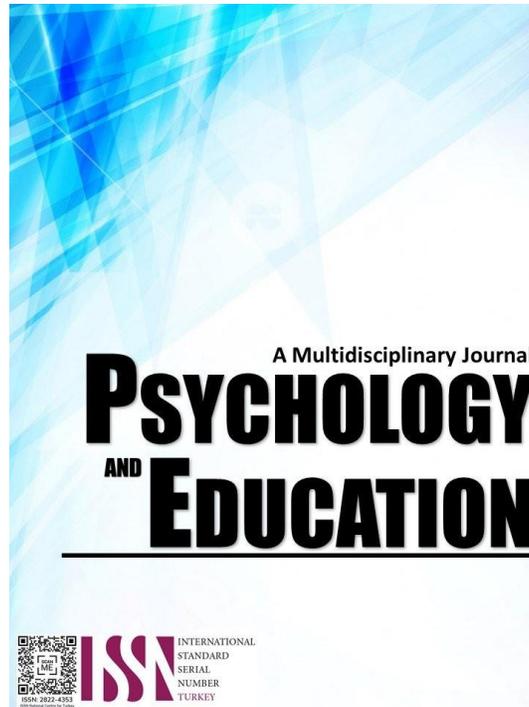


# TRANSITION FROM BUSINESS INDUSTRY TO ACADEME IN CEBU PHILIPPINES: A THEORY DEVELOPMENT



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## Transition from Business Industry to Academe in Cebu Philippines: A Theory Development

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### Abstract

In today's global economy, transitioning from industry to academia is popular. Professionals from the corporate sector contribute priceless insights that enhance students' educational experiences. However, this change was not without difficulties. Understanding the goals, experiences, and challenges moving professionals face is essential to ensuring a smooth transition and maximizing their contributions to business education. A qualitative investigation in Cebu, Philippines, explores people's motivations, encounters, and perceived difficulties when making this shift. This study demonstrates how the move from industry to academics guarantees that course material will always be relevant to the changing needs of the business sector. Numerous elements, including andragogical knowledge acquisition, coworker support, and economic issues, impact the process. Giving transitioning professionals the necessary tools and assistance requires a sophisticated grasp of these factors. Furthermore, retiring and going into academia is advantageous since it provides chances to stay involved and accomplish goals related to lifetime learning and service. Furthermore, even in the face of external shocks and economic downturns, academia offers stability and opportunities for career transition. This paper clarifies the challenges of moving from business to academics, especially in the Cebu environment. Organizations and governments can use these insights to create customized programs supporting transferring professionals and promoting strong industry-academia engagement. This will allow them to exploit new opportunities and harness associated advantages.

**Keywords:** *transition, industry to academia, challenges, motivations, socio-economic factors*

### Introduction

The dynamic and essential intersection of industry and academia in today's quickly changing global economy has prompted a closer look at the experts who move from the business industry to posts in business education. The significant ramifications of this transition for both industries have attracted attention. When people with extensive experience in business enter academia, they bring with them insightful opinions, helpful information, and a variety of viewpoints that enhance the educational environment. This change is not without difficulties and complications, in any case. To enable a smooth transition and maximize their contributions to business education, it is essential to comprehend the goals, experiences, and challenges these professionals face. The current study intends to explore the complex path taken by professionals who move from the commercial sector to positions in business education, with a particular emphasis on the environment in Cebu, Philippines. This study aims to create a thorough theoretical framework explaining the various aspects of this transition process inside Cebu's higher education institutions by examining the participants' experiences, motives, and perceived challenges. The study aims to use qualitative inquiry to identify the underlying elements that motivate people to make this move and the challenges they face in the process. By integrating various perspectives, the study suggests tactics and measures to aid and improve the adjustment process for professionals joining Cebu's business school. Studies across several disciplines have focused on the move from industry to academia, providing insight into the reasons behind, difficulties faced, and results of this kind of career change. Research has demonstrated how crucial industrial experience is for enhancing the learning environment and getting students ready for issues they will face in the real world. Nonetheless, studies show that professionals who enter the academic field frequently struggle to integrate into the academic culture, negotiate institutional expectations, and develop instructional skills.

