



Integrated Industry-Based Academic Model for Marketing Education: A Value Innovation for St. Paul University Philippines

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ABSTRACT

This study aimed to develop a framework for marketing education which explores the synergistic interface of the business and other industries with the academic community. It investigated the emerging concepts, issues and concerns in the local and global community that greatly impinge on establishing a relevant and industry-driven business education particularly in the area of marketing management for St. Paul University Philippines (SPUP). This study made use of the mixed methods research design using both qualitative and quantitative methods of inquiry such as focus group discussion and modified Delphi technique. The Gap Analysis method was employed to determine the chasm or gap between the existing business programs with the desired business programs as envisioned by industry and other significant stakeholders. The participants of this study consisted of professionals, employers and/or entrepreneurs in the business industry as well as business academicians in the region. This study found out that industry-based exposure is important to develop the industry skills of the graduates. The Marketing graduates of SPUP have generally acquired skills, attitudes, and values desirable and needed in the business industry but they lack industry skills and opportunities for immersion to the environment of the world of work. The business industry practitioners require the Marketing Management graduates, adequate industry-based knowledge in relating with people or clients of varied backgrounds, analysis of business trends and introduction of innovative marketing strategies. The proposed framework emphasizes on the collaboration and integration of the business industry and SPUP in the delivery of Marketing education.

KEYWORDS - academic model, collaboration, industry-based, marketing education, value innovation

1. INTRODUCTION

The development of science has consisted of observations of real phenomena and the subsequent building of models to explain and interpret these observations. A deeper understanding of a phenomenon results from well-crafted models or frameworks where a system of interrelated concepts used to describe the idea, or a phenomenon are clearly laid-out in these models.

The business sector revolves in a very dynamic environment where multifaceted factors greatly affecting it are constantly changing and evolving. One of which is Marketing. It plays a very vital role in an organization, whatever the nature is. In the area of business, higher educational institutions collaborate with industry to continuously develop and create new models, paradigms, and approaches that are meant to provide the stakeholders in the business sector with deeper and better understanding of the evolving nature of the business world. It is in this context that business educators must endeavor to elicit the involvement of the practitioners actively and regularly in the business industry to create relevant and well-designed models for business education grounded on industry demands and standards.

Marketing education is a program designed to prepare secondary and postsecondary students to conduct the critical business functions associated with directing the flow of products and services from the producer to the consumer.

A fundamental understanding of the marketing concept and basic marketing skills are essential not only to students entering the field of marketing but for everyone entering the workforce. Marketing education courses provide students with knowledge and skills that are highly transferable and will last a lifetime. The discipline of marketing is built upon the three areas of interdisciplinary content. These foundations of economics, human resources skills and marketing concepts are necessary to understand and apply the nine functions of marketing namely distribution, financing, marketing-information management, product planning, promotion, purchasing, risk management and selling.

The primary directive of marketing programs in teaching-oriented business schools is the preparation of marketing students to be productive performers in businesses and organization. Unfortunately, many marketing graduates discover that few jobs available to them after graduation let them use the knowledge and skills, they learned in business school [1]. A marketing curriculum that prepares students for the jobs available in the marketplace may allow marketing graduates to obtain jobs that actually let them use the knowledge and skills they acquired in marketing classes.

The School of Business, Accountancy and Hospitality Management of St. Paul University Philippines is accredited by the Asian Association of Schools in Business International (AASBI) and those seeking or aspiring to future accreditations look to this organization for guidance in the development of business curricula that are relevant to the ever-changing business environment. The Association to Advance Collegiate Schools of Business (AACSB) in its report on Management Education at Risk, points out the importance of technology in business curricula [2]. This report states that “Employers demand graduates who are prepared to leverage technology in a scalable fashion to advance firms’ strategies and operations. It appears however that marketing curricula have been slow to incorporate technological developments in the practice of marketing.

Marketing education has a long history of growth, change, and development. Instruction “about” commercial practices and “for” business employment is fundamental to every known society [3]. Moreover, the key question for contemporary societies, especially for highly developed economies is how business education can best be implemented, and by whom. Technological, demographic, and political changes now compel the field to assess its place in the context of a variety of educational institutions - public, private, and industry-based. The fundamental purposes of preparation “for” and “about” business need to be re-examined together with recognition of where such education is occurring and/or should occur. The relative placement of business education programs in high school, post-secondary, and business settings calls for re-affirmation of which purposes are being served in these various settings. Business educators need to become visible as responsive change agents in a time when so many demographics, economic, technological, and political forces are causing all educators to re-evaluate their work. Business educators need to work from within both institutional business education programs and their professional organizations to make their views known concerning crucial issues facing the profession.

A basic element for successful managerial activity is business education which supports business action. Business education is about facilitating learning of job-related behaviors in order to improve individual and corporate performance [4]. It is the mechanism for transferring the knowledge of different management subjects from the holder of that knowledge to the receivers.

The essence of business education, for more than a century, is perceived by managers and global academic leaders as being synonymous to the provision of a certain knowledge that will enable individuals to acquire a global mindset and act to achieve high self and corporate performance levels by paying attention to ethics and corporate responsibility issues.

