

Global competency assessment of graduate students of Batangas State University, Philippines

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Abstract

Global competency constitutes credentials acquired by students from educational experiences that enable functional productivity in interdependent world community. Batangas State University (BSU), an institution of higher learning in Southern Luzon, Philippines caters to undergraduate and graduate students that end-up working in other countries, hence the need for globally competitive professionals. This study aims to characterize and evaluate BSU graduate students' global competency and utilize the same as bases for recommendation. One hundred graduate students were made to respond to a survey questionnaire. The respondents' profile and their perceived global competency skills and attitudes were described and statistically evaluated. Results showed the respondents to be mostly below 30-years old, female, pursuing master's degree in business, education and public administration; teachers, engaged in their current position for two years and new to their university (i.e., at least 1-3 years). The respondents agree that global competency is defined by four characteristics consistent with the NEA definition. All the nine global competency skills presented were manifested to a great extent by the respondents. Of the 27 global competency attitudes presented, seven were manifested to a very great extent and 20 were manifested to a great extent. Global competency attitudes but not skills showed significant relationship with the demographic variables, indicating time-dependent characteristics that may involve maturation process from sustained exposure to pertinent workplace and university programs. Thus, university pedagogy that set global competency as key performance measure should consider pertinent and sustained knowledge, skills and attitudes development to have impact on the graduate students' education.

KEYWORDS: Global competency, knowledge, skills, attitudes, BSU graduate students, time-dependent characteristics

I. INTRODUCTION

Global competency can be defined as the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community (NEA. 2010). This definition has progressed from an earlier working definition formulated by Hunter (2004) after consultation of international experts as “having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment.” Global competency can constitute a set of credentials (i.e., knowledge, skills, and attitudes) that can be acquired by students from their educational experiences (Hunter, 2004). These credentials can include an intellectual “grasp of global systems, global issues, the dynamics of how things are interrelated and interconnected in the world, and how society can best address global issues” (Moffat as cited in Willard, n.d.). These can come as “developed skills to listen, observe and evaluate, analyze, interpret, and relate” (Deardorff, n.d.). These can manifest as “developed fluency in at least one other language, such as Spanish or Mandarin; fluency with e-commerce and the Internet; a well-versed knowledge of geography; and, maybe most important, some knowledge of the political and cultural history of one or two countries or regions outside of their sphere” (<https://www.resumeedge.com/the-professional-touch-enhancing-candidacy-with-language-skills/>). With the current trends in finance, trade, technology, and information where free movement across nations; governments, corporations, educational institutions, and the international community occur, there exist a strong need for managers and professionals to have a wide understanding of global interconnectedness (Bertucci and Alberti, n.d.). Cultural awareness and cultural adeptness are often considered more important than undergraduate major or existing skill sets under the financial setting as these needs cater to a wide range of industries including banking, healthcare and engineering (<http://diversityofficermagazine.com/cultural-competence/what-is-cultural-competence-how-is-it-measured-2/>).

Batangas State University (BSU) is one of the institutions of higher learning in the Southern Luzon region of the Philippines catering to undergraduate and graduate students that could end up working in other countries, hence a necessity to produce globally competitive professionals (State Universities and Colleges Statistical Bulletin Academic Year 2013-2014. Commission on Higher Education (CHED)). This study aims to characterize and evaluate the global competitiveness of BSU graduates and generate proposals towards its improvement. This study would specifically: 1) describe the graduate students in terms of age, gender, course, occupation, number of years in current position and number of years in the university; 2) describe the student’s perception on their global competency with reference to diverse and knowledgeable worldview, international comprehension of his major field of study, ability to communicate effectively in another language and his cross cultural sensitivity and adaptability; 3) assess the extent of the graduate student’s global competency skills and attitudes; and 4) determine the significant differences on the respondent’s profile and their perceived global competency skills and attitudes.

