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Enhancing University's and Industry's Employability- Collaboration among Nigeria Graduates in the Labor Market

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Abstract

This study aimed to contribute towards building a common understanding of the shared collaboration and enhancement between the industry, university, graduates and human resource development unite that strive to serve both in organizational learning, career development and training efforts to ensure that university education enhances quality education. Qualitative research design seems appropriate for this study because it entails the dynamic process and decision making to take process proceeds in problem identification, research questions, data collection, and research method, interpretation and presentation of findings. Phenomenological case was used as the most suitable of the study and purposive sampling was applied, while participants of the study consist of thirty (30) all together. The graduate employability capacities and self-esteem are not only promotes their employability skills, but enable the industry to obtain and sustain a competitive advantage in the dynamic world of work. Therefore, universities should critical evaluate their learning transfer, if it is aligned with industrial need to make graduates more viable. The findings indicate that in transfer of knowledge and learning, teaching is based on theory than practical which directly affects the transfer of the knowledge in the labor market. The study reports that there is "skills mismatch" because the application of what they have learnt in the universities is not applicable in the labor market. Therefore, the study recommends that university should engage in employment or open employment center within the university in collaboration with the industrial management. The university education should coordinate and promote academic activities; review their curriculum and other relevant academic matters with stakeholders and affiliating industries.

Keywords: Enhancement, University, Industry, Graduates, Training and Collaboration.

Introduction

The importance of employability is a means of providing and improving the existing stock of skills, and human resource development sees employability as a set of function designed to enhance organizational activities aimed at ensuring good job performance of individuals in the work place and

groups in an organizational setting. Employability is the kind of ability gain from knowledge driven based, skills and experiences for enhancing and securing of particular job, its maybe found through acquiring of new employment, if it is required and be successful. Employability has been seen as an act or process of acquiring new skills, experiences, oral communication, self-confidence on the job stigma and less of treat to one's idea's and other people seen it as lifelong process as a mean of securing a job. Employability is a university-wide responsibility, this resource has been designed to engage in a diverse range of people and is deliberately concerned to promote accessibility and encourage students/graduates to be useful in the labour market after they might have graduated. Employability is the characteristic or attributes that would enable graduates gain some special skills that will in return make them to be employable in the labor market and imperatively make them to be very competitive in the society at large. The Industry should identify exactly the kind of training support and skills they valued in exchange of demand and supply in the workforce to enable the graduates perform better, have the quality, attributes and potential requirement in employment. The relationship between the university, industry and graduates should be very cordial and should be very dependable on how graduates will be opportune in their career training and development to enable them to be expertise in the workplace, if they secured a job. University Education should provide a career pathway to employment and enhancing quality of the university education, training support in soft and hard skill development that is relevant into the workforce knowledge, skills and attitudes that industries admire. Universities education is the process that details the need of training of skills and the important of the conceptualized the dynamics characteristics and benefit of acquiring more knowledge to enable the graduates improved in the work place and obtain job security or secure job in the labor market. University Education is a place of acquiring knowledge informs of formal education like teaching, training and imparting skill acquisition, develops the sense of reasoning, decision making and preparing oneself or group for intellectually maturity.

Statement of Problem

research is conducted in Nigerian perspective to evaluate, examine and explore the context of Nigeria experiences and views on employability trend on industry and university collobaration among graduates. The justification of this study is based on decline in required skills, and training among Nigeria graduates available in the workforce; and also the skills gap exist between the supply and demand of graduates in the labour market. Many industries has argued that graduates are not well trained to the benefit of national development and were inadequately train, ill equipped or not properly prepared and train for industrial job Brown et al. (2003); Oguntase (2013). This study has identified that skill gap exist by the labour prerequisites of the industries are based on the input emanate from university educational management and output of the industrial requirement. Regrettably, this situation breeds retardation in both economic and developmental growth among graduates, lack of communication link between university education and industry which this study tend to address.

Objective of Study

The aims and objectives of the study is anchored on the reliable of information dissemination on employability skills of graduates ; and investigates if the graduates has adopted and transferred what they have learnt in the universities into the world of work. The purpose of university education and training of individuals were aimed at transition of emergent workforce success among universities, industries and graduates. It is very important to identify the roles of universities

educational collaborations in Nigeria in the empowerment and training of graduates to be well equipped for any available job, since they have graduated. It is not only did this study provide insights regarding the experiences they hold, but concerning the notion for impact of university education, training support need and employability skills in today's workplace. This perspective is concern with what roles they believe the industry's as well as the graduates should play in supporting graduates career development and training towards employability. This study aimed at contributing towards building a common understanding of the shared collaboration and enhancement between the industry, university, graduates and human resource development unite that strive to serve both in organizational learning, career development and training efforts to ensure that university education enhances quality education that will enable graduates productivity in the labor market.