The great demand for business education during the last decades has resulted in an increase of business schools and a variety of business education programs offered globally [4]. In an age of fierce competition and in the face of many cases of corporate misbehavior, the issue of excellence in business education becomes crucial.

To the extent that excellence can be described, it can be considered as a situation in which its comprising factors (harmony, good, and knowledge) exist in their absolute and exceptionally good expression/form. Though it is very easy to identify excellence in nature, it is indeed very difficult to reach its essence. The beauty of an orchid or the existence of laws in the universe that assures life can be said to be examples of excellence. Excellence is a dynamic situation in which people think, sense and act based on a mental framework consisted by fundamental values, ideas, and knowledge [4].

In the managerial/organizational context, excellence constitutes an approach often complemented by a framework that offers systemic view, presupposes high engagement of people, enables self-improvement and evolution and thus, it contributes to constant change and conformance to new situations through quality monitoring at each stage and every process of the organization.

Excellence in business education is usually considered in relation to balanced performance levels in pre-defined performance dimensions. In broad terms, it includes quality in infrastructure and academic staff, quality of students, sufficient resources, business school interaction with the corporate world and comprehensive business curriculum so that future managers have all necessary knowledge, skills, and abilities to have a successful professional career.

Despite the fact that the traditional business education model has incorporated all the major changes regarding structure and curriculum that were considered necessary in the 21st century such as emphasizing international dimension, training in soft skills, and converging educational content with real business situation, a significant number of researchers and renowned management gurus point out the need for restructuring and improving business education.

In the present era of knowledge-driven economy, the role of higher education, especially business education, has become instrumental in the overall socio-economic development. The emerging global information economy is forcing businesses to devise new strategies, develop new capabilities, design new organizational structures, and deploy new business models. The disruptive effect of fast technological changes is redefining the essence of today's competitiveness. In such a scenario the ability to detect and seize market opportunities with speed and surprise (i.e., agility) is fast becoming imperative for success. Further, as the international economic competition continues to unfold and its effects continue to be felt across all sectors of the economy, business schools across the globe are becoming increasingly aware of the fact that transformation of business education pedagogy is a need of the hour.

The researcher, based on the foregoing background conducted a dissertation titled "Integrated Industry-Based Academic Model for Marketing Education: A Value Innovation for St. Paul University Philippines" which sought to explore the synergistic interface of the business and other industries with the academic community. Furthermore, the study investigated the emerging concepts, issues and concerns in the local and global community that greatly impinge on establishing a relevant and industry-driven business education particularly in the area of marketing management for St. Paul University Philippines. Furthermore, the researcher, aware of the prestige of St. Paul University Philippines as a lead innovator of academic and non-academic programs, sees that his research will enable the University to create and design more relevant and industry-stakeholder-based marketing management program anchored on the model that this study develops.

1.1 Statement of the Problem: This study titled "Integrated Industry-Based Academic Model for Marketing Education: A Value Innovation for St. Paul University Philippines" sought to develop a framework for marketing education that seeks to explore the synergistic interface of the business and other industries with the academic community.

1. Specifically, it sought to answer the following questions:
2. What are the specific knowledge, skills, attitudes, and values required from the Business Administration Major in Marketing Management graduates in the business industry?
3. What are the strengths, weaknesses, opportunities, and threats of the existing Marketing Management education in St. Paul University Philippines in developing the needed skills in the business industry?
4. To what extent are the following knowledge, skills, competencies, attitudes, and values acquired by the Marketing management graduates?
5. What framework for Marketing education can be proposed to encapsulate the synergistic interface of the business and other industries with the academic community and other stakeholders?
6. What are the benefits that can be derived from the proposed framework to the University?

2. METHODS

2.1 Research Design: The study made use of the mixed methods research design using both qualitative and quantitative methods of inquiry. The qualitative method part used the focus group discussion as it sought to formulate a conceptual model for an industry-driven Marketing education.

The study used the Delphi technique for data collection. The Gap Analysis method was employed to determine the chasm or gap between the existing business programs with the desired business programs as envisioned by industry and other significant stakeholders.

A gap analysis report helps a business understand the gaps that exist between its ideal future state and its present state. By analyzing these gaps, institutions can create specific action plans to move the organization forward toward its goals and close the gaps identified in the gap analysis report. However, a gap analysis does not provide the action plan; it only provides the foundation of understanding necessary to create it.

2.2 Modified Delphi Technique: The Delphi technique is a widely used and accepted method for gathering data from research participants within their domain of expertise. The technique is designed as a group communication process which aims to achieve a convergence of opinion on a specific real-world issue. The Delphi process has been used in various fields of study such as framework development, program planning, needs assessment, policy determination, and resource utilization to develop a full range of alternatives, explore or expose underlying assumptions, as well as correlate judgments on a topic spanning a wide range of disciplines. The Delphi technique is well suited as a method for consensus-building by using a series of questionnaires delivered using multiple iterations to collect data from a panel of selected subjects. Subject selection, time frames for conducting and completing a study, the possibility of low response rates, and unintentionally guiding feedback from the respondent group are areas which should be considered when designing and implementing a Delphi study. Delphi, in contrast to other data gathering and analysis techniques, employs multiple iterations designed to develop a consensus of opinion concerning a specific topic [5].