II. METHODOLOGY

1. Research environment

Batangas State University is a state university located in Southern Luzon under the Province of Batangas in the Philippines. It is recognized as one of the country’s top performing schools in mechanical and electrical engineering. It has ten campuses in Batangas: two main, two satellites, and six extension campuses. It currently offers a wide range of courses including architecture, behavioral science, business administration, chemical engineering, computer education, environmental and sanitary engineering, fine arts, guidance and counseling, information system management, information technology, marine biology, peace and security studies, physics, psychology, public administration, secretarial administration, sociology, and statistics among others. Its graduate program has progressed from an initial doctoral program in Industrial Education Management, to various fields including MA and PhD programs in Education and English, and doctoral degrees in Business management and Technology. Furthermore, it has established foreign linkages with other

Universities in Vietnam and Korea, making its graduate programs available to these institutions. Formerly known as the Pablo Borbon Memorial Institute of Technology (PBMIT), the school was established in 1903 as a Manual Training School and later became known as the Batangas Trade School. The University has a total population of more than 29,018 students in school year 2013-2014 (State Universities and Colleges Statistical Bulletin Academic Year 2013-2014, CHED) of which approximately three percent are graduate students.

2. Research design and study subjects

This study made use of descriptive method of research to characterize and evaluate the global competitiveness of BSU graduates. The subjects of the study is comprised of 100 graduate students purposively sampled from out of 870 total graduate student population of BSU Main Campus.

3. Data Gathering Instrument

A survey questionnaire as shown in Appendix 1 was used to elicit data from student respondents. The students were given 60 minutes to answer the survey questionnaire and subsequently retrieved. The survey questionnaires were then checked, tallied and analyzed.

4. Statistical Treatment of Data

Frequency count was used to determine the number of responses for each item and summarized accordingly in tabular form. Mean was used to determine the average score of the students in the Likert scale. The response scores were analyzed using One-way ANOVA. The means were compared using Tukey's post-hoc test to determine the significant relationships.

III. RESULTS AND DISCUSSION

1. Description of the respondents.

The respondents were described in terms of age, gender, course, occupation, number of years in their occupation, number of years in the university and the universities where they come from. The demographic profile is summarized in Table 1.

It can be observed that majority of the respondents are below 30 years old and mostly females. Majority are pursuing their master's degree mainly in business, education and public administration; with only 19% pursuing doctoral degrees. Most of the respondents are teachers, the others are either unemployed or self-employed; and engaged in their current position for at least 2 years. Majority of the respondents are also new to the University (i.e., at least 1-3 years) and are equally distributed among the five major universities in Batangas, Philippines.

2. Perception of the respondents on their global competencies in terms of the four characteristics.

The respondents' global competencies were assessed in terms of the four characteristics, namely: their possession of a diverse and knowledgeable worldview, an international comprehension of their major field of study, an ability to communicate effectively in another language and cross-cultural sensitivity and adaptability as shown in Table 2.

Of the four characteristics evaluated, the respondents' scores obtained were greater than or equal to 3.65 with a verbal interpretation equivalent of Agree. Among these characteristics, the highest rated item is that of number 3 which is about the ability to communicate effectively in another language with the composite mean of 4.39 and the least rated characteristic is that of item number 4 which is about the ability to exhibit cross-cultural sensitivity and adaptability with the composite mean of 3.95. This means that while in general, the respondents perceived that they possess the four characteristics that would define their global competencies, there were slight differences in the extent they possess them. The specific items in characteristic number 4 with the lowest scores are item numbers: 4.4 I involve myself in the activities that bring together international students (i.e., mean score= 3.91); 4.5 I participate in an overseas experience through study,

internship, or work programs (i.e., mean score= 3.65); and 4.6 I immerse myself within the host country's culture (i.e., mean score= 3.74). It is likely that the graduate program offered by BSU as experienced by these respondents has a limited exposure on these aspects of global competency.

