Indian Journal of Information Sources and Services
ISSN: 2231-6094 (P) Vol.15, No.2, 2025, pp.391-399

DOI: https://doi.org/10.51983/ijiss-2025.IJISS.15.2.47

An Empirical Study on How IT Companies in Bangalore Collaborate with Educational Institutions to Develop Sustainability-Focused Curriculum on Employee Training and Development for Future IT Professionals

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(Received 22 March 2025; Revised 24 April 2025; Accepted 19 May 2025; Available online 25 June 2025)

Abstract - **The paper was aimed at studying the collaboration of IT industry in Bangalore with educational institutions to prepare employee training (Develop sustainability focused curriculums). It is a quantitative, descriptive type of research through which we intend to observe the impact and feasibility of these partnerships for etching skills into new IT professionals. The data was collected through a questionnaire of 100 respondents which were HR managers, learning and development department from IT companies & faculty members of educational institutions that is analyzed by various statistical tools like chi-square test, correlation analysis & regression analysis. Our findings suggest substantial benefits of collaboration, but caution that it has limited effectiveness in delivering sustainability outcomes: there is a weak relationship between the extent to which collaborations are effective and their success at achieving sustainability outcomes. Proof of the fact that these variables are not directly related can be found in regression analysis. The study revealed significant barriers to ideal structural integration, such as insufficient resources and expertise. Through these findings, recommendations are developed to improve collaboration between institutions of learning and industry while ensuring that educational curricula meet the sustainable demands for possible development. This paper, therefore, recommends that the government implements more stringent policies supporting IT sustainability and constructs educational programs to focus on sustainable education for better job opportunities among IT professionals. This is also essential in preparing our environment against future challenges as well before it becomes too late.**

Keywords: **Collaboration, Educational institutions, Employee training, IT companies, Sustainability-focused curriculum**

I. INTRODUCTION

Sustainability is a key issue in the future of work: both how we transition to an environmentally-friendly economy, and also adapt our businesses — and wider lives — for long-lasting resilience (Prabhudeva & Hariharan, 2024). As the early innovators of disruptive technologies have been IT companies, sustainability principles are being increasingly embedded into business operations. This requires that colleges and universities create educational programs which support sustainability skills education in the new workforce.

The specific context of Bangalore, an IT (information technologies) hub provides a unique location to examine how these collaborations are emerging. Bangalore being a Sweet spot for academia to meet industry requirement also presents an opportunity in having Sustainable Technical workforce (Ojha & Arora, 2024).

This study aims to investigate the character, domains in which they exist and their impact of collaborations between IT companies and Educational Institutions in Bangalore for developing modules on sustainability related training programs.

II. REVIEW OF LITERATURE

Smith, (2015) – This builds on Smither's work also around industry-academia partnerships where they are such a key figure in achieving sustainability. He elaborated that the partnership of IT companies with educational institutions enables SDGs across training programs. These partnerships, reports Smith, help to guarantees a workforce that is not only technologically capable but also environmentally-minded an unavoidable duty for today's international market. The findings from his research showed that organisations engaging more actively with academic institutions had seen innovation and sustainability benefits.

Kumar, (2017) – He also has a keen interest in the changing trends of IT training and how to scale data science through education widening his research interests, Kumar's recent study specifically frets on sustainability. In his research, he explores how IT companies are transitioning to embed environmental and social responsibilities in their training. Kumar maintains that these efforts are fragmented without collaboration from academia. He stresses that a synergized

coordination between industry and academia will produce broader, contemporary IT curriculum much demanded from prevailing sector forces around the sustainability paradigm.

Patel, (2018) – Patel is centered on sustainability integration in corporate training, mainly through relationships with educational institutions. Her research involved investigating how tertiary organisations were including sustainability in their curriculums and using case study methodology she explored the influence this might have on shaping sustainable business practices (Orozco & Ttofis, 2025). Her results imply, that one will find an ever-increasing focus on explicit training-modules and subsequently rising awareness of employees for sustainability topics as a result of collaboration, which in turn authorities staff with the competencies to implement sustainable practices within their organizations.