Iterations refer to the feedback process. The process is viewed as a series of rounds where in each round every participant works through a questionnaire which is returned to the researcher who collects, edits, and returns to every participant a statement of the position of the whole group and the participant's own position. A summation of the comments made by each participant will make them aware of the range of opinions and the reasons underlying those opinions.

More specifically, the feedback process allows and encourages the selected Delphi participants to reassess their initial judgments about the information provided in previous iterations. Thus, in a Delphi study, the results of previous iterations regarding specific statements and/or items can change or be modified by individual panel members in later iterations based on their ability to review and assess the comments and feedback provided by the other Delphi panelists. Other notable characteristics inherent with using the Delphi technique are the ability to provide anonymity to respondents, a controlled feedback process, and the suitability of a variety of statistical analysis techniques to interpret the data. These characteristics are designed to offset the shortcomings of conventional means of pooling opinions obtained from a group interaction (i.e., influences of dominant individuals, noise, and group pressure for conformity).

One of the primary characteristics and advantages of the Delphi process is subject anonymity which can reduce the effects of dominant individuals which often is a concern when using group-based processes used to collect and synthesize information. Additionally, the issue of confidentiality is facilitated by geographic dispersion of the subjects as well as the use of electronic communication such as e-mail to solicit and exchange information. As such, certain downsides associated with group dynamics such as manipulation or coercion to conform or adopt a certain viewpoint can be minimized [5]. Controlled feedback in the Delphi process is designed to reduce the effect of noise. Noise is that communication which occurs in a group process which both distorts the data and deals with group and/or individual interests rather than focusing on problem solving. As a result, the information developed from this kind of communication generally consists of bias not related to the purposes of the study. Basically, the controlled feedback process consists of a well-organized summary of the prior iteration intentionally distributed to the subjects which allows each participant an opportunity to generate additional insights and more thoroughly clarify the information developed by previous iterations. Through the operation of multiple iterations, subjects are expected to become more problem-solving oriented, to offer their opinions more insightfully, and to minimize the effects of noise.

Finally, the ability to use statistical analysis techniques is a practice which further reduces the potential of group pressure for conformity. More specifically, statistical analysis can ensure that opinions generated by each subject of a Delphi study are well represented in the final iteration because, "at the end of the exercise there may still be a significant spread in individual opinions" [5].

That is, each subject would have no pressure, either real or perceived, to conform to another participant's responses that may originate from obedience to social norms, customs, organizational culture, or standing within a profession. The tools of statistical analysis allow for an objective and impartial analysis and summarization of the collected data.

2.3 Research Participants: The participants of this study consisted of professionals, employers and/or entrepreneurs in the business industry as well as business academicians in Region 02. Table 1 presents the distribution of the type of participants.

Table 1: Frequency and Percentage Distribution of the Participants Grouped According to Type

Type of Participant	Frequency	Percentage
Business Academicians/Educators	6	21
Employers	22	79
Total	28	100

2.4 Sampling Method: The participants of this study were chosen using purposive sampling. Regarding the selection of subjects for a Delphi study, choosing the appropriate subjects is the most important step in the entire process because it directly relates to the quality of the results generated [5]. Since the Delphi technique focuses on eliciting expert opinions over a short period of time, the selection of Delphi subjects is generally dependent upon the disciplinary areas of expertise required by the specific issue. The researcher involved ten (10) experts for the study.

Regarding the criteria that were used to guide the selection of Delphi subjects, individuals are considered eligible to be invited to participate in a Delphi study if they have somewhat related backgrounds and experiences concerning the target issue, can contribute helpful inputs, and are willing to revise their initial or previous judgments for the purpose of reaching or attaining consensus.

Two groups of people were qualified to be participants of a Delphi study. The researcher considered the following: "(1) the top management decision makers who will utilize the outcomes of the Delphi study; (Dean and faculty members teaching marketing subjects at SPUP and have been in practice for three (3) years and (2) the Business practitioners in the Region, with at least 3 years of experience in the industry where SPUP graduates have had exposure. Delphi subjects should be highly trained and competent within the specialized area of knowledge related to the target issue.

The participants basically consisted of individuals who are primary stakeholders with various interests related to the target issue or research effort. Concerning the appropriate number of subjects to be involved in a Delphi study, Ludwig [6] stated that the number of experts used in a Delphi study is "generally determined by the number required to constitute a representative pooling of judgments and the information processing capability of the research team". However, what constitutes an optimal number of subjects in a Delphi study never reaches a consensus in the literature.

2.5 Instrumentation: The study used the following data- gathering instruments: Guide Questions. Initially, the researcher used an open-ended questionnaire that was utilized to gather the needed data for the qualitative phase of this study.

Questionnaire. A structured questionnaire was developed by the researcher using the data obtained from the interview and the program outcomes of the BSBA Major in Marketing Management. Focus Group Discussion. A model is developed based on the experts' opinion through focus group discussion.