While the results affirm the characteristics of global competency as defined by NEA (2010), the numerical ratings obtained showed relative differences in the graduate students' perception of the knowledge-, skills-, and attitudes-based characteristics. It was apparent that both the highest and lowest numerical ratings were pertaining to skills- and attitudes-based characteristics, suggesting a more dynamic perception field along these characteristics. This observation finds correlates with the ideas of Marianne Bird Bear of University of Wisconsin, where she defined global competence as vague, a kind of an umbrella term, and asserted that the knowledge, skills, and attitudes that one need to thrive in a global environment, marketplace, or the world today are the more important elements (Bird Bear M. as cited by Schmitt P. n.d.). Meanwhile, Delehanty of UW Madison (i.e., associate director of one of an African studies center and Peace Corps volunteer) considers global competency as a "nice concept", although he expresses doubt about its existence in practice. While he admits that "graduates need a mindset to match the world around them", he questions how exactly it will be taught and how the corresponding skills developed are assessed (Delehanty as cited in Van Eyck. n.d.). Although Mansilla and Jackson (2013) were more optimistic in defining global competence to include the following skills that the students can perform, namely: 1) Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research; 2) Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully; 3) Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers; and 4) Take action to improve conditions, viewing themselves as players in the world and participating reflectively. Thus, the student need not go to another country to develop the desired competency but in their own local setting, demonstrate skills to " weigh and integrate evidence to create coherent responses and draw defensible conclusions—in writing an essay, designing a solution, proposing a scientific explanation, or creating a work of art" .

3. Perception of the respondents on their global competencies.

The respondents were assessed as to how they manifest their global competencies in terms of nine skills as shown in Table 3.

In all the skills evaluated, the respondents garnered scores greater than or equal to 3.94 with a verbal interpretation equivalent of Great extent. Among these skills, the highest rated item is that of number 4 on adaptability to different situation with the weighted mean of 4.38 and the least rated skill is that of item number 5 on entrepreneurship with the weighted mean of 3.94. The composite mean of 4.18 indicates that these nine skills evaluated were acknowledged by respondents to be important for graduate students to develop and demonstrate for them to become globally competent. The results obtained indicates a logical positioning of skills where environment adaptation-driven skills take precedence over economic- and more personally- driven skills. The emergence of entrepreneurship as the least scoring item would be expected among the global competency skills as it denotes exploring a possible economic gain from a typical cross-cultural encounter which may not always be the endpoint that some globally competent individuals aim at.

The respondents were assessed as to how they manifest their global competencies in terms of 27 attitudes as shown in Table 4.

Seven items were rated high with a verbal interpretation equivalent of "Very great extent" namely, item 4, interest in continuous learning with the highest weighted mean of 4.60, followed by item 22 on respect with the weighted mean of 4.59, item 3 on curiosity and inquisitiveness and item 24 on understanding having the

same weighted mean of 4.53, item 17 on open mindedness with the weighted mean of 4.51, and item 1 on initiative and item 15 on flexibility having the same weighted mean of 4.50. The remaining twenty items for attitude garnered the verbal interpretation of Great extent with the least rated item (i.e., item 16 on comfort with uncertainty). The composite mean of 4.42 with the verbal interpretation of Great extent indicates that the graduate students valued these twenty seven items for attitudes to a great extent and that they believed that these should be given important consideration for them to be considered globally competent. Looking at the list of attitudes perceived to be important in global competency, it can be noted that they are generic in nature and would cover general attitudes for success-driven individuals; although some trends are suggested by the numerical values such as the primary emphasis placed on intellectual, social and adaptability aspects and secondary emphasis placed on behavioral, cultural, psychological and self-awareness aspects. It is interesting to note though why the cultural aspects come only second in terms of emphasis considering that cultural competency is as equally important as global competency. Bird Bear of UW thinks “of global competency as cultural competency, which expands the domestic and the international”. She believes that students in Wisconsin can learn a lot about cultural competence by interacting with American Indian tribes in their own state and this would be no less important than learning about Mexico or Brazil (Bird Bear M. as cited by Schmitt P. n.d.). The apparent disparity and emphasis as observed here reflects on the relativeness by which groups perceived the skills and attitudes pertinent to global competency.

