

Workplace Competencies and Faculty Industry Exposure in Selected Higher Education Institutions (HEIs) In Pasay City: Basis for Institutional Sustainability Program

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ABSTRACT

Higher Education Institutions (HEIs) play a vital role in preparing graduates who possess the competencies required by today's dynamic and technology-driven workforce. Faculty members contribute significantly to this mission by integrating current industry practices into instruction through meaningful industry engagement. This study examined the relationship between workplace competencies and faculty industry exposure among selected HEIs in Pasay City and developed an Institutional Sustainability Program based on the findings. A quantitative descriptive-correlational research design was employed using purposive sampling involving 56 respondents, consisting of academic heads, program chairs, faculty members, and industry partners. Data were collected through a validated researcher-developed questionnaire and analyzed using frequency and percentage distribution, weighted mean, Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation Coefficient. The findings revealed that workplace competencies (WM = 4.39) and faculty industry exposure (WM = 4.31) were both assessed as Highly Evident. Problem-solving and decision-making showed a significant difference among respondent groups ($p = 0.017$), while several dimensions of faculty industry exposure demonstrated significant positive relationships with workplace competencies, suggesting that sustained industry engagement enhances faculty capability and instructional relevance. Respondents also identified concerns related to workload, budget allocation, monitoring and evaluation, and institutional support. In response, an Institutional Sustainability Program was developed, focusing on faculty development, industry immersion, professional training, strengthened industry-academe partnerships, and continuous monitoring and evaluation. The program was rated Highly Acceptable (WM = 4.39). The study concludes that sustained faculty industry exposure strengthens workplace competencies, improves instructional effectiveness, and supports curriculum responsiveness, highlighting the need for continuous institutional support to foster long-term industry-academe collaboration.

Keywords: Workplace competencies, faculty industry exposure, higher education institutions, industry-academe collaboration, institutional sustainability, faculty development

INTRODUCTION

Higher Education Institutions (HEIs) play a critical role in preparing graduates with the knowledge, skills, and professional competencies required in an increasingly dynamic and technology-driven labor market. Beyond delivering academic knowledge, higher education is expected to develop workplace competencies such as communication, collaboration, critical thinking, problem-solving, adaptability, professionalism, and digital literacy that enable graduates to respond effectively to evolving industry demands. Rapid technological advancement, globalization, and changing workforce expectations have intensified the need for educational institutions to align academic programs with professional practice and employer requirements.

In the Philippines, the Commission on Higher Education (CHED) has reinforced this direction through the implementation of Outcomes-Based Education (OBE) under CHED Memorandum Order No. 46, series of 2012. This framework encourages HEIs to produce graduates who possess measurable competencies that meet national and international standards while strengthening industry-academe collaboration. Consequently, curriculum

enhancement, faculty development, and sustained partnerships with industry have become strategic priorities for institutions seeking to improve educational quality and graduate employability.

Faculty members are central to achieving these educational objectives. While academic qualifications provide the foundation for effective teaching, meaningful industry exposure enables educators to connect theoretical concepts with current workplace practices. Participation in industry immersion, professional training, consultancy, collaborative projects, and other forms of industry engagement allows faculty members to update their technical knowledge, strengthen professional competencies, and integrate authentic workplace experiences into classroom instruction. Such engagement contributes to more relevant teaching, improved curriculum delivery, and better preparation of students for professional practice.

Previous studies have consistently emphasized that industry-academe collaboration enhances instructional effectiveness, faculty professional development, curriculum responsiveness, and graduate employability. Faculty members who maintain active industry engagement are better equipped to develop students' technical, interpersonal, and problem-solving competencies while fostering innovation and responsiveness within higher education. Despite these recognized benefits, many HEIs continue to face challenges in sustaining meaningful industry partnerships because of limited institutional support, heavy teaching workloads, financial constraints, and inadequate opportunities for faculty immersion. These challenges may hinder continuous competency development and reduce the integration of current industry practices into academic instruction.