2.6 Data-Gathering Procedure: After proper communication with concerned authorities and upon approval of the dissertation proposal by the Ethics Review Committee and the Panel of Oral Examiners, the researcher identified the research participants of the study.

Informed consent was sought from the participants to ensure that their participation is voluntary, emphasizing too that they can also withdraw their participation anytime during the conduct of the study. The participants were oriented about the nature of the study as well as the benefits that can be derived from the research.

The guide questions were subjected to validation and try-out before it was administered to the research participants using the Delphi Technique of data gathering. After the data were collected, they were analyzed qualitatively and quantitatively and are presented using figures and tables.

THE MODIFIED DELPHI PROCESS: Theoretically, the Delphi process can be continuously iterated until consensus is determined to have been achieved. The following discussion provides guidelines for the modified Delphi process adopted by the researcher.

Round 1. In the first round, the Delphi process began with an open-ended questionnaire. The open-ended questionnaire served as the cornerstone of soliciting specific information about a content area from the Delphi subjects [7]. After receiving subjects' responses, the researcher identified only those responses which have been common among the participants or have been mentioned by 80 to 100% of them. The identified responses served as guide in the conduct of the second round of data collection.

Round 2. In the second round, each Delphi participant is interviewed and is asked to review the items summarized by the researcher based on the information provided in the first round. They are asked by the researcher to specifically explain or give detailed information regarding their responses. In this round, consensus began to form, and the actual outcomes were presented among the participants' responses. Review of related literature was also made to provide background to the identified competencies. The information gathered are then utilized by the researcher in the development of a structured questionnaire which was floated to the employer-participants in round 2.

2.7 Data Analysis: The data that were gathered from the use of the research instruments were analyzed using the following:

Frequency and Percentage. These were used to describe the profile of the research participants.

Weighted Mean. This was used to describe the mean response of the participants from the use of the questionnaire with items answerable utilizing a 5-point Likert Scale.

The mean responses are described using the following mean ranges:

Mean Range	Qualitative Description
4.20-5.00	Very Great Extent (VGE)
3.40-4.19	Great Extent (GE)
2.60-3.39	Moderate Extent (ME)
1.80-2.59	Little Extent (LE)
1.00-1.79	Very Little Extent (VLE)

Thematic Analysis using coding. This was used in the qualitative phase of the study. The responses that were obtained from the interview discussion were transcribed, coded, and clustered into themes and categories.

Data Analysis using the Delphi Method. Regarding data analysis using the Delphi Method, the decision rules were established to assemble and organize the judgments and insights provided by Delphi subjects. The kind and type of criteria used to define and determine consensus in a Delphi study is subject to interpretation. Basically, consensus on a topic was decided if a certain percentage of the votes falls within a prescribed range (Miller, 2006).

3. RESULTS AND DISCUSSIONS

3.1 Specific Knowledge, Skills, Attitudes and Values Required from the Business Administration Major in Marketing Management Graduates by Business Industry

For the first round of the process, multiple responses have been generated. The result is presented in Table 2.

Table 2. Knowledge, Skills, Attitudes and Values Identified to be Important by the Panel of Experts in Round 1

	Frequency	Percentage
Knowledge		
Marketing Strategies	28	100
Business concepts	25	89
Selling	6	21.43
Business Ethics	5	18
Distribution management	5	18
Transportation and delivery	5	18
Emerging business trends	25	85.71
Research concepts	28	100
Skills		
Communication	28	100
Critical thinking	27	96.43
Innovative	27	96.43
Interpersonal	25	89.29
Decision-making	28	35.71
Creative	5	18
Information Technology	25	89.29
Attitudes/Values		
Self-confidence	28	100
Positive work values	28	100
Grounded on ethical principles and standards	28	100

Table 2. presents the knowledge, skills, attitudes, and values that are relevant in the business industry as identified by the experts. During the second round of the process, the researcher took those responses which are common among expert-participants or 80 to 100% of them mentioned. Interview had been conducted by the researcher to the expert-participants to determine the specific factors which may come from the initial responses they gave during the first round.

Table 3. Frequency of Experts in Round 2 that Identified the Specific Knowledge, Skills, Attitudes and Values as Relevant

	Frequency	Percentage
KNOWLEDGE		
1. Relate with people/clients of varied backgrounds	26	93
2. Analyze business trends	28	100
3. Develop a marketing plan	28	100
4. Use technology optimally	27	96
5. Evaluate a marketing plan	28	100
6. Introduce innovative marketing strategies	26	93
7. Implement a marketing plan	28	100
8. Communicate ideas effectively	28	100
ATTITUDES		
1. Receptive to change or innovation.	24	86
2. Eager to grow/learn.	28	100
3. Highly motivated (self-interested).	28	100
4. Reasonable risk-taker	27	96
5. Open to criticisms and suggestions.	28	100
VALUES		
1. Demonstrates a high level of integrity and work ethics	28	100
2. Manifests hard work and discipline.	28	100
3. Creates and adds real value for the customer	28	100

(real customer service).		
4. People and results-oriented	28	100
5. Introduces innovation in the workplace	28	100
6. Initiate operational synergies (value of recycling)	28	100

Table 3 shows the specific knowledge, skills, attitudes and values agreed upon by the experts to be relevant in the business industry.