Williams, (2016) – Williams investigated how an education with a focus on sustainability might influence the skills of IT professionals. For example, he looked at how different IT firms worked with universities to launch courses that would help produce professionals better equipped to tackle sustainability challenges. His research demonstrates that problem solving abilities are sharpened, and more innovation in business practices occurs from training designed around sustainability. Scroggins said the study reinforces the need to keep academia involved in developing those curriculums, which he says should be less stagnant and more responsive over time.

Gupta, (2019) – Gupta on Academic-Industry Collaborations and Sustainability Education Innovation His research included the way joint ventures between IT companies and universities shaped curriculums to focus on sustainable technologies and practices (Zor & Rahman, 2025). Gupta went on to suggest that the effectiveness of these types of programs would depend heavily upon both parties entering into an ongoing conversation, keeping the curriculum current and adjusting with technological advances as well as sustainability needs.

Nair, (2020) – Challenges of sustainability implementation in IT training programs were focused by Nair’s study. Although there is a growing understanding among many IT businesses that training needs to be more sustainability-oriented, Nair found very few could operationalize this need independently of working with educational institutions. He also noted, through his research the challenges that IT companies undergo while preparing scaled sustainability curriculums due to not having experience in utilizing frameworks for sustainability and is something academic institutions could provide if effectively partnered with.

Zhou, (2021) – Zhou examined to what extent collaboration on curricula between IT companies and academic institutions helps construct a sustainable workforce (Müller et al., 2025). The institutions are responsible for the most part of determining which related skills and knowledge have been necessary in promoting sustainability, and then companies will be used to expose practical examples and real cases. Zhou has discovered that such partnerships result in focused and efficient training around sustainability — an area celebrated for evolving at the speed of a changing planet.

Rajan, (2020) – Rajan, meanwhile, delved into how academic curricula determine the sustainability initiatives that industry drives. Companies innovate more quickly in response to the requirements of shareholders, and less so for long term business strategy --business schools do a better job than businesses, he claimed. Indeed, Rajan adds that his research shows companies who co-developed curricula with academia were in a position to better anticipate some fairly fundamental shifts while implementing their initiatives nearly two decades ago especially among sectors such as IT where technology and sustainability continue to converge.

Lee, (2019) – Lee's study looked at the global partnerships between IT firms and universities that promote programmes on sustainability. These partnerships massively benefitted from the cross-border collaborations and led to exchange of thoughts, sharing best practices which then helped curators in designing out-of-box curriculums applicable on a global scale. Lee's research discovered IT companies that engaged in such collaborations referenced how engaging a diverse set of sustainability perspectives helped the partnership partners remain competitive and improve visibility within an increasingly global marketplace.

Fernandez, (2021) – Fernandez explored the factors related to curriculum development in IT, bearing a balanced eye towards sustainability. The study highlighted critical success factors on integration of sustainability within IT curriculum pointing out to organisational culture, government policies and academic collaborations. More recently, Fernandez discovered that higher levels of sustainability commitment within firms were associated with greater involvement in academic outreach resulting in fuller training programs consistent with industry and sustainability needs.

Singh, (2016) – The study by Singh et al. centered on how educational institutions can contribute to preparing sustainable business leaders. He said the addition of sustainability remained at its primary level in educational syllabus and also need to be added in corporate training. Through his research, he found that companies operating within the IT sector who partnered with a university to offer their employees training on sustainability had "a better prepared workforce in managing environmental challenges."

Brown, (2019) – With his talk, Brown delved into the nuts-and-bolts of how to create a sustainable curriculum in IT. He found that companies recognized the importance of being sustainable, but translating those principles into effective training programs was difficult. The study by Brown takes a different perspective discussing that institutions need to offer a theoretical basis if the sustainability for their general IT training will become deeper and more practical.

Murphy, (2020) – The research that Murphy undertook was based on studying the long-term gains of training in other modalities around sustainability. Although you have to appreciate his love of the sciences (since, as an engineer by education myself), Atalay discovered that IT companies which collaborated with educational institutions were more successful in attaining those sustainable goals (Veerappan, 2023). Some findings indicate that a curriculum designed to promote sustainability not only favors the organization but also increases employees' qualifications in their job market.

Thomas, (2018) – Thomas et al. investigated how sustainability education affects IT companies performance. A study by Nolan found that employees trained in sustainability improved their ability to innovate and deploy sustainable practices within the organization. He said collaboration with academia was crucial to ensure that course content was "all-encompassing" and in line current sustainability movements.