4. Relationship of the respondents’ demographic profiles and their global competencies.

The one-way ANOVA analysis of the relationship of the respondents’ demographic profiles and their perception of their skills-based global competencies is shown in Table 5.

As reflected in the table, there were six profile variables of the respondents evaluated. These included age, gender, course, occupation, number of years in the current position, and number of years in the university. The university of origin was not included in the analysis as the respondents were equally distributed among the different universities. All the six variables garnered p-values above 0.05, which indicated non-rejection of hypothesis and no significant relationship that can be established between the profile variables and the respondents’ skills-based perception. This further means that although the respondents were aware of the skills needed to become globally competent, motivation to acquire these skills were not given focus and that the profile variables had nothing to do with developing skills for global competency.

The one-way ANOVA analysis of the relationship of the respondents’ demographic profiles and their perception of their attitudes-based global competencies is shown in Table 6.

Based on the table, out of the six variables evaluated four garnered p-values above 0.05. These included age, gender, course and occupation. Two variables got p-values below 0.05, and these are number of years in the current position with p-value of 0.045 and number of years in the university with a p-value of 0.042. This connotes rejection of the null hypothesis and the existence of a significant relationship between these two profile variables namely number of years in the current position and number of years in the university to that of their Likert scale-based perceptions on attitudes for globally competent individual. This means that the graduate students significantly developed awareness regarding global competency attitudes in their place of work and stay in the university. This global competency attitudes are developed in a time-dependent manner both in the workplace and the university setting. This also further means that although they are aware of these global competency attitudes it does not necessarily mean that they imbibe or practice them.

IV. CONCLUSION

The respondents agree that global competency is defined by four characteristics consistent with the NEA definition. Skills- and attitudes-based characteristics manifest a broad range of practice, some of it may be limited in BSU. The nine global competency skills were manifested to a great extent by the respondents with

environment adaptation-driven skills given precedence over economic- and more personally- driven skills. Of the 27 global competency attitudes presented, seven were manifested to a very great extent and 20 were manifested to a great extent with primary emphasis placed on intellectual, social and adaptability aspects and secondary emphasis placed on behavioral, cultural, psychological and self-awareness aspects. Global competency attitudes but not skills showed significant relationship with the demographic variables, indicating that they are time-dependent characteristics that may involve a maturation process borne out of sustained exposure to pertinent workplace and university programs. The data suggests that global competency skills may develop independent of the demographic variables. Thus, university pedagogy that set global competency as key performance measure should consider pertinent sustained knowledge, skills and attitude development to have an impact on the graduate students' education. Future studies need to explore programs on how to develop the skills aspect of global competency among the respondents. Further explorations should also focus on validating and understanding the disparity between global competency and cultural competency among BSU graduate students.

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Table 1. Demographic profile of the respondents.

Descriptor	Classifier	Percentage
Age	25 years and below	33
	26-30	26
	31-35	19
	36-40	14
	41-45	5
	46-50	3
	51 years and above	0
Gender	Male	27
	Female	73
Course	MBA	36
	MPA	16
	Ph.D. English	4
	Ed. D.	15
	MA Ed.	29
Occupation	Principal/Administrator	4
	Teacher	52
	Government Employee	9
	Businessman	2
	Engineer	6
	Others	27
Number of years in current position	Less than 1 year	18
	1-2 years	34
	3-4 years	10
	4-5 years	12
	5-6 years	4
	7-8 years	3
	8-9 years	2
	10 years	3
	More than 10 years	14
Number of years in the university	1 year and below	50
	2-3 years	31
	4-5 years	9
	More than 5 years	10
University of origin	LPU	20
	BSU	20
	GGC	20
	DLSU	20
	UB	20

Table 2. Assessment of the respondents' global competencies in terms of the four characteristics.

