

Relationship between alumni commitment practices and cultural intelligence: The case of teacher education graduates of the Nueva Vizcaya State University teaching overseas

Limidic, Nely I.

Manuel J Cortez Elementary School
CCSD, Las Vegas, Nevada, USA (30nelyimidic@gmail.com)

Vadil, Carlo F. 

Nueva Vizcaya State University, Philippines (drvadil888@yahoo.com)



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Abstract

This quantitative, descriptive-correlational study explored the relationship between digital citizenship skills and teaching styles among 105 public elementary school teachers in Quezon District, Nueva Vizcaya, during the 2023-2024 academic year. Teachers perceived digital citizenship skills—digital access, communication, literacy, etiquette, health and wellness, and security—were assessed alongside their preferred teaching styles: expert, formal authority, personal model, facilitator, and delegator. Data collection used a validated instrument, and statistical analysis provided insights into the correlations between these variables. Overall, teachers rated their digital citizenship skills as very good, with a grand mean of 3.25. High scores were noted in digital access (3.48), literacy (3.47), and communication (3.45), while health and wellness (3.00) and security (2.63) scored lower. Preferred teaching styles included personal model (3.66) and facilitator (3.67), emphasizing personalized and collaborative methods. Correlation analysis showed a strong positive correlation ($r = 0.715$) between digital citizenship skills and the facilitator style, suggesting that a collaborative approach enhances digital citizenship. Findings informed a management intervention program to enhance digital citizenship skills and teaching styles in Quezon District.

Keywords: digital citizenship skills, teaching styles, public elementary teachers

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1. Introduction

Universities worldwide greatly benefit from the ongoing engagement and dedication of their graduates, shaping a symbiotic relationship that extends beyond the duration of academic programs. The importance of alumni involvement lies in its multifaceted impact on institutional development. Financial contributions from alumni, whether through donations, endowments, or fundraising initiatives, serve as a critical source of support for universities, empowering them to invest in cutting-edge facilities, research opportunities, and scholarships. Beyond monetary assistance, the wealth of knowledge and professional experiences that alumni bring contributes to the enrichment of current students' learning experiences.

Alumni often serve as mentors, offering guidance and insights into career paths, industry trends, and practical applications of academic knowledge. This active participation builds a strong sense of community, fostering a shared identity and pride among graduates. Such engagement not only enhances the institution's reputation but also strengthens its network, creating opportunities for collaborative research, industry partnerships, and further academic advancements. In essence, the commitment of graduates is a cornerstone for the sustained success, growth, and global influence of universities (Lowe, 2019). Education is a dynamic field that plays a pivotal role in shaping individuals and societies. Teacher education programs, in particular, hold the responsibility of preparing educators who will not only contribute to the local education landscape but also engage in global contexts. Nueva Vizcaya State University (NVSU), as an institution committed to academic excellence, has produced a significant number of teacher education graduates who have ventured into international teaching roles.

Understanding the commitment practices of these NVSU alumni teaching overseas is crucial for assessing the impact of the university's teacher education programs beyond national borders. Commitment practices encompass a range of professional behaviors and attitudes, including dedication to teaching, involvement in educational initiatives, and continuous professional development. Moreover, in the era of globalization, educators are required to possess cultural intelligence to effectively navigate diverse educational environments. Cultural intelligence involves the ability to adapt and interact effectively with people from different cultural backgrounds. It is an essential skill for teachers working in international settings, contributing to successful cross-cultural communication and collaboration (Ang et al., 2007).

In today's interconnected and diverse world, cultural intelligence (CQ) has become a crucial skill for foreign teachers working in a global context. Cultural intelligence refers to an individual's ability to understand, adapt to, and effectively interact with people from different cultural backgrounds. The significance of cultural intelligence for foreign teachers cannot be overstated, as it directly impacts their effectiveness in the classroom, their relationships with students and colleagues, and their overall success in a foreign educational environment (Sousa et al., 2023).

One key aspect of cultural intelligence is the ability to navigate and respect cultural differences. Foreign teachers must be attuned to various cultural norms, values, and communication styles, recognizing that what might be acceptable or effective in one cultural context may differ in another. Adapting teaching strategies to align with the cultural preferences and learning styles of students enhances the overall educational experience. According to Van Greunen (2022), cultural intelligence plays a pivotal role in fostering positive cross-cultural relationships. Foreign teachers with high cultural intelligence can establish rapport with students and colleagues, leading to a more inclusive and supportive learning environment. This not only contributes to effective communication but also promotes mutual understanding and appreciation for diverse perspectives.