Although existing studies have examined workplace competencies, faculty development, and industry engagement independently, limited empirical evidence has explored the relationship between workplace competencies and faculty industry exposure among Higher Education Institutions in Pasay City. Moreover, few studies have incorporated the perspectives of academic administrators, faculty members, and industry partners within a single analytical framework. Addressing this gap is important because understanding how industry exposure relates to workplace competencies can provide valuable insights for strengthening faculty development initiatives, improving instructional quality, enhancing curriculum relevance, and promoting sustainable industry-academe partnerships.

Guided by this gap, the present study examined workplace competencies and faculty industry exposure among selected Higher Education Institutions in Pasay City. Specifically, it assessed workplace competencies and faculty industry exposure, determined the relationships between these variables, identified the challenges encountered by faculty members, and developed an Institutional Sustainability Program to strengthen faculty competencies, promote continuous professional development, and enhance collaboration between higher education institutions and industry.

LITERATURE REVIEW

Higher Education Institutions play a critical role in preparing graduates who possess the competencies required to succeed in an increasingly competitive and technology-driven workforce. Contemporary higher education extends beyond the transmission of disciplinary knowledge by emphasizing the development of workplace competencies, including communication, collaboration, critical thinking, problem-solving, adaptability, professionalism, digital literacy, and customer-oriented skills. These competencies are widely recognized as essential for improving graduate employability and enabling individuals to respond effectively to changing organizational and industry demands (Akour et al., 2022; World Economic Forum, 2023; Roble, 2021).

The growing emphasis on competency-based education has reinforced the responsibility of higher education institutions to align learning outcomes with workforce requirements. In the Philippine context, Outcomes-Based Education (OBE) encourages institutions to design curricula that develop measurable competencies while promoting learner-centered instruction and continuous quality improvement (Bilbao et al., 2017). Effective implementation of this approach depends largely on faculty members who possess both strong academic expertise and current industry knowledge. Consequently, faculty development has become a strategic priority for institutions seeking to maintain curriculum relevance and improve instructional quality.

Faculty industry exposure has emerged as an important mechanism for strengthening instructional competence and narrowing the gap between academic preparation and workplace practice. Industry immersion, consultancy, professional training, collaborative research, and partnerships with industry organizations enable educators to gain practical experience, update technical knowledge, and understand emerging workplace expectations. These experiences allow faculty members to integrate authentic workplace applications into classroom instruction, making learning more relevant and responsive to industry needs (Miranda, 2023; Muscanell, 2022; Dewantara, 2025).

Recent studies consistently demonstrate that meaningful collaboration between higher education institutions and industry contributes to curriculum enhancement, faculty competency development, innovation, and graduate employability. Strong industry-academe partnerships facilitate knowledge exchange, support experiential learning, and provide opportunities for educators to remain current with professional standards and technological developments. Such collaborations also strengthen institutional responsiveness to labor market changes while promoting continuous improvement in teaching and learning (Technical Education and Skills Development Authority, 2023; Future Skills Organization, 2023; Organisation for Economic Co-operation and Development, 2025).

Despite these benefits, sustaining faculty industry engagement remains a challenge for many higher education institutions. Heavy teaching responsibilities, limited financial resources, insufficient institutional support, and restricted opportunities for industry immersion often constrain continuous professional development. These conditions may reduce opportunities for faculty members to update their competencies and integrate current workplace practices into instruction, potentially affecting curriculum relevance and graduate preparedness (De Guzman & Choi, 2023; UNESCO, 2022).

Empirical evidence further supports the relationship between faculty professional development, industry engagement, and instructional effectiveness. Local studies have shown that faculty training, industry immersion, and institutional support contribute to stronger teaching competencies, curriculum responsiveness, and educational quality (Insorio, 2024; Lopez-Fabellar, 2023; Oracion et al., 2023; Prudente et al., 2024). Likewise, international studies indicate that experiential learning, continuous industry participation, and technology-enhanced professional development improve instructional competence, workplace readiness, and graduate employability (Cseh et al., 2025; Khasawneh, 2022; Jekabsone & Anohina-Naumeca, 2024; Sincharoenkul & Witthayasirikul, 2022).