In addition, the change could mean a change in one's identity and professional responsibilities, which could cause feelings of inadequacy and self-doubt. Despite these difficulties, there are several reasons why people are drawn to academia, such as the opportunity for career growth, intellectual stimulation, and the ability to have a significant effect through research and teaching. There is increasing consideration of the role of workers in industry who move into academia inside higher education institutions, particularly in the Cebu context. This transition increases the diversity of viewpoints inside the academic setting and promotes industry-academia collaboration, allowing educational programs better to meet the demands and trends of the business world. Cebu's specific cultural, social, and economic aspects could offer new opportunities and problems for professionals making this shift. Customized methods must consider these local characteristics to support and enable a successful transition process. Even if previous research provides insightful analyses of the move from business to academics, a thorough theoretical framework that incorporates all of the variables affecting this process is still lacking, especially considering Cebu's higher education system. The current study is to aid in creating such a framework by integrating and expanding on current knowledge, hence improving our comprehension of this crucial career transition in the Cebuano setting.

### Literature Review

The transition from business to academia is complex and involves various factors, difficulties, and coping mechanisms. Numerous investigations have examined the experiences of professionals undergoing this shift, providing insight into various facets of the phenomenon. In this regard, Smith, Johnson, and Lee's (2020) study examined industry workers' reasons for entering academia. They

discovered that people move from the workforce to academia for various reasons, such as deliberate changes in their careers, personal lives, or a desire to pursue new opportunities. These reasons demonstrate how difficult it is for professionals to make career decisions. Furthermore, Jones and Wang (2019) looked into how industry professionals viewed academia. Their research showed that participants' earlier experiences in the sector impacted their expectations about academia. This implies that people's transition process is impacted by their assumptions and opinions about academia, which affects how well they adjust.

Moreover, Smith, Johnson, and Lee's research revealed that the importance of lifelong learning was a significant issue (2020). Professionals moving to academics understand the value of ongoing education and skill development. This illustrates how academics are more dynamic than professionals in the business, whose success depends on staying current on research and educational techniques. Furthermore, Copeland and Chang (2018) discovered coping strategies professionals use to deal with the difficulties of switching to academics. These techniques, which fall into the categories of "Transition Challenges" and "Coping Strategies," provide helpful advice on how to deal with the obstacles that arise during the transition process. It is essential to comprehend these coping strategies to support people going through this professional transition.

Lastly, a more thorough theoretical comprehension of the phenomenon is facilitated by the participants' reflections on their transitional experiences. Researchers advance our understanding of the transition process by delving into the lived experiences of people relocating from industry to academics (Smith et al., 2020; Jones & Wang, 2019; Copeland & Chang, 2018).

## Methodology

### Research Design

This study used an inductive approach to construct a theory that explains the observed phenomenon, namely the transition from industry practitioners to business educators. Six transitioned industry professionals participated in the academe. The sample and size were determined purposively and in a saturation manner. The research attempted to investigate different facets of this shift using an open-ended, semi-structured interview guide. Qualitative research elements such as confirmability, dependability, credibility, and transferability were used to establish trustworthiness. Using techniques like triangulation and extended involvement, it was essential to confirm the validity of the data. Transferability underscored the necessity of comprehensive justifications to assess the relevance of insights in various settings, whereas an audit trail guaranteed confirmability.

### Data Analysis

These ideas offered a solid basis for comprehending the transition experiences in Cebu City and other comparable environments. Grounded Theory was applied using Open Coding, Axial Coding, Selective Coding, and theory construction (Noble et al.; G., 2016)—figure 1. The study results produced conjectures that revealed subtle facets of the shift from Industry Practitioners to Business Educators.

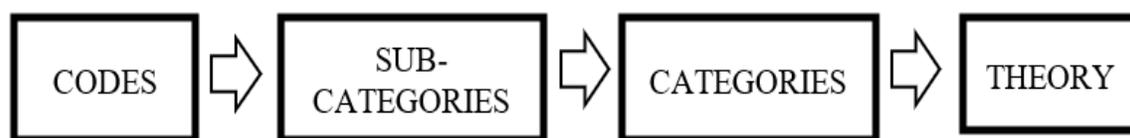


Figure 1. *GT Analysis*

Following a thorough examination of the interview substance, the following themes and related subthemes became evident.