Language proficiency is another critical component of cultural intelligence. Beyond the ability to communicate in the local language, understanding the nuances of language use, including idioms, humor, and cultural references, is essential for effective teaching. It enables foreign teachers to connect with students on a deeper level and avoid misunderstandings that may arise from language differences. Cultural intelligence also extends to the awareness of cultural sensitivities and the ability to navigate potential challenges. Being respectful and open-minded, embracing cultural diversity, and continuously seeking to enhance one's cultural knowledge are essential for foreign teachers in a global context (Puyod & Charoensukmongkol, 2019).

In a broader sense, institutions that prioritize cultural intelligence among their foreign teaching staff benefit from a more inclusive and dynamic learning environment. The exchange of cultural perspectives not only enriches the educational experience but also prepares students to thrive in a globalized world. It is a common knowledge that cultural intelligence is an indispensable asset for foreign teachers in a global context. It empowers educators to connect with students and colleagues, navigate cultural nuances, and contribute to a positive and enriching educational experience for everyone involved. As education continues to transcend borders, the cultivation of cultural intelligence remains a key driver of success for foreign teachers worldwide (Indeed Editorial Team, 2023).

The intersection of alumni commitment and cultural intelligence represents a compelling yet relatively unexplored area within the area of educational research. While both concepts individually hold significant importance, there exists a noticeable research gap in understanding how alumni commitment correlates with the cultural intelligence of graduates, particularly in the context of globalized environments. At present, research on alumni commitment tends to focus predominantly on financial contributions, engagement with alma maters, and the impact on institutional development. Conversely, studies on cultural intelligence often center on its role in professional success, interpersonal relationships, and adaptation in multicultural settings. The connection between alumni commitment practices and the development of cultural intelligence skills remains a notable void.

Research on alumni commitment and cultural intelligence among NVSU teacher education graduates teaching overseas is pivotal for shaping the university's educational administration, recruitment, and branding strategies. Alumni commitment reflects the strength of the relationship between graduates and their alma mater, influencing their willingness to engage in ongoing institutional activities, support initiatives, and contribute to the university's mission. By understanding the factors that drive alumni commitment, NVSU can develop targeted strategies to strengthen these bonds, resulting in a more engaged and supportive alumni network. This engagement not only enhances the university's community but also provides valuable resources and connections that can be leveraged for student success and institutional growth.

Cultural intelligence, on the other hand, is a critical competency for graduates teaching in diverse, international contexts. High cultural intelligence among NVSU graduates signals their readiness to navigate and thrive in multicultural environments, aligning with the university's commitment to producing globally competent educators. Insights into cultural intelligence can refine recruitment processes, ensuring that candidates selected for international placements are well-equipped to represent NVSU's values and standards. Moreover, highlighting graduates' cultural intelligence in branding efforts can attract prospective students and partners, positioning NVSU as a leader in producing educators who excel on the global stage, thereby enhancing the university's reputation in international education.

To achieve a comprehensive understanding of the dynamics between alumni commitment and cultural intelligence among teacher education graduates teaching overseas, this study sets forth the following research objectives.

- to explore the perceptions of these graduates concerning their alumni commitment. This exploration encompasses various dimensions, including pedagogical practices, alumni engagement, career advancement, community impact, feedback on teacher education programs, and motivation to donate.

- to assess the respondents' perceptions of their cultural intelligence, with a specific focus on metacognitive intelligence, cognitive intelligence, motivational intelligence, and behavioral intelligence.
- to determine the potential correlation between the perceived alumni commitment and cultural intelligence of the respondents. By scrutinizing this relationship, the study endeavors to unravel connections between graduates' commitment to their alma mater and their ability to navigate and adapt in diverse cultural contexts.

2. Related Literature

The present study is grounded in the Social Identity Theory proposed by Tajfel and Turner (1979), specifically in relation to alumni commitment. Additionally, the investigation incorporates the Cultural Intelligence Theory introduced by Earley and Ang (2003) to explore the concept of cultural intelligence as a research construct. Social Identity Theory explores the formation of individuals' self-concepts through their membership in social groups. It delves into how social identities impact attitudes and behaviors toward both in-groups and outgroups. The potency of social identities is particularly pronounced when individuals perceive their affiliation with a specific group as integral to their self-concept and experience strong emotional connections with that group. Tajfel and Turner (1979) emphasized that such affiliation not only contributes to a sense of self-esteem but also plays a crucial role in sustaining the social identity.

Alumni commitment, a crucial aspect of the post-educational journey, finds its theoretical moorings in the Social Identity Theory (SIT) proposed by Henri Tajfel and John Turner in 1979. SIT offers a lens through which we can understand how individuals develop their self-concepts based on their memberships in various social groups, and in the context of alumni commitment, how these social identities influence attitudes and behaviors. According to SIT, social identities become particularly potent when individuals perceive their affiliation with a specific group, such as an alma mater, as central to their self-concept.