Although previous studies have established the importance of workplace competencies, faculty development, and industry collaboration, limited research has examined the relationship between workplace competencies and faculty industry exposure within Higher Education Institutions in Pasay City. Existing studies have generally focused on competency development or industry engagement as separate areas of investigation and have seldom incorporated the perspectives of academic leaders, faculty members, and industry partners within a single framework. Addressing this gap is important because faculty members serve as the primary link between academic instruction and professional practice. Understanding how workplace competencies relate to faculty industry exposure may provide valuable evidence for strengthening faculty development initiatives, enhancing curriculum relevance, and promoting sustainable industry-academe collaboration.

Guided by this gap, the present study examined the relationship between workplace competencies and faculty industry exposure among selected Higher Education Institutions in Pasay City. The findings provide empirical evidence that supports the development of an Institutional Sustainability Program aimed at strengthening faculty competencies, expanding industry engagement, and improving instructional quality in higher education.

METHODS

Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationship between workplace competencies and faculty industry exposure among selected Higher Education Institutions (HEIs) in Pasay City. The descriptive component was used to determine the respondents' assessments of workplace

competencies, faculty industry exposure, problems encountered, and the acceptability of the proposed Institutional Sustainability Program. The correlational component was utilized to determine the relationship between workplace competencies and faculty industry exposure. The findings served as the basis for developing the proposed Institutional Sustainability Program.

Research Respondents and Sampling

The study involved 56 respondents selected through purposive sampling. The participants consisted of 3 Academic Heads/Deans, 4 Program Chairs/Department Heads, 27 Faculty Members, and 22 Industry Partners from selected Higher Education Institutions and hospitality-related establishments in Pasay City. Purposive sampling was employed to ensure that only individuals with relevant knowledge and experience in faculty development, industry engagement, and workplace competency initiatives participated in the study.

Research Instrument

Data were collected using a researcher-developed questionnaire constructed from the study's conceptual framework, related literature, and competency models. The instrument consisted of five sections: (1) respondents' profile, (2) workplace competencies, (3) faculty industry exposure, (4) problems encountered, and (5) acceptability of the proposed Institutional Sustainability Program. Responses were measured using a four-point Likert scale.

The researcher-developed questionnaire underwent content validation by experts to ensure its clarity, relevance, and appropriateness. A pilot test was subsequently conducted among respondents who were not included in the actual study. The internal consistency of the instrument was assessed using Cronbach's alpha, which yielded an overall reliability coefficient of $\alpha = 0.93$, indicating excellent reliability. Thus, the instrument was considered reliable and suitable for data collection.

Data Gathering Procedure

Prior to data collection, permission to conduct the study was obtained from the administrators of the participating institutions. After securing the necessary approvals, the researcher personally administered the questionnaires to the qualified respondents. The purpose of the study was explained, and informed consent was obtained before participation. Completed questionnaires were retrieved, checked for completeness, and organized for statistical analysis. Participation was voluntary, and the confidentiality of all responses was strictly maintained throughout the study.

Statistical Treatment of Data

Descriptive and inferential statistics were used to analyze the collected data. Frequency and percentage distribution were employed to describe the respondents' profile, while weighted mean was used to determine the level of workplace competencies, faculty industry exposure, problems encountered, and the acceptability of the proposed Institutional Sustainability Program.

To determine significant differences in the respondents' assessments, Analysis of Variance (ANOVA) was utilized. The Pearson Product-Moment Correlation Coefficient was employed to examine the relationship between workplace competencies and faculty industry exposure. All statistical analyses were interpreted using a 0.05 level of significance.

Ethical Considerations

The study was conducted in accordance with established ethical standards for research involving human participants. Respondents were informed of the objectives of the study, and their participation was entirely voluntary. Informed consent was obtained prior to data collection, and participants were assured that their identities and responses would remain confidential. The information gathered was used solely for academic and research purposes, and no personal identifiers were disclosed in the presentation of the results.

RESULT AND DISCUSSION

Respondents' Profile

Table 1. Distribution of the Study Participants

Respondent Category	Population (N)	Sample (n)	Percentage (%)
Academic Heads/Deans	5	3	5.4
Program Chairs/Department Heads	5	4	7.1
Faculty Members	33	27	48.2
Industry Partners	26	22	39.3
Total	69	56	100.0

Note: Respondents were selected using purposive sampling based on their roles and involvement in faculty development and industry-academe collaboration.