The four characteristics	Weighted Mean	Verbal Interpretation
1. has a diverse and knowledgeable worldview		
1.1 I develop a conceptual framework that informs the way I look at the world.	4.27	Agree
1.2 I continually use this framework in analyzing and comparing political, cultural, economic, historical, environmental, scientific and technological development.	4.14	Agree
1.3 I can identify and appreciate various viewpoints.	4.24	Agree
1.4 I recognize and value cultural differences.	4.38	Agree
1.5 I am aware of the growing interconnectivity of the world.	4.42	Agree
1.6 I am aware of the necessity of my ability to function within this kind of connection of the world.	4.32	Agree
1.7 I no longer view the world through a single cultural lens.	4.11	Agree
COMPOSITE MEAN	4.27	Agree
2. has an international comprehension of his major field of study.		
2.1 I construct an overall framework for my overall worldview.	4.14	Agree
2.2 I seek to understand the international dimensions of my chosen major.	4.31	Agree
2.3 I recognize the need for the individual within the discipline to be internationally aware.	4.30	Agree
2.4 I actively seek out faculty member and curriculum offerings that fulfill this need regardless of the discipline.	4.15	Agree
COMPOSITE MEAN	4.23	Agree
3. can communicate effectively in another language		
3.1 I recognize that while English is the world's dominant language, it may not always be, nor should always be the case.	4.23	Agree
3.2 I am aware that the case can be for students to become proficient in at least one in any of the three types of languages and communication competencies such as of the specialized level, the general proficiency level, and at the cross-cultural communication level.	4.38	Agree
3.3 I recognize that knowledge of a foreign language opens the door to a more in-depth understanding of the cultures and peoples associated with that language.	4.49	Agree
3.4 I believe that through foreign language competency, even if fluency is not fully achieved, the student gains basic cross-cultural communication by learning about other countries and cultures.	4.44	Agree
COMPOSITE MEAN	4.39	Agree
4. can exhibit cross-cultural sensitivity and adaptability		
4.1 I exhibit both cross-cultural sensitivity and adaptability because I take advantage of the opportunities to interact with diverse individual.	4.22	Agree
4.2 I question assumptions and challenges stereotypes of my own and of others.	4.08	Agree
4.3 I engage in meaningful interactions and experiences through membership in one or more internationally oriented student organizations.	4.07	Agree
4.4 I involve myself in the activities that bring together international students.	3.91	Agree
4.5 I participate in an overseas experience through study, internship, or work programs.	3.65	Agree
4.6 I immerse myself within the host country's culture.	3.74	Agree
COMPOSITE MEAN	3.95	Agree

Table 3. Assessment on how the respondents manifest their global competencies in terms of skills.

Item	No.	Weighted Mean	Verbal Interpretation
Adaptability to different situation	4	4.38	Great Extent
Problem solving, critical thinking, creative and comparative thinking skills.	1	4.28	Great Extent
Assessing and analyzing information	7	4.25	Great Extent
Effective written and oral communication	6	4.18	Great Extent
Collaboration across networks	2	4.16	Great Extent
Resiliency and endurance	8	4.14	Great Extent
Leading by influence	3	4.13	Great Extent
Agility to formulate and manage research works	9	4.13	Great Extent
Entrepreneurship	5	3.94	Great Extent
COMPOSITE MEAN		4.18	Great Extent

Table 4. Assessment on how the respondents manifest their global competencies in terms of attitudes.