Table 1. *Summary of Themes*

<i>Core Themes</i>
Theme 1: Reasons for Transition
Theme 2: View on the Academic World
Theme 3: Transition Challenge
Theme 4: Coping Strategies

The study explores the experiences of professionals from the industry who go to academe, exposing a range of reasons and difficulties. Reasons for entering academe that participants mention include intentional changes, circumstances shifts, and a desire to create new avenues. Their opinions on academia include expectations, perceptions from the industry, the necessity of lifelong learning, and the dynamic character of academe. Furthermore, the coping mechanisms and problems discovered in "Transition Challenges" and "Coping Strategies" offer theoretical insights into practical approaches to addressing transition difficulties. Finally, as was covered in "Reflection on the Experiences," the participants' reflections on their experiences contribute to a deeper theoretical knowledge of the phenomenon of transition. In summary, this research not only investigates the experiences of transition but also advances the development of theory that improves our comprehension of the challenges associated with the transition from industry to academe.

## Results and Discussion

### Derived Hypotheses

These hypotheses came from the analysis of the preliminary data.

Hypothesis 1: *Retired industry practitioners are likely to transition to teaching*

Under Article 287 of Presidential Decree No. 442, as amended, also known as the Labor Code of the Philippines, the compulsory retirement age is sixty (60) years or more, but not beyond sixty-five (65) years. However, many have continued to work in the academe to keep them busy while enjoying retirement from the industry.

*"I have to go out with my students, which inspires my plan to attend the academe."*

Hypothesis 2: *Social Factors affect industry practitioner decisions to transition to teaching.*

Our choices are within the context of our society; the act of changing careers may be driven by our desire to do something that would fulfill one's social needs. From the perspective of social cognitive theory, an individual's environment influences the decision-making process. Individuals do not make value-free, uninfluenced decisions.

The exposure of oneself to an environment may affect his or her decision. This was stated by the

*"I fully joined the academe on the onset of pandemics. The business industry, particularly the service industry, was highly affected by the deadly pandemic. Due to this, I had to decide either to take a break or leave the work because sustainability is quite challenging."*

Another factor would be looking for a new purpose; an individual may be affected by his or her desire to share what he or she has learned for a more meaningful cause.

*"For years, my life was all about satisfying the guest's or client's needs and wants. It was good, but later on, I felt that it was time for this learning experience to be shared with others, especially for those young people who are aspiring to join the business Industry."*

The need to meet social needs and conform to societal norms plays a role in the decision to transition from industry to education. According to social cognitive theory, a person's social environment influences their choice of career (Bandura, 1986; Lent et al., 1994; Super, 1957).

Hypothesis 3: *Economic Factors affect industry practitioners' decision to transition to teaching.*

*"Despite the COVID-19 pandemic, logistics companies are booming. However, this is limited to established companies with high financial and operational capabilities, unlike small companies like us. It was also at this time that the academe needed full-time faculty."*

Another participant shared the same experience;

*"I fully joined the academe in the on-set of pandemics. The business industry, particularly the service industry, was highly affected by the deadly pandemic. Due to this, I had to decide either to take a break or leave the work because sustainability is quite challenging."*

The decision to transition into a job as an educator is greatly influenced by factors related to economic stability, including possible salaries and job security. People's job decisions are influenced by perceptions of stability and economic downturns (Goldhaber & Grout, 2016; Podsakoff et al., 2009; Zhang et al., 2019).

Hypothesis 4: *Andragogical knowledge affects transition experience*

Higher education requires a teacher to know the topic and the teaching method.