The study involved 56 respondents selected through purposive sampling based on their roles and involvement in faculty development and industry collaboration. The respondents comprised 3 Academic Heads/Deans (5.4%), 4 Program Chairs/Department Heads (7.1%), 27 Faculty Members (48.2%), and 22 Industry Partners (39.3%) from selected Higher Education Institutions (HEIs) and hospitality-related establishments in Pasay City.

Workplace Competencies

Table 2. Summary of Workplace Competencies

Workplace Competency Dimension	Weighted Mean	Verbal Interpretation
Technical Skills	4.34	Highly Evident
Transversal Knowledge	4.25	Highly Evident
Socio-relational Skills	4.32	Highly Evident
Competency Management	4.37	Highly Evident
Teamwork and Collaboration	4.32	Highly Evident
Cultural Awareness and Professionalism	4.47	Highly Evident
Multitasking and Time Management	4.38	Highly Evident
Technology Competencies	4.47	Highly Evident
Problem-Solving and Decision-Making	4.47	Highly Evident
Customer Service Skills	4.37	Highly Evident
Overall Mean	4.39	Highly Evident

The findings revealed that workplace competencies among faculty members in the selected Higher Education Institutions were Highly Evident (WM = 4.39), indicating that faculty members possess the competencies

necessary to perform their instructional and professional responsibilities effectively. Among the competency dimensions, Cultural Awareness and Professionalism, Technology Competencies, and Problem-Solving and Decision-Making obtained the highest weighted mean ($WM = 4.47$), suggesting that faculty members demonstrate strong professional conduct, technological proficiency, and sound decision-making skills. These competencies are essential for delivering quality instruction and responding to the evolving demands of higher education and industry.

The results are consistent with previous studies emphasizing that continuous professional development and industry engagement strengthen faculty competencies, improve instructional effectiveness, and enhance curriculum relevance (Akour et al., 2022; Muscanell, 2024; Organisation for Economic Co-operation and Development [OECD], 2025). Although Transversal Knowledge obtained the lowest weighted mean ($WM = 4.25$), it remained Highly Evident, indicating that faculty members generally possess adequate interdisciplinary knowledge while highlighting opportunities for continuous learning and professional growth.

Overall, the findings underscore the importance of sustaining faculty development initiatives and strengthening institutional support for continuous professional learning and industry collaboration. These efforts can further enhance workplace competencies, improve instructional quality, and better prepare graduates to meet the changing needs of the workforce.

Faculty Industry Exposure

Table 3. Summary of the Assessment of Faculty Industry Exposure

Faculty Industry Exposure Dimension	Weighted Mean	Verbal Interpretation
Duration and Frequency	4.28	Highly Evident
Relevance to Specialization	4.43	Highly Evident
Type of Industry Engagement	4.28	Highly Evident
Level of Industry Partner	4.20	Highly Evident
Learning Outcomes and Skills Required	4.34	Highly Evident
Integration of Experience in Teaching Practice	4.41	Highly Evident
Industry Networking and Linkages	4.37	Highly Evident
Institutional Support and Policy	4.18	Evident
Overall Mean	4.31	Highly Evident

The findings revealed that faculty industry exposure was generally Highly Evident, with an overall weighted mean of 4.31, indicating that faculty members actively engage in industry-related activities that support professional growth and instructional effectiveness. Relevance to Specialization obtained the highest weighted mean ($WM = 4.43$), followed by Integration of Experience in Teaching Practice ($WM = 4.41$) and Industry Networking and Linkages ($WM = 4.37$). These findings suggest that faculty members are able to align industry experiences with their academic disciplines and incorporate practical knowledge into classroom instruction.

The results are consistent with previous studies emphasizing that meaningful industry engagement strengthens faculty competencies, enhances curriculum relevance, and improves graduate employability through stronger industry-academe collaboration (Miranda, 2023; Dewantara, 2025; OECD, 2025). Although Institutional Support and Policy received the lowest weighted mean ($WM = 4.18$), it was still rated Evident, indicating that

while institutional mechanisms exist, additional support for faculty immersion, professional development, and collaborative partnerships may further strengthen industry engagement.