3.1.1 Knowledge

The participants of the study made mention about “basic marketing principles and concepts” which should be known by the Marketing Management graduates. They said that these concepts include knowledge of the 4P’s of Marketing such as product, price, place, and promotion. They also mention about their understanding of the sales promotion devices and how these devices are to be utilized by the companies. They also said that Marketing graduates be well-versed of the strategies to be employed by organizations to combat competition. The participants also stated that there is a need for graduates to be knowledgeable of the emerging business trends, marketing principles and strategies, research concepts and business ethics. In terms of research concepts, they said that graduates should have the knowledge in terms of the development, evaluation, and implementation of marketing plan. The researcher also took note of 21st century terms which have been stated by the expert participants such as the Blockchain, Web 3.0, Industry 4.0, Multigen constituents and a lot more. They mentioned that Marketing graduates should be knowledgeable of these latest concepts/trends in the business industry.

3.1.2 Skills

The participants stated that the skills that marketing graduates should possess include the following:

- a. **Communication Skills**
The participants mentioned that Marketing graduates should have the ability to relate with people/clients of varied backgrounds and be able to communicate ideas effectively. They said that graduates should be able to express themselves with superiors, colleagues, and staff. They said that these skills are very necessary especially in the field of Marketing which greatly involves sales and promotion.
- b. **Critical thinking skills**
The participants stated that Marketing graduates must have the ability to analyze business trends and engage in reflective and independent thinking. They said that these graduates should have the ability to identify, analyze and solve problems involving customers, products, and services systematically rather than by intuition or instincts.
- c. **Decision-making skills**
The participants said that Marketing graduates should have the ability to make the best possible choice in the shortest time possible especially when it comes to product development, distribution, and promotion. They should also be able to show reasons that support their decisions as to the advertising medium to be used, sales promotion tool to adopt and marketing strategies to employ.
- d. **Innovative skills**
The participants said that Marketing graduates should possess the ability to introduce innovative marketing strategies. They should also have the ability to change and improve products, processes, services, or solutions in a way that creates value for an organization. They said that these graduates should have the ability to think of ways to maintain the position of a product especially if the product is already in the maturity stage.
- e. **Information Technology Skills**
The expert-participants said that marketing graduates should possess the skills in terms of the optimal use of technology or the application of technology-based tools in marketing industry such as web page Designing, Advertising and Promotion storyboard, Block Chain Mining, other latest tools in technology being introduced.

3.1.3 Attitudes/Values

The participants said that the following attitudes/values be exemplified by the Marketing graduates:

- Self-confidence. The expert-participants stated that the graduates must have the ability to express himself/herself in dealing with their prospective market/clients.
- Positive work values. This refers to the ability of the graduates to be receptive to change or innovation, eager or willing to grow and learn, open to suggestions and criticisms, reasonable risk-taker, a team player, collaborator, highly motivated, self-driven, passion for excellence/quality)
- Grounded on Ethical Principles and Standards. The expert-participants said that the graduates should demonstrate a high level of integrity and work ethics. The graduates should manifest hard work and discipline and are people and results oriented. The participants said that graduates should be capable of creating and adding real value for the customer through real customer service.
- Furthermore, they also mentioned that the graduates should initiate operational synergies such as the value of recycling. They should also determine whether an act is right or wrong especially that unethical activities are being done by most fraudulent businesspeople in the actual world of business. They mentioned that the graduates should bear in mind that “in doing business, to profit is important but it is a must to consider your social responsibility”.

3.2 Strengths, Weaknesses, Opportunities and Threats of the Existing Marketing Management Education in St. Paul University Philippines in Developing the Students’ Needed Skills in the Business Industry

The following table is the SWOT Matrix highlighting the responses from the experts involved in crafting every element pertaining to the current marketing education existing in St. Paul University Philippines. This matrix was adopted from a study [8] which combines literature and various aspects of their experiences as first-time professors engaged in asynchronous online delivery. The table below shows the Strengths, Weaknesses, Opportunities and Threats of the existing Marketing Management education in St. Paul University Philippines in developing the students’ needed skills in the business industry. The table is designed to capture three stakeholders: students, faculty, and institution.

For the institution, the strengths are the internal attributes that enable us to attain our educational goals while weaknesses are the internal reasons that prevent us from accomplishing these goals. Opportunities exist in the external environment within which the institution operates. Opportunities are maximized when they are matched with an internal strength, a competitive advantage. Threats, also operating in the external environment, may jeopardize the institution’s ability to meet its educational goals.