Literature Review

Industries transform employability into two types such as employment and express their requirements in two kinds that can be enhanced into direct and indirect approaches. The direct approach strives to collect information on skill preferences, hiring criteria; and the indirect approach examines industrial satisfaction with universities outputs, especially industry satisfaction with graduate skills. The employability of university graduates has become a topic of discussion in modern educational and economic environment over the previous year's Knight (1999); Knight (2001); Andrews and Higson (2008); Jackson (2016). This has attracted increase in the interest among many researchers who looks into the education to work transition of new graduates and have help the universities to strengthening their training capacity and develop the skills industry's demand. Wilson (2012) stated the important of work placement, work experiences, internships and industrial based initiative as an essential tool for developing the relevant skills and potentials required in the labor market for employment. Jackson (2015) argues that collaboration exists in the work experiences and employability is based on industrial value of graduates who have anticipated in the work experiences programs. The responses from the graduates is determined by his/her activeness in the work placement programs by identifying the kind of work experiences that will give rooms or opportunities to enhance solid knowledge based of learning formal class room condition. It is very essential to look into work experience that would enable graduates to better understand their duties, expectation of their work role and evolve in the expertise practice that would enhanced their confident (Jackson, 2015; Newton, 2015). Therefore, the maximum experiences gained from work are required for close communication between the university and industry which will increase industrial demand in the curriculum development and training Chillas et al. (2015). Chatsworth (2012) outline twelve important issues of employability such as problem solving, leadership skills, analytical thinking skills, organizational and cooperative building, communication skills, competence, commerciality, work achievement, flexibility, customer focus and developing skills and training people; these outline help to bridge the need of graduates to enhanced soft and technical skills characteristics. Magdalene Ang (2015) suggested that building self-awareness, gaining work experience, expanding their networks, succeeding in recruitment activities and start work is very essential part. The employability in the industry really required graduate who is psychologically enhancing work related activities to foster work role in the industries. The graduates' career engagement enhanced high impact in the engagement of graduate to proactively and committed to the standard which will enable sourcing, attracting, retaining and engaging suitable qualified graduate into the work ethics. Graduates engagement is focus to strategized graduates value and renew potential requirement in the industry by retaining and training people who are work ready. The business of industry is meant for recovering

global dominated source of competitive advantage and fostering to resolve the industrial problem and challenges besieging the increase and decrease of productivity. (Van Patten & Benati, 2010) stated that skills are the capacity to do rather than outlining competence and representation. (Sumanasiri, Yajid and Khatibi, 2015) stated that graduate employability was clearly recognized as one of the major goal and aim of university education; accreditation of university bodies clearly shows the measurement of quality of education through the contribution made towards employability. References to employability skills that have already embedded in the curriculum, universities employ a range of initiatives to make them more explicit to graduates Cranmer, (2006). Benson, Morgan and Filipinos (2013) stated that social skill and inherent personal traits are more essential than technical or a degree qualification as results of these traits are pivotal to enhance training and career development. Evers et, al. (1998) said that university education and training should link with industry by adopting the important support measure that will equip facilities to enhance good qualitative education in general that will enhance employability skills into academic. Wilson (2012) stated the important of work placement, work experiences, internships and industry's based initiative that is anchored on developing the relevant skills and potentials required in the labor market for employment.

According to Roulin and Bangerter (2013) stated that there is need of employability benefits of engaging into the relevant extra-curriculum activities during the course of educational degree programs. (Ken, 2012) stated that gap can be seen in the various six critical skills: commercial awareness/knowledge about the business, self-management, and computer literacy, information retrieval, planning, and resolving conflict. There is recognition that was prevailing due to skill gap among the university graduates and industries today as a result of finding good workers who not only have basic academic skills such as reading, writing, science, mathematics, oral communication and listening, but also higher order thinking skills like learning, reasoning, thinking creatively, decision making and problem solving (Maripaz et al., 2013). The critique on the review of employability identify a lack of support for demand side on external factors; and argued that there is nothing that employability is regarded as a rotational, contextual and empowering graduates (Tholen, 2015). Odigbo (2013) stated that empowerment refers to enhancement of graduates/students autonomy for decision makings. It means empowering graduates to have personal qualities such as responsibility, self-confidence, self-control, social skill, honesty, integrity, adaptability, flexibility, team spirit, punctuality, efficiency, self-directedness, good work attitude, good grooming, cooperation, self-motivation and self-management. Finch et al., (2013) stated the clearly improvements of new graduates employability and rational to concentrated on learning outcomes which are linked to soft skills development. The teaching of employability skills should be embedded in the school curriculum and should shares a similar view that enhance career development and employability skills approach in the school of taught, since many students leave education without the requisite skills to succeed in the labor market. Graduates should leave university education better in many ways than when they enter but the improvement should be attributable to the university curriculum which is important to equip them with skills they can use to excel their potentials to the industries and society at large (Latisha et. al, 2010).