Overall, the findings underscore the importance of sustaining industry-academe partnerships and expanding institutional initiatives that promote faculty immersion, continuous professional learning, and collaboration with industry to ensure responsive and industry-aligned higher education.

Difference in the Respondents' Assessment

The results indicate that there were no significant differences in the respondents' assessments across most dimensions of workplace competencies, suggesting a shared perception among Academic Heads, Program Chairs, Faculty Members, and Industry Partners regarding the competencies demonstrated by faculty members. The consistency of these assessments implies a common understanding of the competencies required for effective teaching and professional practice within higher education institutions.

Table 4. Significant Differences in the Respondents' Assessment of Workplace Competencies

Workplace Competency Dimension	F-value	p-value	Interpretation
Technical Skills	0.219	0.883	Not Significant
Transversal Knowledge	0.006	0.999	Not Significant
Socio-relational Skills	0.353	0.787	Not Significant
Competency Management	0.631	0.598	Not Significant
Teamwork and Collaboration	0.291	0.832	Not Significant
Cultural Awareness and Professionalism	0.964	0.417	Not Significant
Multitasking and Time Management	1.218	0.312	Not Significant
Technology Competencies	2.385	0.080	Not Significant
Problem-Solving and Decision-Making	3.708	0.017	Significant
Customer Service Skills	2.744	0.052	Not Significant

Note. One-way Analysis of Variance (ANOVA) was used to determine significant differences among the four respondent groups at the 0.05 level of significance ($df = 3, 52$). Statistical significance was established at $p < 0.05$.

However, Problem-Solving and Decision-Making showed a statistically significant difference among the respondent groups ($F = 3.708, p = 0.017$). This finding suggests that respondents differed in their perceptions of faculty members' ability to analyze situations, make sound decisions, and resolve workplace challenges. These differences may be attributed to the varying roles and experiences of administrators, faculty members, and industry partners, who evaluate problem-solving from different organizational and professional perspectives.

Overall, the findings indicate that workplace competencies are consistently recognized across respondent groups, with only problem-solving and decision-making reflecting differing viewpoints. This highlights the need for continued faculty development initiatives that strengthen analytical and decision-making skills while promoting a shared understanding of competency expectations across academic and industry stakeholders.

Relationship Between Workplace Competencies and Faculty Industry Exposure

Table 5. Relationship Between Workplace Competencies and Faculty Industry Exposure

Workplace Competency Dimension	Pearson's <i>r</i>	<i>p</i> -value	Interpretation
Technical Skills	0.454	0.001	Significant Positive Relationship
Transversal Knowledge	0.391	0.003	Significant Positive Relationship
Socio-relational Skills	0.525	0.001	Significant Positive Relationship
Competency Management	0.395	0.027	Significant Positive Relationship
Teamwork and Collaboration	0.284	0.034	Significant Positive Relationship
Cultural Awareness and Professionalism	0.535	0.001	Significant Positive Relationship
Multitasking and Time Management	0.431	0.001	Significant Positive Relationship
Technology Competencies	0.451	0.001	Significant Positive Relationship
Problem-Solving and Decision-Making	0.454	0.001	Significant Positive Relationship
Customer Service Skills	0.679	0.001	Significant Positive Relationship

Note. Pearson Product-Moment Correlation Coefficient was used to determine the relationship between workplace competencies and faculty industry exposure. Statistical significance was set at $p < 0.05$.

Table 5 shows that all dimensions of workplace competencies were positively and significantly related to faculty industry exposure, indicating that increased industry engagement is associated with stronger workplace competencies among faculty members. The strongest relationship was observed for Customer Service Skills ($r = 0.679$, $p = 0.001$), followed by Cultural Awareness and Professionalism ($r = 0.535$, $p = 0.001$) and Socio-relational Skills ($r = 0.525$, $p = 0.001$). These findings suggest that meaningful industry exposure enhances faculty members' ability to interact professionally, respond effectively to stakeholders, and apply workplace-oriented competencies in teaching.