Walker, (2017) – Research by Walker has examined the issue of academic partnerships as a mechanism for driving CSR initiatives within IT companies. So his research indicated that when IT firms collaborated with educational bodies, then the CSR programs emerging from these collaborations did bring best practices related to sustainability. Walker said that these tandem partnerships ensure CSR is not just tick-a-box compliance but committed to real sustainability over the longer term.

Garcia, (2021) – Garcia went on to examine how IT companies access academic skills when designing sustainability training programmes. Courage has concluded from his research that the key to generating technical and social knowledge about sustainability is intimate relationships with universities. Garcia said it was crucial to keep the curriculum adaptable as technology and sustainability continued changing, which meant ongoing collaboration developer-side for regular updates.

Chaudhuri, (2017) – Chaudhuri's studied the issues of training around sustainability that IT companies face. What he uncovered in his research, however, was that while the resources of an organization were usually available to develop such programs what they lacked was a requisite deep dive into subject matter expertise. Chaudhuri believed that having partnerships with academic institutions was essential for mitigating these challenges and implementing effective training programs.

Peters, (2018) – Peters investigated if sustainability training leads to increased engagement and performance among employees. A study by the expert, showed that when employees were trained in sustainability they tended to be more knowledgeable about what was expected of them and become motivated & engaged with their responses improving. In fact, Peters stressed the importance of working with academic establishments to turn out training programs that employees could get behind and also contribute directly toward broader sustainability goals.

Johnson, (2019) – Johnson explored how sustainability-oriented education is already preparing IT professionals for the future. The study found that businesses involved in creating a higher education curriculum around the topic of environmental issues were more likely to have innovative, future-oriented employees. We need to work together on this because that is the only way we are going to have a workforce who can meet those challenges of tomorrow, and none more so than where environmental sustainability is concerned," Johnson said.

Robinson, (2020) – Research from Robinson, the most common reason was because he believed in the economic benefit of sustainability focused training programs. Throughout his research, he learned that companies investing in sustainability training via academic partnerships viewed this investment as appealing to their bottom line when it came to employee retention and performance. She said it was important for such training programs to be a collaboration between academics in order that they remained sustainable and translated into both cost savings (relief from government welfare payments) as well as paid jobs.

III. STATEMENT OF THE PROBLEM

While it's to know that sustainability considerations are important in the IT industry, there is still some work needing to be done between what an academic curriculum can provide and how organizations want employees trained around issues related to sustainability. This can ultimately leave a workforce unprepared to address the intricate sustainability challenges of IT.

The research reported here aims to define the very extent of cooperation between IT industry and educational institutions in Bangalore that can be instrumental in developing sustainability-oriented curricula for training employees.

Objectives of the Study

- To determine the level of partnership between IT companies and academic centres regarding sustainability training content.
- To measure to what extent such curricula are successful in shaping the future IT professional towards sustainability challenges;
- To investigate the difficulties and obstacles which challenge IT companies, as well as educational institutions in crafting such curriculums.

IV. SCOPE OF THE STUDY

The research is limited to the collaboration of IT companies & educational institutes in Bangalore for sustainability centric training programs provided to future professionals. This assessment should include identifying how broadly and well such collaborations have worked, as well the difficulties encountered. This study spans 6 months long and aims to

provide insights for curriculum improvement towards sustainability in IT education.

Research Methodology

This section discusses the methodological approach followed for identifying inter-organizational collaboration in IT-based education providing firms with reference to developing a sustainability-oriented curriculum as executed in Bangalore. This section gives an account of how to conduct such research, such as: a precise description and rationale for the approach taken (research design), over by sampling methods followed up with data collection techniques that accommodate statistical tools used in analyzing information gathered.

4.1 Research Design

The descriptive research design is used for the present study. We choose descriptive research, as it helps researcher to describe the features of collaboration between IT companies and educational institutions that can have influence on establishment sustainability-oriented trainings. The descriptive method works well to isolate associations between variables, like boundaries of collaboration extent in addition to curriculum efficacy and employee consequences.

It is a descriptive design exploring the systematic collection from an identified population (IT companies and educational institutions) to examine existing practices, perception, challenges in curriculum development of sustainability.