In relation to the above concepts presented, Apostol et al. (2024) stressed that alumni commitment holds immense significance in the dynamic landscape of educational institutions, playing a pivotal role in fostering a strong and sustainable connection between the alma mater and its graduates. This commitment is multifaceted, transcending the immediate post-graduation period to establish enduring bonds that contribute significantly to the growth and vitality of both the individual alumni and the educational institution as a whole. Firstly, alumni commitment serves as a cornerstone for the cultivation of a vibrant and engaged community. By actively participating in alumni networks, graduates contribute to the creation of a supportive ecosystem where experiences, expertise, and opportunities are shared. This collaborative environment not only enhances the personal and professional development of individual alumni but also strengthens the reputation and standing of the educational institution.

In line with the framework of alumni commitment of Apostol et al. (2024) several dimensions were included unique in the context of Filipino society. Alumni commitment practices represent the culmination of graduates' educational journeys, yielding tangible and measurable outcomes that extend far beyond the confines of academic halls. The commitment to the application of effective pedagogical practices stands as a testament to the enduring influence of education, with graduates consistently refining and implementing innovative teaching methods, contributing to the evolution of educational landscapes. Sustained alumni engagement transcends mere participation, reflecting a commitment to active involvement, collaboration, and the continuous support of their alma mater. This dimension underscores the enduring relationship between graduates and their educational institutions, showcasing alumni as integral contributors to the ongoing success and vibrancy of the university community.

The same authors made mentioned that continuous learning initiatives highlight graduates' dedication to perpetual growth, extending beyond initial education to embrace lifelong learning. It reflects a commitment to

staying current in their fields, contributing to professional development, and enriching their knowledge base. Successful career advancements showcase how alumni actively navigate their professional journeys, acquiring leadership roles, and making significant contributions to the institutions they serve. Notable community impacts demonstrate the broader societal contributions of graduates, reflecting a commitment to leveraging education for positive change beyond institutional boundaries.

The same framework by Apostol et al. (2024) mentioned that constructive feedback on teacher education programs reflects alumni commitment to the continuous enhancement and relevance of educational curricula. Alumni actively contribute insights, drawing from their experiences to shape the next generation of educators. Finally, motivation to donate embodies a financial commitment that goes beyond transactional giving. It reflects alumni's emotional connection, gratitude, and commitment to their alma mater's enduring success, serving as a tangible investment in the institution's mission and future endeavors. In essence, alumni commitment practices encapsulate a holistic and enduring dedication that significantly shapes the educational landscape and extends the impact of learning experiences into the realms of professional, societal, and institutional growth.

This study is also rooted in the Cultural Intelligence (CQ) Theory, introduced by Christopher Earley and Soon Ang in 2003. The framework was developed to evaluate and comprehend an individual's competence in effectively navigating culturally diverse environments. Cultural Intelligence Theory comprises four essential capabilities: metacognitive, cognitive, motivational, and behavioral. The impact of Earley and Ang's contributions extends to diverse academic domains, including cross-cultural management, international relations, and intercultural communication.

The theory discussed above comprises four integral components that jointly enhance an individual's capacity to navigate and adapt within culturally diverse settings. These components, as delineated by Ang et al. (2007), include metacognitive, cognitive, motivational, and behavioral aspects, and they are expounded upon below.

- First, the metacognitive component involves an individual's awareness and understanding of their own cultural assumptions and the ability to plan and strategize for effective cross-cultural interactions. It requires self-reflection on one's cultural biases, beliefs, and perceptions, allowing individuals to approach intercultural encounters with a heightened level of cultural self-awareness (Ang and Van Dyne, 2015).
- Second, the cognitive CQ focuses on an individual's knowledge and understanding of different cultural practices, norms, and values. It goes beyond mere awareness and involves acquiring in-depth cultural knowledge. This component is vital for interpreting and making sense of cultural cues, enabling individuals to navigate diverse cultural contexts with a well-informed and culturally sensitive mindset (Tomas, 2014).
- Third, the motivational CQ pertains to an individual's interest, drive, and confidence to engage with people from different cultural backgrounds. It involves embracing diversity, cultivating a positive attitude toward intercultural experiences, and being open to learning from others. Motivational CQ plays a crucial role in fostering enthusiasm for cross-cultural interactions and sustaining resilience in the face of challenges (Sousa et al., 2023).
- Lastly, behavioral CQ focuses on an individual's ability to adapt their behavior effectively in cross-cultural situations. This involves adjusting communication styles, non-verbal cues, and interpersonal behaviors to align with the cultural norms of the context. Behavioral CQ ensures that individuals can flexibly navigate diverse environments, demonstrating cultural sensitivity and appropriateness in their actions (Van Dyne et al, 2012).

