Good
I spoke with colleagues about the negative aspects of my work.	1.13	Never	Excellent
I spoke with people from outside the organization about the negative aspects of my work.	1.51	Seldom	Very Good
I purposely worked slowly.	1.03	Never	Excellent
I purposely left my work so that someone else had to finish it.	1.00	Never	Excellent
I behaved rudely towards someone at work.	1.03	Never	Excellent
I quarreled with my colleagues, manager, or customers.	1.02	Never	Excellent
I purposely made mistakes.	1.07	Never	Excellent
Grand Mean	1.29	Never	Excellent

Data on the table reveals the work performance of the respondents as to counterproductive work behavior. Specifically, they never purposely left their work ($\bar{x} = 1.00$), never quarreled among their colleagues, manager or customers ($\bar{x} = 1.02$) and they never behaved rudely towards someone at work and purposely work slowly to cause delays ($\bar{x} = 1.03$) interpreted as excellent. Similarly, they never purposely made mistakes ($\bar{x} = 1.07$) interpreted as excellent. Furthermore, they never

spoke with their colleagues about negative aspects ($\bar{x} = 1.13$) interpreted as excellent. Moreover, they sometimes complained about unimportant matters ($\bar{x} = 2.26$), focused on negative aspects of their work ($\bar{x} = 1.52$), spoke with people from outside their organization about negative thoughts ($\bar{x} = 1.51$), and made problems ($\bar{x} = 1.31$) interpreted as very good. Generally, respondents never counter their productivity in their respective workplace interpreted as excellent ($\bar{x} = 1.29$).

Counterproductive work behavior (CWB) has been a topic of increasing interest among researchers in recent years. Several studies have delved into the causes, mechanisms, and implications of CWB in organizational settings. Shao, Zhang, and Zhang (2021) provide an extensive review and discussion of CWB, focusing on organizational constraints, interpersonal conflict, and organizational injustice as key stressors leading to CWB. Their study highlights the importance of understanding these factors in order to mitigate the negative impact of CWB on organizations. Another study by Carpenter, Whitman, and Amrhein (2021) explores unit-level CWB, offering a conceptual review and quantitative summary of the phenomenon. This study is particularly relevant as it examines CWB at a group level, rather than just at the individual level. Searle (2022) further explores different perspectives on CWBs, emphasizing the complexity of the behaviors and the various antecedents that can lead to CWB in the workplace. This study provides valuable insights into the multifaceted nature of CWB and the need for a comprehensive approach to addressing it. Overall, these studies offer a deeper understanding of the causes, mechanisms, and implications of counterpro-

ductive work behavior, and provide a foundation for future research and interventions aimed at promoting positive workplace behaviors.

Excellence in countering counterproductive work behavior necessitates a multifaceted approach rooted in proactive management strategies and a supportive organizational culture. Firstly, cultivating clear communication channels and fostering an environment of transparency can mitigate misunderstandings and address underlying issues that fuel counterproductivity. Additionally, implementing robust performance management systems that provide timely feedback and recognition for positive contributions can incentivize desirable behavior while deterring detrimental actions. Furthermore, promoting employee well-being through initiatives such as stress management programs and work-life balance policies can reduce the likelihood of burnout and disengagement, thus mitigating counterproductive tendencies. Ultimately, by fostering a culture of accountability, trust, and support, organizations can effectively address and counteract counterproductive work behavior, thereby promoting productivity, morale, and overall organizational success.

Summary Table on Work Performance

Indicator	Grand Mean	Description	Interpretation
Task Performance	3.11	Often	Very Good
Contextual Performance	3.57	Always	Excellent
Adaptive Performance	3.54	Always	Excellent
Counterproductive Work Behavior	1.29	Never	Excellent
Overall Grand Mean	2.87	Often	Very Good

Data suggests that both MAEd and MBA graduates exhibit strong task performance, excellent contextual and adaptive performance, and minimal counterproductive work behaviors, resulting in an overall "Very Good" performance level. These findings highlight the employees' proficiency in their core job duties,

their ability to contribute to the organization beyond their roles as teachers, administrative officer, manager, supervisor, and entrepreneur, and their adaptability to changes and challenges in the workplace.

3.4. Significant Relationship between Comprehensive Examination Performance and Work Performance

Table 7. Test of Significant Relationship between Comprehensive Examination Performance and Work Performance.

Variable	Mean	Df	T-critical	P-value	Decision	Remarks
Comprehensive Examination Performance	94.213	59	0.273	0.284	Accept the Null Hypothesis	Not Significant
Work Performance	118.131					

The statistical analysis reveals that there is no significant relationship between comprehensive examination performance and work performance among the graduate students, as indicated by a p-value of 0.284, which is higher than the significance level (typically 0.05). This leads to the acceptance of the null hypothesis, suggesting that comprehensive examination scores do not significantly predict or correlate with work performance in this particular context. This aligns with existing literature, as the study of Lopez (2023) and other researches find no direct evidence linking comprehensive examination performance to subsequent work performance, rather academic performance in general or the relationship between academic performance and performance on licensure exams is focused on. While comprehensive examinations are designed to evaluate a graduate student's depth of knowledge and proficiency in their academic field, factors such as skills acquired during graduate studies, which enable employees to tackle complex tasks and contribute to organizational success, contribute greatly as a determinant to employability of graduates, and contribute to the lack of the examination's ability to determine any direct link for future work performance.

Conclusion

Based on the study's findings, several conclusions can be drawn: a majority of respondents held a Master of Arts in Education degree, serving as Teacher III or Administrative Officer II; graduates of both MAEd and MBA programs demonstrated very good performance in their comprehensive examinations; their overall work performance in respective workplaces was also very good; and notably, there was no significant statistical relationship identified between comprehensive examination

performance and subsequent work performance. This suggests that while academic achievements, measured by comprehensive exams, and workplace performance are both strong, they are not directly correlated, aligning with broader research indicating a complex relationship between academic success and professional outcomes as well as the fact that many other determinants contribute to employability of graduates that the exam does not measure.

Recommendation

Based on the study's conclusions, it is recommended to foster ongoing education and professional development for MAEd graduates through workshops, seminars, and online resources focusing on modern teaching methods and leadership. Establishing peer tutoring within MAEd and MBA programs can leverage the strengths of high-achieving individuals from the Comprehensive Examination, offering support to those needing extra guidance. Organizations should implement recognition programs to celebrate graduates' accomplishments, fostering a positive work environment and motivation. Finally, integrating the knowledge and skills from comprehensive examinations into Continuing Professional Development (CPD) programs, such as targeted training, will bridge any gaps between academic learning and practical job demands, therefore contributing to a complete workforce.

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