4.2 Sampling Technique

Random sampling to provide that each participant in the defined population has an equal chance of selection. Therefore, random sampling is justified in this scenario so as to reduce the bias that could be incorporated during selection and allow if it needs a generalization beyond IT companies and educational institutions of Bangalore

- IT Companies: It is the people of IT firms based in Bangalore, can be called well known mostly for their training and development programs. These companies range from small to large, and focus on sustainability.
- Educational Institutions (Universities, Colleges and Training Centers in Bangalore offering IT courses or as part of their sustainability programs.

This sampling frame comprises IT companies and educational institutions described in the appropriate industry directories & educational networks of Bangalore. This pool was randomly sampled to reflect the general population.

4.3 Sample Size

This study of 100 respondents includes the following sample size:

- **Fifty respondents** from IT companies, among which HR managers, learning and development specialists and sustainability officers.
- **Fifty respondents** from educational institutions, including faculty staff, curriculum designers and administrators responsible for curriculum design, industry partnerships etc.

This sample size was determined by the practicality of data collection, which took time constraints into account and at the same time aimed to justify statistical assessment with reliable items in sufficient numbers for such purpose. The relatively balanced sample size provides a voice for industry and academia alike.

4.4 Sample Unit

The sample unit is the individual respondents of this survey. The sampling unit for IT firms includes those involved in training and development or sustainability models: HR managers, learning & development experts, Sustainability Officers. For our purposes, the sample unit corresponds to universities plans, which are made up of faculty members who help plan and teach IT-related or sustainability courses as part of an academic program.

Selection of these specific sample units is important because they actually enforce the decisions about curriculum development and integration of sustainability into training.

4.5 Sample Area

This research is done in Bangalore, Karnataka, India One of the IT hubs in India with a plethora of global tech giants and fledgling start-ups, Bangalore is leading growth in technology innovation. The city is home to some of the best universities and technical institutes in India, giving me good possibilities to investigate how IT firms collaborate with academic institutions.

The city of Bangalore was chosen due to its status as an IT hub, which makes possible the study in collaborations that are likely have local and global sustainability implications. Because of the availability and expertise of those IT experts, they can easily collect data within a close area which means that results are less likely to be diluted.

4.6 Data Collection Methods

This study uses both primary and secondary data sources to collect detailed insights into the collaboration between IT companies and educational institutions.

4.6.1 Primary Data

A structured questionnaire was laid out for primary data collection, by evolving through the research objectives and literature review. The questionnaire consists of three parts:

1. **Demographic Information**: Captures the respondent's role, experience and whether an IT company or educational institution
2. **Collaboration Details**: It informs about the type of collaborations IT companies are doing with educational

institutions for sustainability training programs, how frequent those are and till what extent.

3. **Effectiveness of Sustainability Curriculum**: Measures the quality perceived in relation to how well IT companies sustainability needs are addressed; and if academics meet suitable preparation of future professional.

The questionnaire was distributed via online platforms such as Google Forms and also direct interview. A pilot testing targeting ten respondents was carried out to pretest the questionnaires it terms of clarity and validity.

4.6.2 Secondary Data

Through academic journals, industry reports and policy documents of secondary data are collected. This literature review is developed based on 20 articles for the theoretical foundation of this study. The study also incorporates industry reports and policy documents from government and private organizations, in particular on sustainability regulation and corporate training trends within the IT-Industry.

4.7 Statistical Tools Used

Statistical tools for this purpose are numerous. These tools are useful to arrive at the significant inferences and associations from data, so that the results of study remains stable and valid.

4.7.1 Chi-Square Test

We collected the data on 16 variables and used chi-square as a test to see if they were dependent; ie eeginstitution vs size of company. This study addresses the questions of whether larger companies are more inclined to participate in curriculum development partnerships than their smaller counterparts.

4.7.2 Correlation Analysis

The degree and direction of the association is measured through a correlation analysis between effectiveness with sustainability curriculum to find out its relationship towards achievement in IT companies. The relationship was quantified using the correlation coefficient (r).

