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Industry-Academe-Government Partnership: Effects on Business Faculty Competencies in Higher Education Institutions

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ABSTRACT

This study examines the influence of industry, academe and government partnerships on the teaching competencies of business faculty in higher education institutions (HEIs) in Camarines Sur, Philippines. Anchored on Experiential Learning Theory and the Triple Helix Model, the research investigates how faculty engagement with industry translates into instructional innovation, industry alignment, and research productivity. A sequential explanatory mixed-methods design was employed, integrating quantitative data from 73 faculty respondents and qualitative insights from 12 academic leaders. Descriptive findings reveal that faculty predominantly adopt interactive and learner-centered teaching strategies, reflecting a shift toward experiential pedagogy. Statistical results demonstrates that abstract conceptualization and reflective observation significantly predict instructional innovation, while reflective observation alone predicts industry alignment and research productivity. Notably, concrete experience and active experimentation were not statistically significant predictors, indicating that exposure alone does not ensure competency development. Qualitative findings corroborate that reflection and institutional support are critical in transforming experience into meaningful outcomes. The study concludes that industry partnerships become effective only when integrated with structured reflection and supported by institutional systems, highlighting the need for policy-driven, equitable, and sustainable collaboration frameworks.

Keywords
Experiential Learning
Faculty Competencies
Industry Partnerships
Triple Helix Model

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Introduction

The increasing demand for stronger alignment between academic instruction and industry practice has intensified the need for higher education institutions (HEIs) to enhance faculty competencies through structured engagement with external stakeholders. However, many business faculty remain "career academics" with limited exposure to industry environments, creating a persistent gap between theoretical knowledge and practical application [1]. This disconnect weakens the relevance of business education and contributes to broader labour market mismatches, as highlighted by the Philippine Institute for Development Studies, emphasizing the importance of integrating industry partnerships into faculty development initiatives [2]. Strengthening faculty engagement with industry is therefore essential for improving teaching quality, curriculum relevance, and graduate employability.

This study is grounded in Experiential Learning Theory, which explains that knowledge is developed through a continuous cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation [3]. It is further supported by the Triple Helix Model, which views innovation and knowledge creation as outcomes of collaboration among universities, industry, and government [4]. Although previous studies have widely explored the benefits of industry collaboration for students and institutional performance, empirical evidence on its direct contribution to faculty competency development remains limited, particularly within Philippine higher education institutions [5], [6], [7]. This study addresses this gap by examining how industry partnerships strengthen faculty competencies in business education.

Material and Methods

A. Research Design

This study employed a descriptive–explanatory mixed-methods research design to examine the contribution of industry partnerships to the development of teaching competencies among business faculty in higher education institutions. The design [8], enabled the researchers to describe the extent of faculty engagement in industry partnerships and determine its relationship with instructional innovation, industry alignment, and research productivity.

B. Respondents

This study was conducted among full-time business faculty members from ten higher education institutions (HEIs) in Camarines Sur offering business-related programs. The province was selected due to its role as a major educational center in the Bicol Region, with numerous public and private institutions engaged in academic and industry collaborations [9]. The quantitative population consisted of faculty members who had participated in institutional

partnerships with industry, other HEIs, or government agencies. Using Cochran's formula [10, 11] and applying finite population correction, a final sample of 61 respondents was determined from an actual population of 165 faculty members across the participating institutions.

C. Research Instrument

This study utilized two research instruments: a structured survey questionnaire for the quantitative phase and a semi-structured interview guide for the qualitative phase. The survey gathered data on faculty involvement in industry partnerships and teaching competencies, including instructional innovation, industry alignment, and research productivity. The interview guide explored faculty experiences and perceptions regarding industry engagement and institutional collaboration. Quantitative data were analyzed using statistical techniques, while qualitative responses were examined through thematic analysis. The findings from both phases were integrated through methodological triangulation to enhance the validity and credibility of the study.