The scenario is evident when one of the participants shared;

*"I am doing the lesson because it is my first time in the industry. Of course, I am in training, so we have many meetings before the implementation. So, when you design and customize a certain program for that particular department, you are with your colleagues; for example, you are with marketing, and you sit down. You brainstorm, so you are with people who are experts in that field."*

Higher education teaching demands subject matter expertise and mastery of adult learner-friendly pedagogical techniques. Effective teaching in this setting requires andragogical knowledge, including a grasp of adult learners' distinctive qualities, motivations, and learning styles (Knowles et al., 2015; Merriam et al., 2007).

Hypothesis 5: *Colleagues and Management Support Affects Transition*

Employees can be effective when support is given correctly when they join the company. Leaders and tenured co-employees are essential facilitators of support of the new employees; this is evident as stated by the participants of the study:

*"I do not have any training in teaching, and I find it hard to deliver my discussion at first. Fortunately, I have colleagues who aided*

*me by assisting with how I will be able to improve my lesson delivery using different techniques and approaches.”*

Workers can be productive if they have the right kind of assistance from the company from the minute they join. The study's participants clarified that leaders and seasoned coworkers are significant in helping new hires feel supported (Eisenberger et al., 1986). Also, Smooth transitions to teaching jobs are greatly aided by management and supportive coworkers. The success of the transfer is influenced by mentorship, efficient onboarding procedures, and a positive work atmosphere (Allen & Meyer; Crossman & Abou-Zaki, 2003).

### Derived Proposition

Based on the hypothesis, the following propositions were derived.

Proposition 1: *Transition from industry to academia provides an avenue for retirees to continue to be engaged.*

As retirement comes closer, one would like to explore how to keep oneself busy and engaged while already retired from the industry. Some wish to continue working outside their previous work to keep their lives less boring.

The participants of the study shared this.

*“I implanted in my mind that I do not want to be boring when I retire from the industry. I have to go out to be with that student in the academe, inspiring me to have a plan.”*

People who are retiring frequently look for ways to stay involved and fulfilled. Moving from business to academia allows retirees to stay engaged and intellectually challenged. To keep a sense of purpose and pass on their knowledge to the following generation, many retirees choose to work as teachers after they retire (Smith, 2018).

Proposition 2: *Transitioning from industry to academia provides a gratifying experience.*

Teaching is a noble job, as cliché as it may be, but many have embraced this idea. It may not be the most gratifying in terms of income, but the rewards are beyond monetary value; the study's informants shared this.

*“It is touching to hear students appreciate our teaching method, which draws from real-world industry experience. Despite the modest pay, the enduring dedication of long-serving of some of the colleagues is truly remarkable, highlighting their unwavering commitment despite challenges.”*

Another sharing stated a sense of happiness in the career in the academe;

*“Realizing the significant fulfillment of academia, where students learn from us, and we learn from them, has been a revelation. Being here brings a fulfillment I never experienced in my past industry.”*

Many view teaching as a noble vocation with benefits beyond economic compensation. Many people get satisfaction from sharing their knowledge, forming future generations' brains, and contributing to the academic community. For people in the sector moving into teaching professions, the intrinsic pleasures of academics can result in a profoundly gratifying experience, even with some financial trade-offs (Jones et al., 2020).

Proposition 3. *The transition of work from industry to academia brings a new sense of purpose.*

Despite the difficulties, circumstantial events may lead a person to follow a survival course or locate a location that serves as their safety net. Despite offering little financial compensation, the academy has served as a haven for people impacted by specific external shocks.

As shared by the informant,

*“For years, my life was all about satisfying the guest's or client's needs and wants. It was good, but later on, I felt that it was time for this learning experience to be shared with others, especially for those young people who are aspiring to join the business Industry”.*

Many view teaching as a noble vocation with benefits beyond economic compensation. Many people get satisfaction from sharing their knowledge, forming future generations' brains, and contributing to the academic community. For people in the sector moving into teaching professions, the intrinsic pleasures of academics can result in a profoundly gratifying experience, even with some financial trade-offs (Jones et al., 2020).

Proposition 4. *The transition from industry to academia provides an opportunity to earn despite adversity.*

Circumstantial events can lead a person to take a path to survival or find a place where their safety net is despite adversity. Despite being a place where the financial reward is limited, the academe has been a refuge for those affected by inevitable external shocks. In this study, two informants shared that their transition was brought about by the need to find a job as they were affected by external shocks.