Table 4. SWOT Matrix of the Marketing Management Education at St. Paul University Philippines

Areas	STRENGTHS Internal factors that satisfy students, faculty and institution needs.	WEAKNESSES Internal factors that influence students’ ability to satisfy educational goals.
Students	<ul style="list-style-type: none"> ▪ They are exposed to seminars and conferences within the region and nationwide ▪ They are fielded in their line of specialization ▪ They are good in terms of interpersonal skills 	<ul style="list-style-type: none"> ▪ They are not so good in terms of communication skills ▪ They are deployed for practicum but are asked to perform not marketing-related activities
<u>Faculty</u>	<ul style="list-style-type: none"> ▪ They are industry practitioners ▪ They are highly qualified. All have master’s degree in business administration. ▪ They are exposed to trainings, seminars, and symposia both in local and national levels. 	<ul style="list-style-type: none"> • There is fast turn-over • They have limited knowledge on the latest information technology tools relevant for 21st Century learning landscape such as Blockchain mining, Web Page Designing, Data Mining,

<p align="center">Institution</p>	<ul style="list-style-type: none"> ▪ They utilize student-centered strategies developed in Dynamic Instructional Plan (DIP) of the University. ▪ They are knowledgeable in addressing different learning styles of students. <hr/> <ul style="list-style-type: none"> ▪ It is an ISO-Certified, internationally recognized, PAASCU accredited, PACUCOA accredited. ▪ It has long history of offering quality Catholic education for 112 years. ▪ Its Business Program is Accredited by the Asian Association of Schools in Business International (AASBI). ▪ Its Business Program in PAASCU Level. ▪ It offers “Work and Travel” Program for Business students. ▪ It has Learning Management System that provides online and distance learning facility. ▪ SPUP is an autonomous University. ▪ It has passed Institutional Sustainability Assessment (ISA). ▪ It has instituted internationalization in the Marketing curriculum. ▪ It is a hub of Business exposition for 19 years 	<p align="center">Customer Relationship Management, and other terms/processes related to marketing education</p> <hr/> <ul style="list-style-type: none"> ▪ There is limited number of practicum hours as reflected in the curriculum. ▪ It offers high tuition rates. ▪ There is limited management support in terms of students’ product showcase.
<p>Areas</p>	<p>OPPORTUNITIES External environment factors that students, faculty, and institution can maximize</p>	<p>THREATS External conditions or barriers that prevent students, faculty, and institution from reaching their objectives.</p>
<p>Students</p>	<ul style="list-style-type: none"> ▪ Local industry provides preferences to Paulinian graduates. ▪ Strong national and international linkages of the University provide national and international exposure. ▪ Globalization provides job opportunities for Marketing graduates in different parts of the world. ▪ Growth in the Business Process Outsourcing in the country allows more job opportunities for the students when they graduate. 	<ul style="list-style-type: none"> ▪ They have to compete with a pool of graduates not only of the country but those abroad due to ASEAN integration and globalization. ▪ Internet of Things (IoT) and artificial intelligence may reduce the need for human labor and require higher level of skills.
<p>Faculty</p>	<ul style="list-style-type: none"> ▪ The availability of CHED K to 12 transition programs provides faculty training opportunities to upgrade their skills. ▪ The availability of Open Educational Resource (OER) can be optimized for instruction in Marketing education. 	<ul style="list-style-type: none"> • Disruptive technology changes the marketing principles and processes in which faculty may not be able cope with. • The Fast upgrading of marketing application software in the market creates threat to the

Institution	<ul style="list-style-type: none"> ▪ There are existing collaborative research opportunities to explore from the available linkages of the University. 	<ul style="list-style-type: none"> • faculty of not being able to learn them. • The K to 12 transitions has the effect of decreasing the faculty loads.
	<ul style="list-style-type: none"> ▪ K to 12 Transition Programs provide the University for research opportunities and scholarship grants. ▪ The borderless economy provides opportunities for the University to expand its Market of the Marketing program in other countries. 	<ul style="list-style-type: none"> ▪ The transition to K to 12 Program resulted to no enrollment in the second year and third year levels in the Marketing Program. ▪ Free tuition fees in state universities and colleges offering marketing courses can make the University less competitive.

The creation of a framework as a value innovation for a University pose multiple institutional considerations as this would affect all major parts particularly students, faculty, and the University as a whole.

University: Strengths and Weaknesses

There are several strengths for the Institution and the school. These include the University being an internationally- recognized institution and has been ISO, PAASCU and PACUCOA accredited. The University has a long history of offering quality Catholic education for 112 years, a unique feature as compared to other Universities. The Business Program of the School of Business, Accountancy and Hospitality Management (SBAHM) is accredited by Asian Association of Schools in Business International (AASBI) which is a part of its best features. The Business program is also PAASCU accredited. The University has Learning Management System which provides online and distance learning facility. SPUP is an autonomous University, has passed Institutional Sustainability Assessment and has instituted internationalization in the Marketing curriculum. The offering of the Work and Travel program is also included as one of its strengths. The school also becomes a hub for regional business exposition for almost 19 years. This is an opportunity for students, educators, administrators to be gathered together, to exchange with others’ ideas and to learn from one another. The offering of industry-based with international touch curriculum is a positive factor. The identified weaknesses of the University include the limited number of practicum hours as reflected in the curriculum. The University offers high tuition rates and there is limited management support in terms of students’ product showcase. To achieve competitive advantage, business schools need competencies that are not easily copied by rivals; these competencies should meet external market needs.