D. Data Analysis

This study analyzed quantitative and qualitative data separately and integrated the findings through methodological triangulation [12]. Quantitative data from the survey were processed using SPSS [13] and analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation, to describe respondent characteristics, levels of industry engagement, and faculty competencies. Multiple regression analysis was employed to determine the predictive relationship between industry partnership involvement and faculty competencies, with statistical significance set at 0.05. Qualitative data obtained from interviews with Deans and Program Chairs were analyzed using thematic analysis following Braun and Clarke's six-step framework [14]. The integration of both datasets provided a comprehensive understanding of how industry partnerships contribute to faculty competency development.

Results and Discussions

The findings provide strong empirical evidence that industry partnerships influence faculty competencies through interconnected pedagogical, structural, and cognitive dimensions.

A. Impact of Partnerships on Faculty Competencies

The findings presented in Tables 1 to 3 and Table 4 demonstrate that industry partnerships significantly influence the competencies of business faculty in Higher Education Institutions (HEIs) by strengthening instructional practices, enhancing curriculum relevance, and promoting experiential and reflective teaching approaches. The results reveal that faculty

engagement with industry-related activities contributes to the development of practical competencies aligned with contemporary educational and workforce demands

Table 1. Descriptive Results on Teaching Strategies Utilized by Business Faculty

Teaching Strategies	Frequency	Percentage of Cases	Interpretation
Teacher-Centered	5	7.6%	Least utilized strategy
Learner-Centered	52	78.8%	Highly utilized strategy
Content-Focused	19	28.8%	Moderately utilized
Interactive	53	80.3%	Most utilized strategy

In terms of teaching strategies, business faculty predominantly utilized interactive (80.3%) and learner-centered (78.8%) approaches, while teacher-centered strategies (7.6%) were least utilized. Content-focused strategies were moderately utilized at 28.8%. These findings suggest that faculty members increasingly adopt participatory and student-centered instructional approaches that encourage collaboration, critical thinking, and active engagement in the learning process. The results imply that industry exposure encourages educators to move beyond traditional lecture-based instruction toward more experiential and application-oriented pedagogies. This finding supports the experiential learning principles that emphasize active participation and contextualized learning as essential components of effective instruction [6], [15].

Table 2. Descriptive Results on Types of Industry Partnerships

Types of Partnerships	Mean	SD	Interpretation
Academe–Academe	2.96	0.88	Moderate level of engagement
Academe–Industry	3.07	0.98	Highest level of engagement
Academe–Government	2.30	1.18	Lowest level of engagement

The findings further reveal that academe–industry partnerships obtained the highest level of engagement (M = 3.07, SD = 0.98), followed by academe–academe partnerships (M = 2.96, SD = 0.88), while academe–government partnerships registered the lowest level of engagement (M = 2.30, SD = 1.18). The moderate mean values indicate that collaborative partnerships are already evident within institutions, although they may not yet be fully institutionalized across all sectors. The higher variability observed in government partnerships suggests unequal opportunities for faculty participation in collaborative activities. Nevertheless, the dominance of academe–industry collaboration highlights the growing importance of industry engagement in strengthening faculty development and institutional responsiveness to labour market needs.

Table 3. Descriptive Results on Teaching Competencies under Instruction & Alignment

Instruction & Alignment	Frequency	Percentage of Cases	Interpretation
Real-World Examples	59	84.3	Highly demonstrated competency
Industry Knowledge	55	78.6	Highly demonstrated competency
Career Linkages	47	67.1	Moderately high competency
New/Updated Materials	51	72.9	Highly demonstrated competency

The descriptive findings on teaching competencies under Instructional Innovation and Industry alignment also indicate that faculty members strongly demonstrated competencies related to the use of real-world examples (84.3%), industry knowledge (78.6%), and the integration of new or updated instructional materials (72.9%). Career linkages likewise registered a moderately high competency level (67.1%). These findings imply that industry partnerships enable faculty members to integrate practical industry experiences into classroom instruction, thereby improving the relevance and applicability of business education. Exposure to industry practices appears to enhance faculty capability to contextualize lessons, update course materials, and establish stronger connections between academic instruction and professional practice.