Conceptual Framework

The proposed conceptual frame work adopted in this research is called collaborative theory of employability. The researcher proposed this conceptual frame work because it has given clear picture of the research rationale and the justification was made because it gives comprehensive

understanding of employability collaboration between graduates, University and industry. Employability is seen as a set of function designed to enhance university education among graduates and industrial activities aimed at ensuring good job performance of graduate in the work place and groups in the industrial settings. Many industries might have attempted to use career development program to help their co-workers to adopt into proper plan of their career development and positively believe to be career development opportunities. Career development and training enhance good teaching and learning process that can transform employability into two types such as employment; and express their skills requirements and work contents in two kinds that can be enhanced into direct and indirect approaches. The direct approach strives to collect information on skill preferences, hiring criteria, and the indirect approach examines industrial satisfaction with universities outputs, especially industry satisfaction with graduate skills. The essential skills, qualities, potentials and characteristics graduates should possess as the provision of training and development. It is very essential that employability skills which were required by graduates are both technical and core skill to enable them suit into seeking for work in the labor market and find it. The scope and scale of industry placement programs shows how levels of mobility between university research and industrial sector explain to employers need to be open to collaborate and share expertise. Training is very essential for developing and expanding graduates' skills, to ensure that graduate has adapted to new employment requirements and to be employable through lifelong learning. University education and training should link with industry by adopting the important support measure that will enable skill equipment facilities to enhance good qualitative education in general that would enable employability skills into academic curriculum design that will enhanced technical and soft skills acquisition and adaptation among graduates students. The technological and other sciences that enable acquisition of practical skill, qualities, potentials, attributes, knowledge and understanding the link between various job in the economy which collaborates with graduates training, on-job training, apprenticeship training, entrepreneurship development, and technical education. It is very important to share its collaboration between universities, industries and graduates that are working together to accomplish mutual goals. The universities were seeking to establish a very strong link between professional skill training and employer's in the local industries which were working through expertise to help shape, update and advanced school curriculum course design. The University provides professional development courses to improve core competencies, enhance job performance, and encourage personal growth for university graduates and their employer's. Employability development includes: the development of employability attributes; work experience; the development of self-promotional and career development and management skills; a willingness to learn and reflect on learning. The industrial adaptations are lead to changes in the composition and level of required competencies. The differences in adaptations are resulted to the raising or lowering of the demand for various competencies at various proficiency levels. Based on the standard curriculum development statutory and can expect that the required Competencies will be very necessary as a basis for the elaboration and adaptation of teaching programs/courses, which aim at matching the competencies of graduates to acquire those requirements by the industries. The curriculum of university educational institutions will be respond to demands from the workforce by developing and adapting various models of teaching and learning. The ability of industries to use their technologies and innovate, forcing industries to seek out other industrial adaptations. University education was suggested to concentrate on two major training such as soft skill and technical skill training to promote efficiency and effective graduates /student performance and encourage competence. The collaboration between universities education and industries, encouraging

important work experiences, enhancing graduates motivation and development to foster core skills, technical skills, and good qualities. Graduates learn new skills, training and new technological induction to focus on what is traditionally been known as education. Training is very essential for developing and expanding graduates' skills to enhance graduate to adapt new employment requirements. Training programs were assumed to be designed to limit graduates responses to those behaviors favorable by the industries.