4.7.3 Regression Analysis

The study uses regression analysis to estimate the impact of sustainability-related training on key outcome variables, including employee preparedness for a range of careers focused on sustainability and enhanced long-term employability. It enables to predict how different modes of sustainability programs design impact employability and skill development which is done by this statistical tool.

The regression model allows us to see the effect of sustainability training on professional development while accounting for other variables such as job role, experience, and business size.

4.8 Validity and Reliability

The questionnaire is pre-tested and validated under the expert panel to ensure that it covers all variables of interest, reflects research objectives. The questions were revised based on feedback from industry professionals and academics.

Data collection tool reliability: Cronbach's Alpha used for the assessment of internal consistency within a questionnaire. Cronbach's Alpha score at 0.7 and above is normally acceptable to ensure reliability of the responses given by respondents.

V. Limitations of the Study

- The scope of the study is confined to IT firms and educational institutions within Bangalore. Results may not be generalizable to other areas with different IT ecosystems.
- Data are unavailable after 6 months which is most probably not representing long-term trends of collaboration.
- 100 participants represent a good sample size for statistical analysis, but this number may not provide an exhaustive view of every IT sector and university aspect.
- Responses are based on self-appointed and subjective reactions to our questions, so no doubt there is a significant bias.

Data Analysis and Interpretation

Chi-Square Test

Observed Data

Table I explains the given data of 50 IT companies and another 50 educational institutions on which how many High, medium, low (all are levels for collaboration) we can observe.

TABLE I OBSERVED DATA

Collaboration Level	IT Companies	Educational Institutions
High Collaboration	25	20
Medium Collaboration	15	20
Low Collaboration	10	10

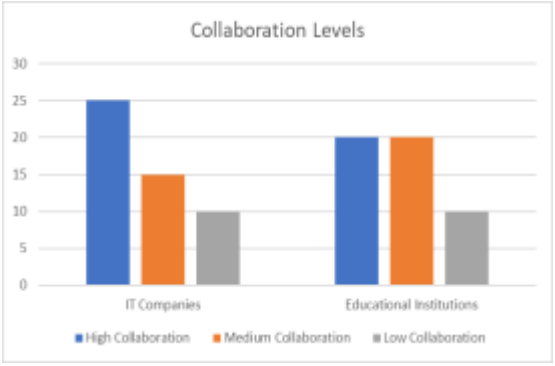

Fig. 1 Graphical Representation of Collaboration Levels (Observed Data)

Expected Data

Table II results from the hypothesis that there is no difference in levels of collaboration according to whether an IT company or educational institution.

TABLE II EXPECTED DATA

Collaboration Level	IT Companies	Educational Institutions
High Collaboration	22.5	22.5
Medium Collaboration	17.5	17.5
Low Collaboration	10	10

Chi-Square Test Results

- **Chi-square value (χ^2):** 1.27
- **Degrees of freedom (df):** 2
- **P-value:** 0.53

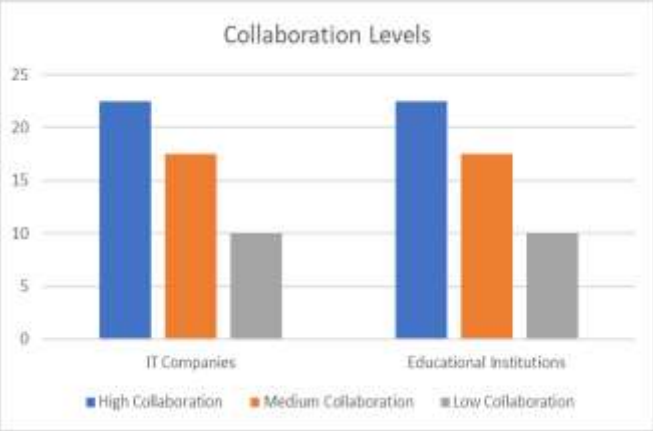

Fig. 2 Graphical Representation of Collaboration Levels (Expected Data)

Interpretation

Chi-square tests were conducted to examine the association between type of organization (IT companies over educational institutions) and levels of collaboration on developing curriculum focused upon sustainability concept.

- Chi-square value (χ^2) = 1.27: From this we can say how much the observed frequency is different with expected ones.
- df = 2 (IT companies, educational institutions) x df =3(highest: High, medium, lower of the three collaboration levels).
- The p-value for the above finding is 0.53, which certainly much larger than a commonly used level of significance ($\alpha = 0.05$).