Synthesis. The current study on alumni commitment and cultural intelligence integrates foundational theories and recent research, establishing a comprehensive framework for analysis. Social Identity Theory (Tajfel

& Turner, 1979) provides insights into how alumni commitment is shaped by social identities formed through affiliation with their alma mater. This affiliation, central to self-concept, drives alumni to maintain strong emotional connections and contribute to their institution's growth. Apostol et al, (2024) extend this concept, highlighting alumni commitment's multifaceted impact on both individual and institutional development. Simultaneously, Cultural Intelligence Theory (Earley & Ang, 2003) introduces a critical dimension, focusing on graduates' abilities to navigate diverse cultural contexts. The integration of metacognitive (Ang & Van Dyne, 2015), cognitive (Tomas, 2014), motivational (Sousa et al., 2023), and behavioral components (Van Dyne et al., 2012) of CQ enhances understanding of how alumni, particularly those teaching overseas, leverage their cultural competence. Together, these theories and studies underscore the importance of alumni commitment and cultural intelligence in advancing educational administration, recruitment, and branding.

3. Methodology

Research Design. This investigation into alumni commitment and cultural intelligence predominantly employed quantitative research methodologies to thoroughly address the specific research inquiries outlined in the introductory chapter. Quantitative research entails the utilization of computational, statistical, and mathematical tools to gauge and establish the prevalence of a particular issue within a given population (Gay et al., 2009). Furthermore, the study utilized the descriptive-correlational method, incorporating a structured questionnaire supplemented with open-ended questions as the primary data-gathering instrument. The selection of this method is grounded in the objective of describing specific phenomena and collecting factual information with analytical interpretation (Creswell, 2012).

The researcher emphasizes that the descriptive-correlational research method is an invaluable tool for evaluating both the alumni commitment and cultural intelligence of teacher education graduates from NVSU-Bambang Campus engaged in overseas teaching. This approach aims to provide a comprehensive understanding of the relationship between these variables and their prevalence within the study population. By utilizing this method, the aim to uncover patterns, associations, and relationships between alumni commitment and cultural intelligence among teacher education graduates teaching overseas will be established. The application of the descriptive-correlational method, therefore, serves as a valuable tool in ensuring a clearer understanding of the interplay between these variables, contributing to the depth and accuracy of the research findings.

Respondents and Sampling Procedure. The respondents in this study consisted of 34 graduates from the College of Teacher Education who are actively engaged in teaching roles abroad. These alumni are distributed across several countries, with 23 teaching in Thailand, one (1) in Vietnam, two (2) in China, and eight (8) in the United States of America. This diverse representation underscores the global reach and impact of the College of Teacher Education's alumni, providing a rich context for examining their commitment and cultural intelligence in various international settings.

The utilization of purposive sampling as a research procedure holds particular relevance in the context of investigating alumni commitment and cultural intelligence among teacher education graduates engaged in overseas teaching. Purposive sampling, also known as judgmental or selective sampling, involves the deliberate selection of participants based on specific criteria that are deemed relevant to the research objectives (Palinkas et al., 2015). In the case of this research endeavor, the researcher has a specific focus on teacher education graduates actively teaching overseas, making purposive sampling an apt choice.

The primary advantage of employing purposive sampling in this research lies in its ability to target a specific and relevant subset of the population that possesses the firsthand experience and insights sought by the study. Given the unique context of alumni commitment and cultural intelligence in an overseas teaching environment, selecting respondents purposively ensures that the sample represents individuals with direct exposure to the phenomena under investigation. This strategic approach allows the researcher to capture a more nuanced

understanding of the variables in question by tapping into the experiences of those most directly affected.

Research Instruments. In order to gather the salient data needed in this study, the following research instruments were utilized:

Alumni Commitment Practices Scale. This is a 36-item questionnaire developed and validated by Apostol, Tallungan, and Vadil (2024) along the dimensions of pedagogical practices, alumni engagement, career advancement, community impact, feedback on teacher education program, and motivation to donate. The computed Cronbach's alpha coefficient, a measure of reliability, yielded a substantial result of .952. This indicates a high level of internal consistency and reliability in measuring Alumni Commitment Practices. The strength of the instrument is underscored by this noteworthy reliability coefficient, affirming its effectiveness in capturing the intricacies of alumni commitment. The instrument is scaled and respondents were offered four options to select from:

- 1 Seldom
- 2 Sometimes
- 3 Often
- 4 Always

Perceptual Cultural Intelligences Questionnaire. This is a 31-item questionnaire developed and validated by Tomas (2014) to measure the cultural intelligences of the respondents along metacognitive, cognitive, motivational, behavioral dimensions. The instrument yielded an obtained Cronbach's alpha coefficient of 0.903 indicating a high level of internal consistency and reliability within the scale. Four options were offered in all of the dimensions to be used for a response, which includes the following:

Scale	Mean Range	Qualitative Description
5	4.50- 5.00	Always
4	3.50 – 4.49	Often
3	2.50 – 3.49	Sometimes
2	1.50 – 2.49	Seldom
1	1.00 –1.49	Never

Data Gathering Procedure. The initiation of the research study involved obtaining approval from the Dean of the College of Teacher Education to adhere to required protocols. Following the official authorization, the researcher, in collaboration with her adviser, reached out to alumni from the College of Teacher Education currently engaged in overseas teaching. Before the commencement of data collection, the participants received comprehensive information about the study's nature, objectives, and its organizational significance. To uphold the integrity of the results, the researcher emphasized the importance of candid and transparent responses from the respondents during the questionnaire administration. For efficient data retrieval, the instruments were converted into a Google Form. Subsequent to collecting the responses from the participants, the data were systematically tallied and tabulated. The gathered information underwent statistical analysis to interpret and address the specific research questions articulated in the initial chapter of the study. This methodological approach is designed to guarantee the credibility and precision of the study's findings.

Statistical Treatment of Data. The data gathered through the questionnaire were analyzed using the following statistical tools.

Mean. This was utilized to determine the perceived alumni commitment and cultural intelligence of the respondents.

Pearson-r. This was used to determine the significant correlation between the respondents' perceived alumni commitment and cultural intelligence. All statistical inferences were tested at 0.05 level of significance.

4. Discussion of Results

Problem 1. What is the perception of teacher education graduates teaching overseas of their alumni commitment along the dimensions of pedagogical practices, alumni engagement, career advancement, community impact, feedback on teacher education program, and motivation to donate?

Table 1

Mean and Qualitative Description of the Respondents' Perception of their Alumni Commitment (n=34)

Alumni Commitment	Mean	Qualitative Description
Pedagogical Practices	3.57	Very Good
Alumni Engagement	2.65	Good
Career Advancement	3.10	Good
Community Impact	3.21	Good
Feedback on Teacher Education Program	3.59	Very Good
Motivation to Donate	3.40	Good
Grand Mean	3.25	Good
		Alumni Commitment

Data in Table 1 indicate that the respondents perceive a good overall level of alumni commitment, as evidenced by the computed grand mean of 3.25. Specifically, they rate themselves as "very good" in the dimensions of pedagogical practices (3.57) and feedback on teacher education (3.59). Additionally, they perceive themselves as "good" in the dimensions of alumni engagement (2.65), career advancement (3.10), community impact (3.21), and motivation to donate (3.40). These results suggest that alumni have a strong commitment in key areas, with particularly high ratings in pedagogical practices and teacher education feedback, while also demonstrating solid performance in other important dimensions.

Pedagogical Practices (3.57, Very Good). The very good rating for pedagogical practices reflects a strong alignment between the institution's teaching methods and alumni expectations. This high satisfaction suggests that alumni perceive the educational approaches and instructional quality as highly effective and beneficial. The positive feedback in this area implies that the institution's commitment to delivering high-quality education significantly enhances alumni loyalty and engagement. To sustain and build on this success, the institution should continue to innovate in teaching methods and regularly seek feedback from alumni to ensure that pedagogical practices remain cutting-edge and relevant.

Alumni Engagement (2.65, Good). Although alumni engagement is rated as good, this dimension has the lowest score among the evaluated areas, indicating a need for strategic improvement. This rating suggests that while alumni feel positive about their connection to the institution, there may be missed opportunities to deepen this relationship. To enhance engagement, the institution should consider developing more interactive and inclusive programs, fostering a sense of belonging through tailored events and networking opportunities, and actively involving alumni in institutional activities. Increasing engagement can lead to stronger alumni relationships and a more active alumni community.

Career Advancement (3.10, Good). The good rating for career advancement reflects that alumni generally appreciate the institution's role in supporting their career growth but believe there is potential for further enhancement. This suggests that while the institution provides satisfactory career support, it may not fully address the evolving needs of its alumni. To improve this dimension, the institution could expand career services, offer personalized career coaching, and build robust industry connections that provide more opportunities for alumni. Enhancing career advancement resources can strengthen alumni commitment by demonstrating continued support for their professional development.

Community Impact (3.21, Good). The good rating for community impact indicates that alumni recognize

and appreciate the institution’s contributions to the broader community. However, there is an opportunity to amplify these efforts and make a more pronounced impact. This could involve expanding community outreach programs, increasing visibility of community-related achievements, and encouraging alumni involvement in community service initiatives. By enhancing the institution’s community impact and effectively communicating these efforts, the institution can bolster alumni pride and connection.