*“It was the onset of the COVID-19 pandemic when logistics firms, especially tiny firms, could not sustain operations, unlike big logistics*

companies. Then came the demand for full-time teachers in higher education, so I reconsidered applying for the position.”

Another participant shared the same situation;

“The deadly pandemic had a major impact on the corporate sector, especially the service sector. Because of this, I had to make the difficult decision to go into higher education as a full-time teacher because of the financial sustainability.”

People may turn to academics for refuge and stable work in adversity or external shocks. Teaching provides a safe space for those affected by unforeseeable circumstances to earn a living and pursue their career objectives, even though the financial benefits may not be as great as in the sector (Adams & Stewart, 2016).

Proposition 5: *Knowledge of Content and Delivery shapes the transition experiences.*

Darlin-Hammon et al. (2006) stated that the knowledge required for instruction determines what educators must be prepared to do. As a result, they underline that all competent educators must ensure successful learning for learners who learn in various methods and may face a range of obstacles. A participant in the study shared:

“The preparation of lessons and other resources, such as instructional materials. To ensure that, upon student assessment, you can say that the course's aim has been met and that the students can utilize it in the future, I must provide clear instructions and objectives”.

### Theory Generated

Socioeconomic reasons bring about career transition from industry to academe.



Figure 2. Career transition theory

The emergent theory presented in Figure 2 was derived based on the careful analysis of this study and the proposition made. Society and the economy influence all of our career choices. The theory postulates that work transition is an outcome of two main reasons.

*Social Factors* - These pertain to the factors affecting industry practitioners' decision to join the academe. These include staying engaged despite retirement and finding a new path and meaning in life.

*Economic Factors* - this pertains to the opportunity to have a job or means to earn amid circumstantial events such as economic and health crises.

### Conclusion

This theory explains the interaction between societal and economic issues and how they affect professional paths. It presents two main arguments for moving from business to academics. First, social factors—such as retirees looking to stay involved, people looking for new chances after retirement, and more considerable societal expectations—significantly impact people's job decisions by strongly emphasizing societal contributions and personal fulfillment. Second, financial incentives—which provide stability, earning potential, and job security—are essential in luring professionals to the academic field, especially in the face of unanticipated events like health crises or economic downturns. These interconnected social and economic forces impact the complex decision-making process of industry practitioners negotiating this change, demonstrating the complex nature of career transitions in response to societal and economic constraints.

Based on the results, it is advised that organizations and policymakers create personalized mentorship and training programs to assist industry professionals who are transitioning into academics. Additionally, policies should be created to provide financial aid, job placement services, and chances for professional growth in recognition of the combined importance of social and economic variables on career changes. Promoting a culture of lifelong learning across industries is essential, necessitating rewards for continuous skill improvement and cross-disciplinary cooperation. Additionally, funding more research will improve our knowledge of transition dynamics and help us design more focused therapies. Lastly, encouraging business and academic cooperation through partnerships and cooperative programs can benefit both fields and help people transfer more smoothly. Together, these initiatives seek to better assist working adults in navigating career transitions and meeting the changing needs of the labor market.

### Limitation of the Study

According to the literature, the study sheds light on how higher education institutions in Cebu handle the transition from industry to academics. However, it is essential to recognize a few limits. First, the results' limited application to other regions may be attributed to



the small sample size of six transitioning industry experts in Cebu and their exclusive focus on the local environment. Further factors that could impact the validity and reliability of results are participant homogeneity and possible biases in data collecting, analysis, and selection processes. Furthermore, the time context of data collection and the subjectivity inherent in qualitative data analysis present difficulties in interpreting and applying the study's conclusions. Moreover, even if the study seeks to advance theory, the suggested theory must still be continuously validated and improved. The study highlights the need for robust research design and methodological transparency to enhance the relevance of findings for practice and policy interventions. Despite these limitations, the study offers insightful information about the complexities of career transitions and lays the groundwork for future research in this field.

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