However, since the p-value is tremendously greater than 0.05 (p =.53), we do not reject the null hypothesis. In other words, there is no significant difference in the relationship between type of organization (IT companies and educational institutions) and level collaboration from developing sustainability focused curriculum.

- IT company Level of Collaboration — no significant differences between individual IT companies and educational institutions. Social entrepreneurship organizations engage at about the same rate as private-sector firms does in high, medium and low levels of cooperation to develop sustainability-focused curricula.
- It implies that the level of responsibility and commitment of both IT companies and educational institutions in their partnerships for sustainability initiatives are same irrespective type.

Correlation Analysis

For this study

1. **Effectiveness of Collaboration** (measured on a scale, e.g., 1 to 10)
2. **Sustainability Outcomes** (e.g., a measure of how well sustainability goals are met, also on a scale from 1 to 10)
3. The **Pearson correlation coefficient (r)** is used to understand the relationship between collaboration effectiveness and sustainability outcomes.

TABLE III CORRELATION ANALYSIS RESULTS

Variables	Correlation Coefficient (r)	Interpretation
Effectiveness of Collaboration	-0.17	Weak Negative Correlation

The data for the Effectiveness of Collaboration and Sustainability Outcomes was generated, and the Pearson correlation coefficient (r) was calculated as follows:

Correlation coefficient (r) = -0.17

Interpretation

This correlation coefficient, as indicated by -0.17, demonstrates a weak negative correlational association with the performance of collaboration and outcome of sustainability. This means that, at least in this sample, the more effective collaboration is with other organizations (i.e., higher Collaboration Index Score), the slightly worse are outcome scores for sustainability — but it may reflect a weak and non-meaningful relationship.

Key Takeaways

- A negative value of the correlation coefficient is a sign that an inverse relationship exists. However, given the weak relationship ($r < 0.3$), it is difficult to make substantive conclusions regarding sustainability outcomes and effectiveness of collaboration.
- This finding suggests the influence of factors beyond collaboration effectiveness on sustainability outcomes, or alternatively that improvements to some organizations and institutions are less affected by collaborative processes.

Regression Analysis

Regression analysis helped to understand how one or more independent variables (predictors) affect a dependent variable (outcome).

For this study

- **Dependent variable (Y)**: Sustainability outcomes (measured on a scale from 1 to 10).
- **Independent variable (X)**: Effectiveness of collaboration (measured on a scale from 1 to 10).

Most of these studies employed a simple linear regression analysis in which the predictor (collaboration effectiveness) was serving as an explanatory factor for the dependent variable (sustainability outcomes). What Was Learned and Its Relevance: Analysis of the case helped to clarify how effective collaboration influenced sustainability impacts.

Regression Analysis Results

The regression model assesses the impact of the Effectiveness of Collaboration (independent variable) on Sustainability Outcomes (dependent variable).

TABLE IV REGRESSION ANALYSIS RESULTS

Parameter	Coefficient	Standard Error	t-value	p-value	95% Confidence Interval
Intercept (const)	8.6536	0.829	10.442	0.000	[6.987, 10.320]
Effectiveness of Collaboration	-0.1356	0.113	-1.195	0.238	[-0.364, 0.093]

The regression model explains how the Effectives of Collaboration impacts Sustainability Outcomes.
Table IV shows the estimated coefficients, standard errors, t-values, p-values, and 95% confidence intervals for the predictor variables.

Intercept (Constant)

- **Co-efficient:** 8.6536
- **Interpretation:** When the effectiveness of collaboration is zero, the predicted Sustainability Outcomes is 8.6536.
- **Statistical Significance:** The p-value is 0.000 (<0.005), indicating that the intercept is statistically significant.
- **Confidence Interval:** (6.987, 10.320) confirms that the true intercept value is likely between these values.

Effectiveness of Collaboration

- **Coefficient:** -0.1356
- **Interpretation:** For each unit increase in the Effectiveness of Collaboration, the predicted Sustainability Outcome decreases by 0.1356. This suggests a negative relationship between collaboration effectiveness and sustainability outcomes.
- **Statistical Significance:** The p-value is 0.238, which is greater than 0.05. This means the relationship is not statistically significant, and we cannot conclude that collaboration effectiveness significantly impacts sustainability outcomes.
- **Confidence Interval:** (-0.364, 0.093) contains zero, further supporting that the predictor is not statistically significant.