The remaining competency dimensions also demonstrated significant positive relationships with faculty industry exposure, although the strength of the associations ranged from weak to moderate. Teamwork and Collaboration exhibited the lowest, yet still significant, correlation ($r = 0.284$, $p = 0.034$). Overall, the findings indicate that faculty members who participate more actively in industry immersion, professional training, and collaborative engagements tend to exhibit higher levels of workplace competencies. These results are consistent with previous studies emphasizing that industry-academe collaboration enhances faculty professional development, strengthens instructional effectiveness, and improves curriculum relevance (Akour et al., 2022; Muscanell, 2024; OECD, 2025). Consequently, higher education institutions should continue to invest in faculty industry engagement as a strategic approach to sustaining competency development and improving educational quality.

Problems Encountered

Relative to Workplace Competencies

The respondents generally reported very few problems related to workplace competencies, as reflected by an overall weighted mean of 1.67, interpreted as Very Least Encountered. The most frequently identified concerns were challenges in communicating effectively with diverse student groups (WM = 1.86), keeping up with current industry trends and subject updates (WM = 1.80), and limited access to resources for practical demonstrations

and skill mastery (WM = 1.79). Although these concerns were reported at a low level, they suggest the need for continuous professional development, improved instructional resources, and stronger institutional support to sustain faculty competencies. These findings are consistent with Insorio (2024) and Prudente et al. (2024), who emphasized that continuous learning opportunities and institutional support are essential for strengthening faculty competence and instructional effectiveness.

Relative to Faculty Industry Exposure

Similarly, the respondents reported that problems associated with faculty industry exposure were Very Least Encountered, with an overall weighted mean of 1.71. The most commonly identified concerns included insufficient funding and logistical support for faculty engagement (WM = 2.34), limited opportunities for hands-on or practical industry experiences (WM = 1.76), and inadequate time to redesign lessons based on industry exposure (WM = 1.73). While these issues were encountered infrequently, they indicate opportunities for higher education institutions to strengthen institutional support, expand industry immersion opportunities, and provide sufficient resources to sustain effective industry-academe collaboration. These findings support the observations of Villaluna Jr. (2024) and Lopez-Fabellar (2023), who emphasized that successful industry engagement depends on sustained institutional commitment and collaborative partnerships.

Proposed Institutional Sustainability Program

Based on the findings of the study, an Institutional Sustainability Program was developed to strengthen workplace competencies and faculty industry exposure among selected Higher Education Institutions. The framework emphasizes continuous faculty development, industry immersion, curriculum enhancement, industry-academe collaboration, and institutional support. Implementation is proposed over Fiscal Years 2027–2028 through coordinated efforts of academic, quality assurance, and industry linkage offices, with regular monitoring and evaluation to assess program effectiveness. The proposed program was evaluated by the respondents as Highly Acceptable (WM = 4.25), indicating its potential to serve as a strategic framework for strengthening faculty development and institutional sustainability.

Table 6. Proposed Institutional Sustainability Program Framework

Objective	Key Activities	Timeline	Responsible Office	Expected Outcome	Monitoring and Evaluation
Enhance workplace competencies	Faculty seminars, competency-based training, digital skills workshops	Quarterly	Academic Affairs Office, HR Office	Improved faculty competencies	Training evaluation, competency assessment
Strengthen faculty industry exposure	Industry immersion, benchmarking, internship, professional certification	Semi-annually	Industry Linkages Office	Increased industry engagement	Participation reports, industry feedback
Promote industry-academe collaboration	MOUs, advisory board meetings, collaborative research	Annually	External Affairs Office	Stronger institutional partnerships	Number of partnerships, collaborative projects
Improve curriculum relevance	Curriculum review with industry partners, OBE integration	Annually	Academic Departments	Industry-responsive curriculum	Curriculum evaluation, employer feedback

Institutionalize continuous improvement	Monitoring, policy review, annual program assessment	Annual	Quality Assurance Office	Sustainable faculty development	Annual performance and impact reports
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Acceptability of the Strategic Enhancement Plan