Further evidence regarding the impact of industry partnerships is presented in Table 2, which examined faculty competencies through the four dimensions of experiential learning: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. The dimensions were measured using specific indicators related to faculty engagement and instructional practice. Concrete Experience was measured through the total number of hours faculty members immersed themselves in industry partnership activities. Reflective Observation referred to the self-rated assessment of faculty members regarding the improvement of their teaching competencies. Abstract Conceptualization was measured through the extent of syllabus revisions undertaken by faculty members to align curricular content with industry needs and market demands. Meanwhile, Active Experimentation was measured through the number of courses in which faculty members applied new teaching strategies to assess their effectiveness across different learning contexts.

Table 4. Impact of Partnerships on Faculty Competencies

Areas	Mean	SD	Interpretation
Concrete Experience	2.12	1.09	Faculty generally reported 6–10 hours of immersion, with many reporting only 1–5 hours
Reflective Observation	3.79	1.04	Faculty generally perceived that their teaching competencies improved “very much.”
Abstract Conceptualization	3.22	1.10	Faculty generally implemented moderate-to-significant syllabus revisions.
Active Experimentation	2.37	0.70	Faculty commonly applied new teaching strategies across several courses.

The findings reveal that industry engagement contributed positively to the enhancement of faculty competencies, particularly in reflective teaching practices, curriculum development, and the application of innovative instructional strategies. Among the four dimensions, Reflective Observation obtained the highest mean score (M = 3.79, SD = 1.04), indicating that faculty members generally perceived that their teaching competencies improved “very much” as a result of industry engagement. This finding suggests that industry exposure enabled faculty members to critically assess and improve their pedagogical approaches, thereby

strengthening instructional effectiveness. The result supports the assertion that collaboration with industries encourages educators to engage in reflective and active teaching practices grounded in real-world applications [3].

To further explain the findings presented in Table 2, the detailed frequency distributions of the experiential learning dimensions are presented in Table 2.1. The findings show that 50.7% of respondents reported that their teaching competencies improved "very much," while 23.3% indicated improvement "to a great extent." These results suggest that industry partnerships positively influenced faculty members' self-assessment of their instructional competencies and professional growth. The findings also align with observations that exposure to professional environments encourages educators to adopt diverse and industry-responsive teaching strategies [16], [17].

Table 5. Frequency Distribution of Experiential Learning Dimensions

Experiential Learning Dimensions	Indicators	Frequency	Percentage
Concrete Experience	1–5 hrs	29	39.7
	6–10 hrs	16	21.9
	11–20 hrs	18	24.7
	More than 20 hrs	10	13.7
Reflective Observation	Not at all	3	4.1
	Slightly	7	9.6
	Moderately	9	12.3
	Very much	37	50.7
	To a great extent	17	23.3
Abstract Conceptualization	No revision done	9	12.3
	Minor changes	6	8.2
	Moderate updates	22	30.1
	Significant revision	32	43.8
	Completely redesigned course	4	5.5
Active Experimentation	Few courses	9	12.3
	Several courses	28	38.4
	Many courses	36	49.3

In terms of Abstract Conceptualization, the findings yielded a mean score of 3.22 (SD = 1.10), indicating that faculty members generally implemented moderate to significant revisions of syllabi and instructional materials. Supporting frequency distributions in Table 2.1 revealed that 43.8% of respondents conducted significant syllabus revisions, while 30.1% reported moderate updates in course content. These findings suggest that industry partnerships contribute to curriculum enhancement and the integration of practical industry knowledge into academic instruction. The results are consistent with studies emphasizing that industry engagement strengthens faculty capacity to align instruction with labor market expectations [18]. Similarly, the importance of continuously updating curricular content to ensure relevance to current industry standards and workforce competencies has been emphasized in recent literature and higher education policies [19, 20].