Students: Opportunities and Threats

There are several opportunities for Marketing Management Paulinian students. They can be exposed to both local and national practicum. They can also be absorbed for employment immediately since the University is an internationally recognized institution and the local industry provides preferences to Paulinian graduates. The University has strong national and international linkages which provide national and international exposure to its stakeholders. With globalization, Marketing graduates are provided opportunities in different parts of the world. Part of the opportunity is the growth of Business Process Outsourcing in the Philippines which allows more job opportunities for Marketing students when they graduate. On the other hand, students must compete with a pool of graduates not only of the country but those abroad due to ASEAN Integration and globalization. The Internet of Things (IOT) and Artificial Intelligence (AI) may reduce the need for human labor and require higher level of skills.

Faculty: Opportunities and Threats

For faculty, there will be opportunities for them to upgrade their skills through the availability of K to 12 transition programs.

They can also optimize for instruction in Marketing the available Open Educational Resources (OER). The existing collaborative research opportunities from the available linkages of the University can be explored by the faculty.

As to the threats, disruptive technology changes the marketing principles and processes in which faculty may not be able to cope with. The fast upgrading of marketing application software in the market creates threat to the faculty of not being able to learn them. It is also threatening to note that the K to 12 transition has the effect of decreasing the faculty loads. This may impede the interest of faculty to gain understanding and involvement in undertakings which may be of help in the discharge of their roles as educators.

University: Opportunities and Threats

The SWOT Analysis uncovers regional and local opportunities and threats for the University. The K to 12 transition program provides the University for research opportunities and scholarship grants. The borderless economy provides opportunities for the University to expand its Market of the Marketing program in other countries.

Uncontrollable threats, operating in the institution’s environment, affect the institution’s competitive position and its ability to grow. While strong demographic growth offers much promise, Universities should consider local and regional threats that can derail future enrolment opportunities. For St. Paul University Philippines, states, colleges and other Universities offering free tuition fees serve as threats. This will also make the University less competitive. In addition, the transition to K to 12 Program resulted to no enrollment in the second- and third-year levels in the Marketing programs.

3.3 Extent to which the Skills, Competencies, Attitudes and Values Are Acquired by the Marketing Management Graduates

After the two rounds of Delphi processes were done, the identified important skills, competencies, attitudes, and values by the expert-participants were integrated and floated as questionnaire to the employer-participants. This is to determine the extent to which these attributes were demonstrated by the SPUP graduates.

Table 5. Extent to which Identified Skills and Competencies are acquired by the Marketing Management Graduates as Assessed by the Employer- Participants

Item	Mean	Description
1. Relate with people/clients of varied backgrounds	4.67	Very Great Extent
2. Analyze business trends	4.56	Very Great Extent
3. Develop a marketing plan	3.72	Great Extent
4. Use technology optimally	3.67	Great Extent
5. Evaluate a marketing plan	3.67	Great Extent
6. Introduce innovative marketing strategies	3.37	Moderate Extent
7. Implement a marketing plan	3.31	Moderate Extent
8. Communicate ideas effectively	3.32	Moderate Extent
Category Mean	3.79	Great Extent

Table 5 shows the mean assessment of the employer-participants as to the extent to which desired skills and competencies are acquired by Marketing Management Graduates of SPUP. The table reveals that the graduates’ skills with respect to relating with people/clients of varied backgrounds are acquired to a “very great extent” while developing, implementing, and evaluating marketing plans are acquired to a “great extent”. The skill with respect to communicating ideas effectively got the lowest mean of 3.32 and interpreted as “Moderate extent”. The Marketing Management graduates possess competence in creating and assessing marketing plans at great extent. The category mean of the extent to which identified skills and competencies are acquired by the Marketing Management graduates as assessed by the employer- participants is 3.79 interpreted as “Great Extent”

Table 6. Extent to which Desired Attitudes are acquired by the Marketing Management Graduates as Assessed by the Employer Participants

Item	Mean	Description
1. Receptive to change or innovation.	4.67	Very Great Extent
2. Eager to grow/learn.	4.56	Very Great Extent
3. Highly motivated (self-interested).	4.56	Very Great Extent
4. Reasonable risk-taker	4.50	Very Great Extent
5. Open to criticisms and suggestions.	4.44	Very Great Extent
Category Mean	4.54	Very Great Extent

Table 6 shows the employer- participants’ assessment on the extent to which desired attitudes are demonstrated or manifested by the graduates of the Marketing Management program of St. Paul University Philippines. The mean assessment with their corresponding descriptive interpretations as shown in the table suggests that the graduates of the program have imbibed to a “very great extent” the desirable attitudes that will make them as desirable employees, workers, or business professionals. The employers saw the graduates as having been able to demonstrate their receptive attitude to change, their eagerness to grow and learn, are highly motivated, reasonable risk taker and are open to criticisms and suggestions. The category mean assessment is 4.54 interpreted to a “Very great extent”

Table 7. Extent to which Desired Values are acquired by the Marketing Management Graduates as Assessed by the Employer Participants