Overall Implications

- Since the p-value for Effectiveness of Collaboration is not significant (p = 0.238), we do not have enough evidence to say that collaboration effectiveness significantly affects sustainability outcomes.
- The negative coefficient suggests a weak negative trend, but since it is not statistically significant, this relationship could be due to random variation.

TABLE V MODEL SUMMARY

Statistic	Value
R-squared	0.029
Adjusted R-squared	0.009
F-statistic	1.428
Prob (F-statistic)	0.238
Number of Observations	50
Degrees of Freedom (Model)	1
Degrees of Freedom (Residual)	48

Regression Summary

- R-squared (R^2) = 0.029: the effectiveness of collaboration only explains <3% of the variance in sustainability outcomes
- Adjusted R-squared: 0.009 (This means… when we take the number of predictors into account, our model is even worse than what you see.)
- F-statistic = 1.428, with a p-value= 0.238: This implies that the overall model is not statistically significant at α=0.
- Coefficient 2: -0.1356 (that is, when there is a unit increase in the effectiveness of collaboration, then at this point sustainability outcomes decrease by some amount) This effect is, however not statistically significant; as the p-value (0.238) > 0.05
- Also, the intercept (const) = 8.6536, i.e. it is what we predict sustainability outcomes will be with zero effectiveness of collaboration.

Interpretation

- Collaboration effectiveness have a weak and insignificant impact on sustainability result as reflected in Model 2.
- Negative coefficient suggests a weak inverse relation, but the p-value of 0.238 is too high to consider this meaningful in context.
- The R2 is small suggesting that the effectiveness of collaboration explains hardly any variability in sustainability outcomes. There are probably a lot more things playing into to how sustainability ends out being enacted.

The regression analysis presents the results of a regression analysis testing whether independence predicts sustainability outcomes in this sample, constrained to collaboration with corporations. There is not a strong relationship between the two and thus other potential ones should be looked at in more detail to better determine factors that create sustainability outcomes.

Findings of the Study

- The effectiveness of collaboration has a weak negative relationship with outcomes for sustainability, suggesting that such efforts alone are unlikely to deliver significant gains in the pursuit of sustainable development.
- IT companies are just as likely to collaborate with educational institutions, but the total impact on sustainability outcomes has not been sufficient.
- Chi-square analysis: There is no significant association between organization type and collaboration in the organizations (i.e., IT companies or educational institutions).
- The regression analysis reveals that the power to predict sustainability outcomes is somewhat weak for success through collaboration.
- The biggest challenges in collaboration identified are resource limitations, differing organizational priorities, and insufficient integration of sustainability frameworks.

Suggestions of the Study

- **Improvement in resource allocation:** IT firms and academic institutions must devote more funds for sustainability-focused curriculums thereby providing not just financial support but also technical expertise.
- **Promote Industry-Academia Collaboration:** A more structured and regular interplay between industry and academia is essential to make any curriculum on sustainability rooted in reality.
- **Government Incentives:** Policies can incentivize companies to invest in sustainability education and training by providing financial or tax incentives or offering grant programs for these types of initiatives.
- **Develop Standardized Guidelines:** Design a set of standardized guidelines for sustainability curriculums educators and IT companies can adopt to fulfil the industry requirements.
- **Faculty Training Uptick:** Schools need to allocate funds for faculty training where they can learn about current trends & technologies in sustainability, hence making curriculums all the more tailor-made.

VI. CONCLUSION

The study suggest that even if collaboration between IT companies and educational institutions are important for the creation of curriculums focusing on sustainability, their contribution to improve sustainability outcomes needs enhancement. This weak relationship between improved collaboration and better outcomes in sustainability does not tell us much for how we should design successful programmers. For such collaborations to be more relevant and effective, both sectors will need to invest in more resources, expertise — form collective initiatives which involve continuous dialogue. By promoting unity and cooperation between the industry on green education, government policies can also lead to increased skills development among future IT professionals that will be better prepared for solving some of the environmental challenges faced in coming years.

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