Diagram of Collaboration Theory of Employability

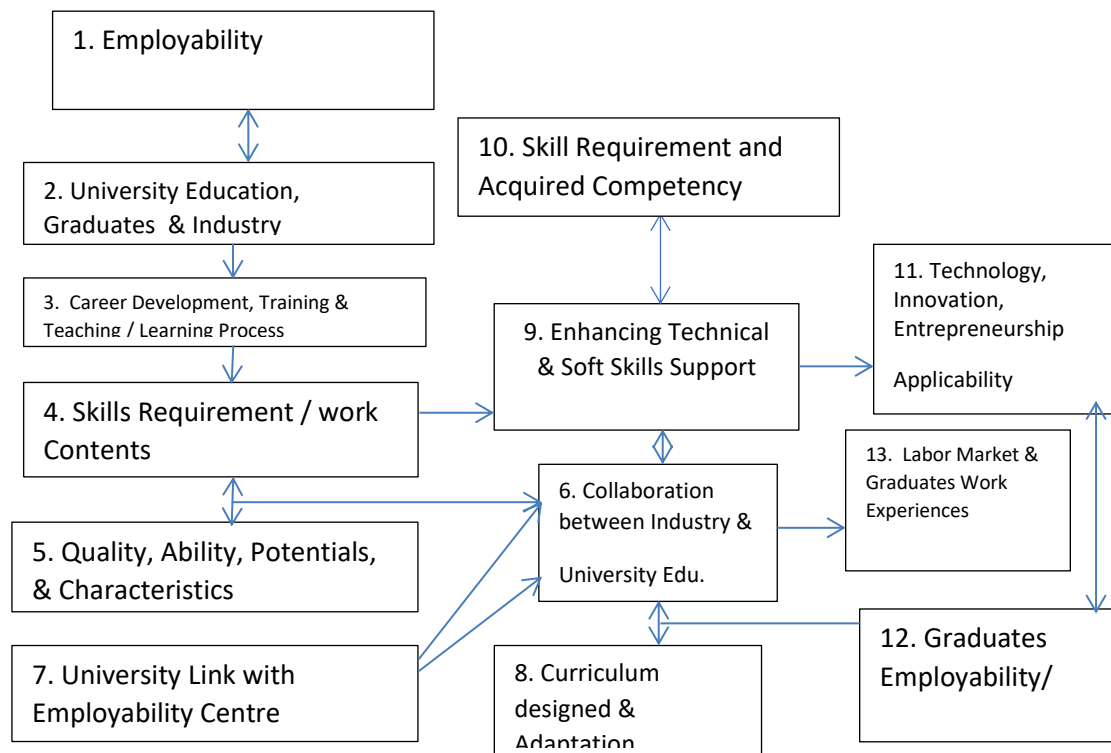


Figure 1 Model of Collaboration Theory of Employability

Methods

Qualitative design seems appropriate for this study because it entails the dynamic process and decision making to take process proceeds. Mason (2002) in precise, the rational is allow for various, and clear process of the research method geared towards problem identification, research questions, data collection, research method applied, interpretation and presentation of findings. This form the most appropriate method for the study and the rationale for selection was discussed because phenomenological case study explore, uncover, and interpret the individuals' cognitive process regard to a common experience reveal the essence of the phenomenon (Goat & Jones, 2017). Doody and Doody (2015) a pilot study were conducted among participant to explore the viability of the interview schedule, the researchers interviews technique, transcription skills and data-analysis skills. The three main research questions was categorized into nine(9) semi structured interview questions proof which was used to answer the research questions as provided below.

1. How Nigerian university does enhanced training and employability skills in their curriculum?
2. How do graduates adapt what they have learnt in the university and in the world of work?
3. What is the collaboration between university and industry that can help graduates to make a transition into the labor market and world of work?

Purposive sampling was suggested to applied and participants of the study consist of (10) ten university deans of studies (10) ten industrial managers and (10) ten graduates employees were selected to form the participants to make the total numbers of thirty (30) all together.

Interview Conduct

The phenomenological case design is being used at the early stage of interview, the researcher focus to recount the interviewees' experience, prior to subsequent interviews during the theoretical sampling that tailored the emerging theory. Data saturation is emerged when there is no new information to add to the previous one that emerges in the study. O'Reilly and Parker (2012); Walker (2012) stated that it occur when the capacity to get extra new information has been reached. Guest et al. (2006) stated that it is occurred when future code is no more relevant. The last stage is engaged data verification, the act includes a process of checkmating validity by relooking into the translated words and emergent codes again to know if the researcher have really verify or modify the interview research questions to suit the previous codes.

Data Presentation, Discussion and Results

The process would explained the rationale for the chosen industries, universities and graduates participants bio data, all their details used were in abbreviation or acronyms to preserve the confidentiality and ensure their anonymity of our participants. Demographic tables was used in categorizing and identifying sub-themes; interview questions was used as pattern of themes in data presentation and discussion based on the multiple cased study approach to help the reader comprehend the research findings and rationale.