Item	No.	Weighted Mean	Verbal Interpretation
Interest in continuous learning	4	4.6	Very Great Extent
Respect	22	4.59	Very Great Extent
Curiosity and inquisitiveness	3	4.53	Very Great Extent
Understanding	24	4.53	Very Great Extent
Open-mindedness	17	4.51	Very Great Extent
Initiative	1	4.5	Very Great Extent
Flexibility	15	4.5	Very Great Extent
Enthusiasm	2	4.47	Great Extent
Resourcefulness	20	4.47	Great Extent
Self-awareness	23	4.47	Great Extent
Self-reliance	6	4.46	Great Extent
Positive outlook toward diversity	10	4.45	Great Extent
Independence	11	4.45	Great Extent
Politeness	21	4.45	Great Extent
Empathy and valuing multiple perspective	25	4.45	Great Extent
Recognition of one's own cultural attitude	27	4.43	Great Extent
Self-confidence	7	4.41	Great Extent
Courage	5	4.4	Great Extent
Perseverance	13	4.4	Great Extent
Patience	8	4.39	Great Extent
Self-knowledge	9	4.35	Great Extent
Cultural sensitivity	26	4.33	Great Extent
Appreciation of diversity	12	4.29	Great Extent
Creativity	14	4.27	Great Extent
Assertiveness	18	4.26	Great Extent
Sense of humor	19	4.26	Great Extent
Comfort with uncertainty	16	4.14	Great Extent
COMPOSITE MEAN		4.42	Great Extent

Table 5. One-way ANOVA summary of the relationship of the respondents' demographic profiles and their perception of their skills-based global competencies.

Profile variables	p-values	Computed f-values	Decision on Ho	Verbal Interpretation
Age	.74	.54	Failed to Reject	Not Significant
Gender	.45	-.77*	Failed to Reject	Not Significant
Course	.34	1.14	Failed to Reject	Not Significant
Occupation	.67	.64	Failed to Reject	Not Significant
Number of years in the current position	.44	1.0	Failed to Reject	Not Significant
Number of years in the university	.71	.54	Failed to Reject	Not Significant

*t-value

Table 6. One-way ANOVA summary of the relationship of the respondents' demographic profiles and their perception of their attitudes-based global competencies.

Profile variables	p-values	Computed f-values	Decision on Ho	Verbal Interpretation
Age	.31	1.22	Failed to Reject	Not Significant
Gender	.63	-.49*	Failed to Reject	Not Significant
Course	.72	.52	Failed to Reject	Not Significant
Occupation	.91	.30	Failed to Reject	Not Significant
Number of years in the current position	.045	2.09	Reject	Significant
Number of years in the university	.042	2.59	Reject	Significant

*t-value

Appendix 1.

**GLOBAL COMPETENCY ASSESSMENT OF GRADUATE STUDENTS OF
BATANGAS STATE UNIVERSITY
QUESTIONNAIRE**

Part I: Respondents' Profile

Directions: Please put a check mark (√) on the appropriate space that corresponds to your answer.

Name: (Optional) _____

1.1 Age

- 25 years old and below
 26-30
 31-35
 36-40
 41-45
 46-50
 51 years and above

1.2 Gender

- Male
 Female

1.3 Course

- | Doctoral Programs | Master's Program |
|---|---|
| <input type="checkbox"/> Ed. D. | <input type="checkbox"/> MA Ed. |
| <input type="checkbox"/> Ph. D. English | <input type="checkbox"/> MBA |
| <input type="checkbox"/> DBA | <input type="checkbox"/> MPA |
| <input type="checkbox"/> DPA | <input type="checkbox"/> MSIT |
| <input type="checkbox"/> others, please specify | <input type="checkbox"/> MSCS |
| | <input type="checkbox"/> MS ECE |
| | <input type="checkbox"/> MEP |
| | <input type="checkbox"/> MS |
| | <input type="checkbox"/> others, please specify |

1.4 Occupation

- Principal/Administrator Businessman
 Teacher Engineer
 Government Employee others, please specify

1.5 No. of years in current position

- less than 1 year
 1-2 years
 3-4 years
 4-5 years
 5-6 years
 7-8 years
 8-9 years
 10 years
 others, please specify

- 1.6 No. of years in the University
 ___ 1 year and below
 ___ 2-3 years
 ___ 4-5 years
 ___ others, please specify

Part II: Characteristics of Global Competency

Directions: The following statements describes students’ global competency. Kindly evaluate the following statements using the legend below by putting a check mark (√) on the space provided that corresponds to your answer.

