

# Strengthening the Partnership with Partner Industry towards Data Literate and Collaborative Work Environment

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**Abstract:** *This study was to determine the strengthening of the partnership with partner industry towards data literate and collaborative work environment. The respondents of the study were partner industry of the National University Baliwag academic year 2021-2022. This research revealed the undeniable benefits of these strategies. Curriculum alignment led to graduates with enhanced data literacy and industry-relevant knowledge. Internship and apprenticeship programs empowered students with real-world experience and a penchant for collaboration. Continuous training produced a more data-savvy workforce, driving innovation. Interdisciplinary collaboration improved problem-solving capabilities, and data resource sharing fueled knowledge exchange.*

**Keywords:** Strengthening the Partnership, Partner Industry, Data Literate, Collaborative Work Environment.

**Introduction.** Employers face challenges and barriers when participating in a collaborative work environment, such as associated costs, insufficient resources and support, staff capacity to mentor and supervise students, the complexity of partnering with universities and or colleges, and a lack of information about forging industry partnerships.

A quickly changing and increasingly global economy places a greater emphasis on the requirement for work-ready graduates from universities. Report on the

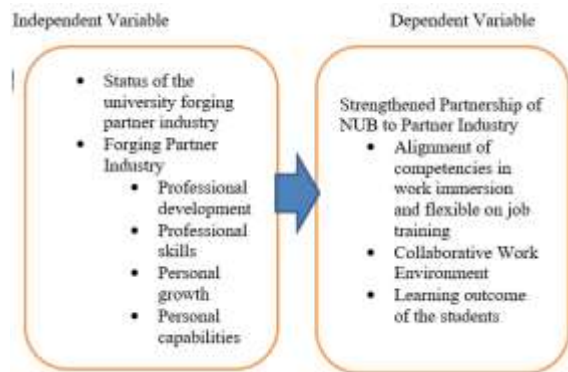
Collaborative Work Environment emphasizes the importance of colleges in "equipping graduates with competencies that not only meet the expectations of employers but also promote a seamless and effective transition for these people into the workforce." According to CHED memorandum order no. 13 s, 2016, implementing guidelines for industry partnership under the sectoral engagements component of the IRSE grants. This memorandum was intended to address the long-standing problem of job skills mismatch in the labor sector, which was caused, among other things, by a misalignment of classroom instruction with industry needs, a lack of or outdated industry experience among faculty, and a lack of sustainable and substantial linkages between academe and industry. Establishing partnerships with the industry would serve to enrich industry-specific knowledge and skills within undergraduate programs, ensuring that students are thoroughly equipped for their entry into the job market. This collaboration facilitates work immersion and on-the-job training for faculty members, enabling them to put into practice what they teach and apply their academic expertise beyond the confines of the classroom. Simultaneously, this interaction with the industry provides faculty with real-world experience, thereby enhancing their knowledge, which ultimately translates into valuable benefits for their students. In compliance with CHED Memorandum Order 104, issued in 2017, which provided comprehensive guidelines for student internship programs across all programs in the Philippines, establishing partnerships with the industry becomes pivotal. These partnerships entail the careful delineation of roles and responsibilities for all stakeholders, including ensuring the safety of student interns, formulating a

well-structured training plan, defining clear learning objectives, and specifying the methods of evaluation. Recognizing the significance of preparing graduates for the job market and acknowledging the crucial role they play, the creation of a collaborative work environment between academic institutions and industry takes precedence.

Establishing a mutual understanding among universities, industries, and students regarding the essential employability skills and practice capabilities specific to various fields is crucial for successful work-based learning initiatives (Horstmanshof & Moore, 2016). This shared understanding creates a unified dialogue and terminology among universities, industries, and students. By fostering this common language, students, who play a central role in work-based learning, are empowered to actively influence and mold their experiences. This involvement ensures that the assessments accompanying work-based programs accurately validate the achieved outcomes.

A corresponding investigation carried out by Sadia Anjum in 2020 aimed to assess the influence of internship programs on the personal and professional development of business students in Pakistan. The study encompassed a dataset comprising 800 undergraduate business students enrolled in 4-year degree programs across 15 universities in Pakistan. A structured questionnaire, consisting of six segments, was employed. Part I gathered demographic details, Part II focused on the motivations behind internship participation, and Part III to VI delved into the assessment of factors related to both professional and personal growth, as well as skills development. Descriptive analysis was utilized to scrutinize demographic data and central tendencies of responses. Additionally, scale measurement analysis was conducted to examine the normal distribution of the study data and to assess the questionnaire's reliability. The study's findings offer insights into the impact of internship programs on the professional and personal development and skills

enhancement of business students in Pakistan.



The survey questionnaire was adapted from the study conducted by Sanji Anjum (2020) entitled Impact of Internship Programs on Professional and Personal Development of Business Students. The study has been peer-reviewed and the reliability of the questionnaire is checked using Cronbach's coefficient alpha of 0.82.

The researcher would prepare a letter of request to perform the analyses and be properly noted by the university director. The researcher would directly be sent to the Office of the university director.

A consent letter would be sent to the partner industry involved in the study. Another letter will be sent to the university dean and program chair, with the following information, a list of partner industries for the school year 2021 - 2022.

The researcher would convert the adopted survey questionnaire to Microsoft Form for online interaction with the target respondents, and data would form Part 1 of the survey form. Part 2 would be an interview through online interaction.

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**Recommendation.** To foster a data-literate and collaborative work environment, we recommend a multifaceted approach. First, align educational curricula with industry needs, ensuring graduates possess practical data skills. Implement and expand structured internship and apprenticeship programs to bridge the gap between theory and practice. Promote continuous training and professional development to keep the workforce updated on data trends. Encourage

interdisciplinary collaboration to address complex challenges. Lastly, support data resource sharing to cultivate a thriving ecosystem.

**Findings.** This research revealed the undeniable benefits of these strategies. Curriculum alignment led to graduates with enhanced data literacy and industry-relevant knowledge. Internship and apprenticeship programs empowered students with real-world experience and a penchant for collaboration. Continuous training produced a more data-savvy workforce, driving innovation. Interdisciplinary collaboration improved problem-solving capabilities, and data resource sharing fueled knowledge exchange.

In conclusion, strengthening the partnership between educational institutions and industry is pivotal in fostering a data-literate and collaborative work environment. These strategies collectively empower organizations to remain competitive and agile in a data-driven world, while also enhancing the broader knowledge ecosystem. The adaptability and preparedness of the workforce are paramount in a rapidly changing landscape, and these collaborative efforts are key to achieving these goals.

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