Item	Mean	Description
1. Demonstrates a high level of integrity and work ethics	4.83	Very Great Extent
2. Manifests hard work and discipline.	4.67	Very Great Extent
3. Creates and adds real value for the customer (real customer service).	4.61	Very Great Extent
4. People and results-oriented	4.56	Very Great Extent
5. Introduces innovation in the workplace	4.44	Very Great Extent
6. Initiate operational synergies (value of recycling)	4.39	Very Great Extent
Category Mean	4.58	Very Great Extent

Table 7 shows the employer-participants’ assessment on the extent to which desired values are acquired by the graduates of the Marketing Management program of St. Paul University Philippines. The table reveals the mean assessment with the corresponding descriptive interpretation that the graduates have manifested to a “very great extent” desirable values in order to become value-oriented professionals and employees. The employers saw the graduates to have demonstrated a high level of integrity and work ethics and manifests hard work and discipline. The graduates are also seen to have imbibed being people and results-oriented and capable of creating and adding real value for the customers. The category mean assessment is 4.58.

GAP ANALYSIS

Below reveal the gaps in terms of what the industry requires and what the Marketing Program of SPUP provides. From the data gathered from the questionnaire, the identified skills and competencies that were not at a very great extent developed among the graduates were as follows: the development, evaluation, and implementation of the marketing plan. The industry also assessed the knowledge in terms of the optimal use of technology and the introduction of creative marketing strategies to be demonstrated in moderate extent. These were also true for the skills in implementing a marketing plan and communicate ideas.

Moreover, the students are expected to have excellent communication skills however, these skills are not possessed by them to a very great extent. The above mentioned and some other skills and competencies are necessary to meet the demands of the 21st century landscape.

The gaps identified as basis for the proposed framework were also anchored on Ambisyon Natin 2040 by the National Economic Development Authority and Vision 2030 in determining the future state as desired by the industry and comparing with the current state.

AmBisyon Natin 2040 represents the collective long-term vision and aspirations of the Filipino people for themselves and for the country in the next 25 years. It describes the kind of life that people want to live, and how the country will be by 2040. As such, it is an anchor for development planning across at least four administrations. It is a picture of the future, a set of life goals and goals for the country. It is different from a plan, which defines the strategies to achieve the goals. It is like a destination that answers the question *“Where do we want to be?”*. A plan describes the way to get to the destination; it is the vision that guides the future and is the anchor of the country’s plans.

AmBisyon Natin 2040 is the result of a long-term visioning process that began in 2015. More than 300 citizens participated in focus group discussions and close to 10,000 answered the national survey. Technical studies were prepared to identify strategic options for realizing the vision articulated by citizens. The exercise benefitted from the guidance of an Advisory Committee composed of government, private sector, academe, and civil society.

In Vision 2040, Filipinos will all enjoy a stable and comfortable lifestyle, secure in the knowledge that they have enough for their daily needs and unexpected expenses, that they can plan and prepare for their own and their children’s future. Their family lives together in a place of their own, and they have the freedom to go where they desire, protected, and enabled by a clean, efficient, and fair government. Compared with the current state, there is still a percentage of graduates who are unemployed and if employed, there is still a job mismatch due to the disruptions in the technology in the employment opportunities. Because of these, the vision 2040 could be challenging to meet if graduates are not competent and ready to face the challenges in the industry. Hence, there is a need to address these by the educational institutions such as SPUP. Only when Marketing graduates possess the competencies required by the 21st Century Workplace and Business Landscape that there will be greater chance of meeting Philippines Ambisyon Natin 2040.

The other vision that can be considered for gap analysis is the ASEAN 2030. Philippines as a member-country of the Association of Southeast Nations (ASEAN) is creating synergy with other ASEAN countries to achieve sustainable growth in the borderless economy. The Sustainable Development Goal (SDG), otherwise known as global goals state that this is a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. This is about finding the balance in the development trajectories of the economic, social, and environmental dimensions such that the development is sustainable, and no one is left behind. Education institutions in the Philippines must stand and lead in the movement towards ASEAN 2030 as they are the producers of the human resource in the country. The development of the global competencies and 21st century skills need to be development among students regardless of the program they are into.

Considering the current state in the Marketing Program at SPUP, this study proposed a framework that aims to achieve improvement in the University. This is by considering the Philippine vision, SPUP vision, gaps in terms of industry competency requirements for the Marketing graduates and their ability to meet the demands of the industry of being holistically developed in terms of their skills, values, and attitudes.

Proposed Framework for Marketing Education to Encapsulate the Synergistic Interface of the Business and Other Industries with the Academic Community and Other Stakeholders



Figure 2
Proposed Framework for SPUP Marketing Education

4. CONCLUSION

Industry-based exposure is important to develop the industry skills of the graduates. The Marketing graduates of SPUP have generally acquired skills, attitudes, and values desirable and needed in the business industry but they lack industry skills and opportunities for immersion to the environment of the world of work. There is a gap in the desired future state of the business industry with the current education delivery of Marketing program. The proposed integrated industry-based framework is a value innovation at St. Paul University Philippines. When implemented, it can lessen the gap between the expected marketing skills in the industry and the developed skills at SPUP to produce Paulinian Marketing graduates who can readily be productive and meet the challenges of the 21st century workplace.

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