Table 7. Acceptability of the Proposed Institutional Sustainability Program

Indicator	Weighted Mean	Verbal Interpretation
The program provides thorough and useful knowledge for implementing corrective actions.	4.45	Highly Acceptable
The program provides guidance and support in developing and improving policy guidelines.	4.36	Highly Acceptable
The program benefits HEIs by identifying gaps in workplace competencies and faculty industry exposure.	4.28	Highly Acceptable
The program presents complete and relevant information.	4.10	Acceptable
The program is practical and feasible for implementation.	4.10	Acceptable
Overall Mean	4.25	Highly Acceptable

The proposed Institutional Sustainability Program was evaluated as Highly Acceptable, obtaining an overall weighted mean of 4.25. The highest-rated indicator was its ability to provide thorough and useful knowledge for implementing corrective actions (WM = 4.45), followed by its capacity to guide the development and improvement of institutional policies (WM = 4.36). These findings indicate that the respondents recognized the program as a practical framework for strengthening workplace competencies, enhancing faculty industry exposure, and supporting continuous institutional improvement.

The program also received favorable evaluations for its potential to identify gaps in workplace competencies and faculty industry exposure (WM = 4.28), while the indicators on the completeness of information and implementation feasibility were rated Acceptable (WM = 4.10). Overall, the findings suggest that the proposed program is a viable strategic intervention for promoting faculty professional development, strengthening industry-academe collaboration, and improving curriculum responsiveness. Its positive evaluation further demonstrates the respondents' confidence in its potential to support instructional effectiveness and institutional sustainability within higher education institutions.

Study Limitation

This study was limited to selected Higher Education Institutions in Pasay City and involved 56 respondents selected through purposive sampling. Therefore, the findings should be interpreted within the context of the participating institutions and may not be generalized to all higher education institutions in the Philippines. The study also relied on self-reported questionnaire responses, which may be subject to response and social desirability bias. In addition, the descriptive-correlational design identified associations between workplace competencies and faculty industry exposure but did not establish causal relationships. Future studies involving larger samples, multiple geographic locations, and mixed-methods approaches are recommended to enhance the generalizability and depth of the findings.

CONCLUSION

The study concludes that workplace competencies and faculty industry exposure were both highly evident among faculty members in the selected Higher Education Institutions in Pasay City. Faculty members demonstrated

strong competencies across technical, professional, technological, and interpersonal dimensions, while maintaining meaningful industry engagement through relevant professional activities and collaborations. The findings further revealed that workplace competencies were positively and significantly associated with faculty industry exposure, highlighting the value of sustained industry engagement in supporting faculty competency development and instructional effectiveness.

Although respondents reported very few challenges related to workplace competencies and faculty industry exposure, concerns regarding institutional support, resource availability, and opportunities for practical engagement indicate areas for continuous improvement. Addressing these concerns may further strengthen faculty professional development and enhance the quality of industry-academe partnerships.

The proposed Institutional Sustainability Program was evaluated as highly acceptable, indicating its potential to serve as a strategic framework for promoting continuous faculty development, strengthening industry collaboration, and supporting curriculum responsiveness. Its implementation may assist higher education institutions in sustaining competency-based professional development initiatives, improving instructional quality, and preparing graduates with the knowledge, skills, and competencies required by an evolving and competitive workforce.

RECOMMENDATIONS

Based on the findings of the study, Higher Education Institutions (HEIs) should strengthen faculty development by expanding opportunities for industry immersion, professional training, and industry-academe collaboration. These initiatives can help faculty members maintain current industry knowledge, enhance workplace competencies, and improve the integration of practical experiences into teaching.

School administrators are encouraged to institutionalize sustainable partnerships with industry through collaborative curriculum development, professional engagement, and regular consultation with industry stakeholders. Strengthening these partnerships may further improve curriculum relevance, instructional quality, and graduate employability.

The proposed Institutional Sustainability Program may be adopted or adapted by HEIs as a strategic framework for enhancing workplace competencies and faculty industry exposure. Its implementation should be supported by adequate resources and periodic monitoring and evaluation to ensure its effectiveness and sustainability.

Future researchers are encouraged to replicate this study using larger and more diverse samples across different higher education institutions and academic disciplines. Further studies may also examine additional variables, such as organizational culture, leadership practices, digital competencies, faculty engagement, and institutional performance, to provide a broader understanding of the factors influencing workplace competencies and faculty industry exposure.

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