Feedback on Teacher Education Program (3.59, Very Good). The very good rating for the teacher education program highlights that alumni hold the program in high regard, valuing its quality and effectiveness. This strong positive feedback suggests that the program significantly contributes to alumni satisfaction and their overall commitment to the institution. To maintain and further improve this dimension, the institution should continue to uphold high standards in the teacher education program, seek ongoing feedback from alumni, and incorporate innovative practices that meet the evolving needs of educators.

Motivation to Donate (3.40, Good). The good rating for motivation to donate reflects a reasonable level of alumni willingness to contribute financially to the institution. This indicates that while there is a foundation of support, there is potential to increase this motivation further. Strategies to enhance donation motivation could include personalized outreach, demonstrating the impact of donations, and creating compelling campaigns that align with alumni values and interests. Strengthening these aspects can increase alumni engagement in giving and contribute to more robust financial support for the institution.

Grand Mean (3.25, Good). The grand mean of 3.25, rated as good, signifies that alumni commitment is positively regarded but not exceptionally strong. The variation across dimensions points to specific areas where targeted improvements could elevate overall commitment. By addressing the dimensions with lower ratings, such as alumni engagement and career advancement, and continuing to leverage strengths in areas like pedagogical practices and teacher education, the institution can enhance alumni satisfaction and loyalty. A focused strategy to address these areas can lead to a more committed and engaged alumni community.

Problem 2. What is the respondents’ perception of their cultural intelligence along metacognitive intelligence, cognitive intelligence, motivational intelligence, and behavioral intelligence?

Data in Table 2 reveal that the respondents exhibit a "high" level of cultural intelligence, with a computed grand mean of 4.26. Their cultural intelligence is notably strong across all four components: metacognitive (4.40), cognitive (3.98), motivational (4.30), and behavioral (4.37). This indicates a well-rounded and strong proficiency in cultural awareness and adaptation, reflecting a deep understanding and effective application of cultural knowledge and skills. The results indicate that respondents possess a high level of cultural intelligence, demonstrating strong proficiency in all key components. Their metacognitive skills show a deep awareness and understanding of cultural differences, enabling them to effectively plan and strategize in cross-cultural contexts. The cognitive aspect reflects a solid knowledge base about different cultures, contributing to their ability to interpret and navigate various cultural norms and practices.

Table 2

Mean and Qualitative Description of the Respondents’ Perception of their Cultural Intelligence (n=34)

Cultural Intelligence	Mean	Qualitative Description
Metacognitive Intelligence	4.40	High
Cognitive Intelligence	3.98	High
Motivational Intelligence	4.30	High
Behavioral Intelligence	4.37	High
Grand Mean	4.26	High Cultural Intelligence

In terms of motivational components, respondents exhibit a strong drive and enthusiasm for engaging with diverse cultures, which enhances their ability to build and maintain cross-cultural relationships. Their behavioral skills further highlight their capability to adapt their actions and communication to fit different cultural settings, promoting effective interactions and collaboration. Furthermore, these findings suggest that respondents are

well-equipped to manage and leverage cultural diversity in their professional and personal interactions, which can significantly contribute to their success in global or multicultural environments.

Metacognitive Intelligence (4.40, High). The high rating for metacognitive intelligence suggests that individuals excel in their ability to understand and reflect on their own cultural thinking processes. This component indicates strong awareness of one's own cultural assumptions, the ability to recognize how cultural contexts influence perceptions, and effective strategies for adjusting one's cultural approaches. This high level of metacognitive intelligence implies a robust capacity for self-monitoring and adapting cultural strategies to different contexts, enhancing overall cultural effectiveness.

Cognitive Intelligence (3.98, High). The high rating for cognitive intelligence reflects a strong grasp of cultural knowledge and understanding. Individuals demonstrate substantial knowledge about cultural norms, practices, and differences, allowing them to navigate diverse cultural settings effectively. This component suggests that there is a solid foundation of factual and conceptual understanding of various cultures, contributing to the ability to interpret and respond appropriately to cultural cues and information.

Motivational Intelligence (4.30, High). A high rating in motivational intelligence indicates strong enthusiasm and commitment towards engaging with different cultures. Individuals are likely to be highly motivated to learn about and interact with people from diverse cultural backgrounds. This high level of motivation enhances their willingness to overcome cultural barriers, invest in learning experiences, and actively participate in cross-cultural interactions. Such motivation is crucial for sustained cultural engagement and adaptability.