The dimension of Active Experimentation obtained a mean score of 2.37 (SD = 0.70), indicating that faculty members commonly applied new teaching strategies across several courses after participating in industry partnerships. The frequency distributions in Table 2.1 showed that 49.3% of respondents applied innovative strategies in many courses, while 38.4% implemented them across several courses. These findings demonstrate that faculty members were able to transfer industry-based experiences into classroom practice through varied instructional approaches and applied learning activities. The result supports the concept of faculty members as practitioner-scholars, wherein sustained industry engagement enables educators to bridge theory and practice effectively [21]. The findings also correspond with career readiness standards that emphasize strengthening critical thinking, communication skills, and workplace-relevant instruction [22].

Meanwhile, Concrete Experience registered the lowest mean score (M = 2.12, SD = 1.09), indicating moderate levels of direct immersion in industry-related experiential activities. The frequency distributions presented in Table 2.1 showed that 39.7% of respondents participated in only 1–5 hours of immersion activities, while 24.7% engaged in 11–20 hours. Although industry engagement was evident, the findings suggest that the extent of direct immersion among faculty members remained varied. This moderate level of immersion reflects observations that faculty–industry collaborations in developing countries are still evolving and may be constrained by institutional limitations, resource availability, and structural barriers [7], [23].

The integrated findings demonstrate that industry partnerships positively impact the competencies of business faculty in Higher Education Institutions by improving reflective teaching practices, encouraging curriculum innovation, strengthening industry-relevant instructional competencies, and promoting the application of experiential and learner-centered teaching approaches. Faculty members increasingly adopt interactive pedagogies, integrate real-world industry knowledge into instruction, and revise curricular materials to align with evolving professional demands. The findings strongly support the Triple Helix Model, which emphasizes the importance of collaboration among academe, industry, and government in advancing innovation, knowledge application, and institutional development [4].

The results are likewise supported by studies emphasizing that academic engagement with industries through collaborative projects, consulting activities, and workforce development initiatives enhances both faculty expertise and institutional relevance [5]. Collectively, the findings confirm that industry partnerships serve as a significant mechanism for strengthening faculty competencies and ensuring that business education remains responsive, practical, and aligned with contemporary industry and workforce expectations.

Overall, the combined findings demonstrate that industry partnerships function as a catalyst for pedagogical transformation and competency enhancement among business faculty. These partnerships promote a shift toward more student-centered and experiential teaching approaches, strengthen the alignment of academic content with industry expectations, and encourage continuous instructional innovation. Collectively, the results suggest that sustained engagement with industry not only enhances faculty competencies but also contributes to the broader goal of ensuring that business education remains relevant, practice-oriented, and responsive to evolving professional and workforce demands.

B. Factors Influencing the Effectiveness of Industry Partnerships

The multiple regression analysis, supported by quantitative and qualitative triangulation, identified key factors influencing the effectiveness of industry partnerships in enhancing faculty competencies, with converging findings strengthening the validity of the conclusions.

Table 6. Factors that Influence the Effectiveness of Industry Partnerships

Faculty Competencies	Significant Predictor(s)	R^2	β Value	p Value
Instructional Innovation	Abstract Conceptualization	.644	.409	.000
	Reflective Observation		.304	.011
Industry Alignment	Reflective Observation	.579	.460	.001
Research Productivity	Reflective Observation	.559	.357	.007