Numerical Interpretation Verbal Interpretation

- 5 (SA) Strongly Agree
 4 (A) Agree
 3 (NAD) Neither Agree or Disagree
 2 (D) Disagree
 1 (SD) Strongly Disagree

2.1 Has a diverse and knowledgeable worldview					
	SA (5)	A (4)	NAD (3)	D (2)	SD (1)
1.I develop a conceptual framework that informs the way I look at the world.					
2.I continually use this framework in analyzing and comparing political, cultural, economic, historical, environmental, scientific and technological development.					
3.I can identify and appreciate various viewpoints.					
4.I recognize and value cultural differences.					
5.I am aware of the growing interconnectivity of the world.					
6.I am aware of the necessity of my ability to function within this kind of connection of the world.					
7.I no longer view the world through a single cultural lens.					
2.2 Has an international comprehension of his/her major field of study.					
	SA (5)	A (4)	NAD (3)	D (2)	SD (1)
1.I construct an overall framework for my overall worldview.					
2.I seek to understand the international dimensions of my chosen major.					
3.I recognize the need for the individual within the discipline to be internationally aware					
4.I actively seek out faculty member and curriculum offerings that fulfill this need regardless of the discipline.					

2.3 Can communicate effectively in another language and/or cross culturally.					
	SA (5)	A (4)	NAD (3)	D (2)	SD (1)
1.I recognize that while English is the world's dominant language, it may not always be, nor should always be the case.					
2.I am aware that the case can be for students to become proficient in at least one in any of the three types of languages and communication competencies such as of the specialized level, the general proficiency level, and at the cross-cultural communication level.					
3.I recognize that knowledge of a foreign language opens the door to a more in-depth understanding of the cultures and peoples associated with that language.					
4.I believe that through foreign language competency, even if fluency is not fully achieved, the student gains basic cross-cultural communication by learning about other countries and cultures.					
2.4 Can exhibit cross-cultural sensitivity an adaptability					
	SA (5)	A (4)	NAD (3)	D (2)	SD (1)
1.I exhibit both cross-cultural sensitivity and adaptability because I take advantage of the opportunities to interact with diverse individual.					
2.I question assumptions and challenges stereotypes of my own and of others.					
3.I engage in meaningful interactions and experiences through membership in one or more internationally oriented student organizations.					
4.I involve myself in the activities that bring together international students					
5.I participate in an overseas experience through study, internship, or work programs.					
6.I immerse myself within the host country's culture					

Part II: The following are the Global Competency Skills and Attitudes that Graduate Student must possess. To what extent do you possess such skills and attitudes?

- (5) – to a very great extent
- (4) – to a great extent
- (3) – to some extent
- (2) – to little extent
- (1) – least extent

2.1Skills	(5)	(4)	(3)	(2)	(1)
1. Problem solving, critical thinking, creative and comparative thinking skills.					
2. Collaboration across net works					
3. Leading by influence					
4. Adaptability to different situation					
5. Entrepreneurship					
6. Effective written and oral communication					
7. Assessing and analyzing information					
8. Resiliency and endurance					
9. Agility to formulate and manage research works					

2.2 Attitudes	(5)	(4)	(3)	(2)	(1)
1. Initiative					
2. Enthusiasm					
3. Curiosity and inquisitiveness					
4. Interest in continuous learning					
5. Courage					
6. Self-reliance					
7. Self-confidence					
8. Patience					
9. Self-knowledge					
10. Positive outlook toward diversity					
11. Independence					
12. Appreciation of diversity					
13. Perseverance					
14. Creativity					
15. Flexibility					
16. Comfort with uncertainty					
17. Open-mindedness					
18. Assertiveness					
19. Sense of humor					
20. Resourcefulness					
21. Politeness					
22. Respect					
23. Self-awareness					
24. Understanding					
25. Empathy and valuing multiple perspective					
26. Cultural sensitivity					
27. Recognition of one's own cultural attitude					