Behavioral Intelligence (4.37, High). The high rating for behavioral intelligence suggests that individuals effectively demonstrate appropriate and adaptable behaviors in various cultural contexts. This component reflects a strong ability to act in ways that are respectful and effective across different cultural settings, including using culturally sensitive communication styles and adjusting behaviors to fit diverse social norms. This high level of behavioral intelligence indicates proficiency in translating cultural knowledge and motivation into practical, successful interactions.

Grand Mean (4.26, High). The grand mean of 4.26, rated as high, indicates a robust overall level of cultural intelligence. The high scores across all components—metacognitive, cognitive, motivational, and behavioral—suggest that individuals possess a well-rounded and advanced ability to navigate and engage with diverse cultural environments. This comprehensive cultural intelligence supports effective cross-cultural interactions, enhanced understanding, and successful adaptation to various cultural contexts.

Problem 3. Is there a significant relationship between the perceived alumni commitment and cultural intelligence of the respondents?

Table 3

Correlation coefficient between the perceived alumni commitment & cultural intelligence (n=34)

Compared Variables	Computed r-value	Critical r-value	Remarks
Alumni Commitment (3.28) VS Cultural Intelligence (3.11)	0.119 <i>(very low positive correlation)</i>	0.339	Not Significant
Degrees of Freedom: 32		Level of Significance: 0.05	

Table 3 reveals that the computed r-value of 0.119 is lower than the critical r-value of 0.339 at a 0.05 significance level for 32 degrees of freedom. This result leads to the acceptance of the null hypothesis. Therefore, there is no significant relationship between perceived alumni commitment and the respondents' cultural intelligence. These results contradict the initial assumption of this study, which posited a significant correlation

between the two research constructs as perceived by graduates of the College of Teacher Education teaching overseas.

The findings of this study, which indicate no significant correlation between alumni commitment and cultural intelligence, offer several insights into the complexities of these constructs. Despite the initial hypothesis that a higher level of cultural intelligence among graduates would correlate with stronger alumni commitment, the data reveals otherwise. This lack of correlation suggests that alumni commitment might be influenced by a broader range of factors beyond cultural intelligence alone.

One possible explanation is that alumni commitment could be more closely tied to factors such as personal experiences during their time at the institution, the strength of their social networks, and the level of engagement they experienced with faculty and peers. Additionally, the institutional reputation and the opportunities for continued professional development provided by the alumni association could play a significant role in fostering commitment.

On the other hand, cultural intelligence, while crucial for effective cross-cultural interactions and success in diverse work environments, may not directly impact an individual's sense of loyalty or attachment to their alma mater. Cultural intelligence is more likely to affect professional success and interpersonal relationships within a multicultural context rather than the alumni's feelings towards their educational institution. Furthermore, the context in which the graduates are teaching overseas may introduce additional variables that dilute the impact of cultural intelligence on alumni commitment. For instance, varying cultural environments, professional challenges, and personal circumstances in different countries could affect the way alumni perceive and engage with their alma mater.

The current researcher strongly believed that the absence of a significant correlation between alumni commitment and cultural intelligence underscores the multifaceted nature of alumni engagement. It highlights the need for educational institutions to consider a wide range of factors when developing strategies to foster alumni commitment, ensuring that they address not only cultural intelligence but also the broader spectrum of alumni experiences and expectations.

According to Lopes-Murphy (2014), cultural intelligence is among the essential learning outcomes for college graduates. Despite the emphasis on internationalizing higher education and increasing culturally focused initiatives across campuses, fewer than seven percent of college-level students meet even basic standards for cultural intelligence by the time they graduate with a bachelor's degree. This indicates a significant gap in achieving cultural competence among graduates, suggesting that cultural intelligence may not be as pervasive or influential as initially assumed. Moreover, research on postsecondary experiences that lead to cultural intelligence is still limited, pointing to a broader issue in understanding how educational experiences translate into cultural competencies. This scarcity of comprehensive studies also extends to examining the relationship between cultural intelligence and other constructs, such as alumni commitment. The limited research available over the past five years has not established a definitive correlation between these two constructs, underscoring the need for further investigation.

The notion of alumni commitment as a research construct is relatively new and requires additional exploration across different contexts and demographic strata. This emerging area of study necessitates a nuanced approach to understand the various factors influencing alumni loyalty and engagement. Given the multifaceted nature of alumni commitment, it is plausible that its determinants are more complex and diverse than initially anticipated, extending beyond cultural intelligence alone.

Based on the significant findings of this study, the researcher designed a comprehensive training program for preservice teachers in the College of Teacher Education. This program aims to enhance alumni commitment and develop a higher level of cultural intelligence, preparing graduates to navigate the global teaching landscape effectively. By focusing on these areas, the training seeks to foster a deeper connection to the alma mater and

equip future educators with the skills necessary for success in diverse educational environments.