1. Instructional Innovation

For instructional innovation, reflected in the development of new instructional materials, the regression model demonstrated strong explanatory power (R^2 = .644), indicating that experiential learning significantly contributed to innovative teaching practices. Among the experiential learning dimensions, Abstract Conceptualization emerged as the strongest predictor (β = .409, p < .001), followed by Reflective Observation (β = .304, p = .011). These findings suggest that faculty members who translate industry experiences into curriculum revisions and engage in reflective evaluation are more likely to develop innovative instructional materials. Qualitative responses further revealed that faculty redesigned teaching approaches and incorporated industry-based cases into classroom instruction. The convergence of quantitative and qualitative findings indicates that instructional innovation is driven not merely by industry exposure but by the faculty's ability to reflect on experiences and transform them into meaningful pedagogical strategies. This finding supports previous studies emphasizing that instructional innovation results from reflective and cognitive processing of experiential learning rather than passive workplace exposure [24,] [25].

2. Industry Alignment

For industry alignment, reflected in the development of curriculum outputs that address industry needs, the regression model demonstrated substantial explanatory

power (R^2 = .579), indicating that experiential learning significantly contributed to curricular relevance. Among the experiential learning dimensions, Reflective Observation emerged as the only significant predictor (β = .460, p = .001). This finding suggests that faculty members who critically evaluate industry experiences and feedback are better able to align academic content with labor market demands. Qualitative findings further highlighted the importance of industry feedback, continuous communication, and regular consultation in refining course content and maintaining curriculum relevance. The convergence of quantitative and qualitative results indicates that reflective observation serves as the primary mechanism through which faculty integrate industry expectations into academic programs. This finding supports previous studies emphasizing that curriculum alignment is strengthened when experiential learning is critically reflected upon and systematically incorporated into instructional practice [16], [26], [27].

3. Research Productivity

For research productivity, reflected in the generation of research outputs, the regression model explained 55.9% of the variance in the dependent variable (R^2 = .559), indicating that experiential learning significantly contributed to faculty research engagement. Among the experiential learning dimensions, Reflective Observation emerged as the only significant predictor (β = .357, p = .007). This finding suggests that faculty members who critically reflect on industry experiences are better able to identify research opportunities and produce scholarly outputs. Qualitative findings further revealed that while reflection helps generate research topics, institutional support, funding, and policy mechanisms are necessary to transform industry experiences into sustained research productivity. The integration of quantitative and qualitative results indicates that reflective capacity serves as the foundation for research development, but its effectiveness depends on supportive institutional conditions. This finding supports previous studies emphasizing that reflective learning stimulates inquiry while institutional systems sustain research productivity and innovation [4], [26], [28].

Conclusion

The study concludes that industry partnerships serve as a significant catalyst in enhancing the competencies and pedagogical practices of business faculty in Higher Education Institutions, particularly when engagement extends beyond mere collaboration toward reflective and experiential integration. The effectiveness of these partnerships is largely shaped by how faculty members translate industry exposure into instructional improvements, curriculum enhancement, and classroom innovation. Faculty development is most strongly influenced through reflective processes that allow educators to critically assess and refine their teaching practices, while curriculum responsiveness is achieved through the continuous

alignment of instructional materials with industry needs and labor market demands. In addition, instructional innovation is driven by the application of industry-informed strategies across various courses, demonstrating the value of experiential learning in strengthening teaching effectiveness.

Recommendation

The study recommended that Higher Education Institutions should prioritize the institutionalization of structured industry engagement programs that go beyond occasional exposure and promote sustained experiential learning opportunities for faculty. Mechanisms for reflective practice should be formally integrated into faculty development initiatives to ensure that industry experiences are systematically translated into pedagogical improvement. Institutions should also strengthen curriculum co-development with industry partners to ensure continuous alignment with evolving professional standards. Furthermore, policies that support equitable access to industry immersion opportunities, as well as workload recognition for faculty engagement, are essential to sustain meaningful participation. Finally, expanding industry-linked academic initiatives through formal partnerships, collaborative projects, and institutional support systems will further enhance the long-term impact of industry engagement on teaching quality and educational relevance.

Conflict of Interest

The authors declare that there is no conflict of interest.

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