The training design aims to achieve several key objectives. First, it seeks to enhance alumni commitment by fostering a sense of loyalty and belonging to the College of Teacher Education. This includes strengthening alumni networks and encouraging active participation in alumni activities and events after graduation. Second, the program focuses on developing cultural intelligence, aiming to increase preservice teachers' awareness and understanding of diverse cultural practices and perspectives. It equips them with the skills necessary to communicate and interact effectively in multicultural environments, fostering adaptability and empathy in cross-cultural teaching scenarios.

Another objective is to prepare graduates for global teaching by providing practical strategies for navigating diverse educational settings worldwide. This includes enhancing their ability to implement culturally responsive teaching methods and preparing them to address and manage cultural challenges in the classroom. Additionally, the program promotes professional development by encouraging continuous learning and self-improvement in cultural competence, offering opportunities for experiential learning through workshops, seminars, and international exchanges, and developing critical thinking and problem-solving skills in multicultural contexts.

The training also aims to strengthen institutional bonds by building a strong sense of identity and pride in the College of Teacher Education, fostering long-term relationships between the institution and its graduates, and encouraging preservice teachers to contribute to the college's mission and vision as alumni. Finally, it seeks to enhance teaching effectiveness by developing instructional strategies that cater to diverse student populations, encouraging reflective practices to understand the impact of cultural intelligence on teaching, and fostering a collaborative learning environment among preservice teachers to share best practices and experiences.

5. Conclusions

- The respondents demonstrated a good level of alumni commitment, indicating strong emotional connections and continued engagement with their alma mater. This suggests that the institution has successfully fostered a sense of loyalty and community among its graduates.
- The respondents exhibited a high level of cultural intelligence, reflecting their ability to navigate and adapt to diverse cultural environments effectively. This high cultural intelligence is a valuable asset for graduates, especially those teaching or working overseas, as it enhances their ability to succeed in multicultural settings.
- The study found no significant relationship between the perceived alumni commitment and cultural intelligence of the respondents. This finding suggests that while both alumni commitment and cultural intelligence are important, they may operate independently of each other in influencing graduates' behaviors and attitudes.

5.1 Recommendations

Based on the significant findings of the study, several comprehensive recommendations are proposed to enhance alumni commitment, cultural intelligence, and the training of preservice teachers.

- Despite the respondents demonstrating a good level of alumni commitment, further efforts can be made to strengthen this bond. Institutions should develop targeted initiatives such as enhanced communication channels, regular newsletters, social media updates, and alumni portals to keep alumni informed and engaged. Additionally, recognition programs that award outstanding alumni contributions in pedagogical practices, community impact, and career advancements should be established. Creating formal mentorship programs where experienced alumni can guide recent graduates and current students can also foster a deeper sense of commitment.

- The respondents' high level of cultural intelligence indicates a strong foundation that can be further developed. Continuous professional development should be offered through regular workshops and training sessions on cultural awareness, intercultural communication, and global teaching strategies. Facilitating international exchange programs and collaborations with global institutions can provide firsthand cultural experiences. Conducting diversity and inclusion workshops within educational settings will enhance both behavioral and cognitive cultural intelligence.
- Even though there is no significant relationship between alumni commitment and cultural intelligence, the high cultural intelligence among respondents can still be leveraged to improve educational practices. Integrating cultural intelligence components into the curriculum for both preservice and in-service teachers can better prepare them for diverse classrooms. Regular assessments of cultural competence among students and teachers will help identify areas for improvement and tailor training programs accordingly. Promoting collaborative learning environments where teachers and students from diverse backgrounds can share experiences and knowledge will further enhance cultural competence.
- Based on the study's findings, a specialized training design was crafted for preservice teachers. This design should be pilot tested with a small group of preservice teachers to gather feedback and make necessary adjustments. After refinement, the training program should be comprehensively implemented across the College of Teacher Education, with structured modules covering alumni engagement, career development, and cultural intelligence. Establishing a strong evaluation framework to monitor the training program's impact on preservice teachers' readiness and commitment is essential. Regular feedback sessions and assessments should ensure the training meets its objectives. These recommendations aim to build a more engaged, culturally aware, and professionally prepared teaching community.
- Conducting similar research across a broader and more diverse respondent base is recommended to validate the findings and enhance the reliability of the research instruments used in this study. Expanding the sample size and including participants from different educational institutions and geographic locations will help establish the generalizability of the results and ensure the objectivity of the research methodology. This approach will also identify any potential variations or patterns that may not have been evident in the initial study, thereby strengthening the overall conclusions and recommendations.

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