Research Question 1: How Nigerian Universities Do Enhance Employability Skills In Their Curriculum

The table 1 shows that (23) participants representing from university, graduates and industry accounted that Nigeria University enhanced employability skills in their curriculum, but it is based on theory and no current trend. And (25) participants representing both university, industry and graduates stated that Nigerian universities enhance employability skills in their curriculum by addressing and designing building skills acquisition Centre, computing center, and some special training program that enable graduates to get all the necessary skills. While (23) participants representing from university, graduates and industry agreed that universities review their curriculum to meet up with changing of dynamics process in the society and make graduates self-reliance and productive after graduation.

Sub-Theme	University P.	Industry P.	Graduates P.	Total / Supported
1. Teaching is Base On theory no Current Tend	5	9	9	23
2. Well Address & Design in the Curriculum	10	5	10	25
3. Constant Change/ Review	9	5	9	23

Table 1

Research Question 2: How Do Graduates Adapt What They Have Learnt in the University and World of Work?

Table 2 shows that (25) participants representing both industries, industry and graduates accounted that graduates did not adapt what they have learn in the universities because they lack some practical skill that will enable them to be viable in the world of work. And (23) participants representing from university, industry and graduates was in opinioned and experienced that graduates don't apply what they have learnt from the university to the world of work because there is mix value, where an educationist will be working in the industry and there is skill mismatch. While seven (19) participants representing all the categories, argued that graduates need to undergone extra training such as constant training, e-training, on-job training, intership and induction to be able to adapt what they have learnt in the university and transit into the world of work and applied it.

Sub-Theme:	University Participants	Industry P.	Graduates P.	Total s
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Supported

1. Very Challenging & Lack of Skills	5	10	10	25
2. Not Attainable Or Applicable	3	10	10	23
3. Need to Undergone Extra Training	5	5	9	19

Table 2

Research Question 3: What is the collaboration between University and Industry that can help Graduates to Make a Transition into the Labor Market?

The table 3 shows that (28) participants representing from universities, industries and graduates accounts that there is collaboration between universities and industries that can help graduates to make transition into the world of work and society at large, but the collaboration was not well harnessed between the two parties. And (27) participants representing from the universities,

industries and graduates stated that there is enhancement of technical skills support of graduates that will help them acquired some practical knowledge such as IT, e.g. industrial training, but it is applicable mostly for polytechnic; and some universities; but it is not so sound. While (19) participants representing from universities, industries and graduates were of the opinion that there is linkage between universities in Nigeria and employability Centre, but the linkage is not well administered.

Sub-Theme	University Participants	Industry	P.	Graduates P.	Total s	Supported
1. Collaboration B/W University & Industry	10	9	9	28		
2. Enhancement & Of Technical Support	9	9	9	27		
3. University Link Via Employability Centre	9	5	5	19		

Table 3

Discussion of Results

How Do Nigerian Universities Enhanced Employability Skills In Their Curriculum

The increase in investments from industrial areas has resulted to the increased in demand for skilled workers in the country. Evers et al. (1998) said that university education and training should link with industry by adopting the important support measure that will enable skill equipment facilities to enhance good qualitative education in general that would enhance employability skills into academic curriculum. The ongoing research is enhancing to paint a clear picture of graduates' employability challenges, and how we can begin to solve them (Moss, 2017). The study indicated that universities, graduates and industries accounted that Nigeria University enhanced employability skills in their curriculum, but it is based on theory and no current trend. Therefore, high demand for skilled workers was not only based on the quantity of skilled workers. The industry has stated that the qualities of the skills workers in the industry are very essential to enhance productivity and develop the economy. Tyron (2013) stated that the most recognized of conceptualizing for employability is geared towards defining a set of experiences, skills and characteristics which will enhance gaining of employment. Therefore, the lack of mastery of non-technical skills and overall dependence on technical skills is the benchmark for work in Nigeria; and seen as phenomenological factors that are difficult to change. Graduate employability is seen as ability, self-confidence, competence and work performance to adapt into new work environment. The challenges in career development adaptability has been recognized as essential ability or capacity in enhancing proactive, competence, employable graduates and sustainable comparative competitive of labor market merit Chetty (2012); Coetzee, Ferreira and Potgieter (2015); Ismail (2015). This study identified that there is collaboration between universities and industries that can help graduates to make transition into the world of work and society at large, but the collaboration was not well harnessed between the two parties. The collaborative was enshrined through direct industrial engagement with university in planning and preparing of graduates. Chatsworth (2012) outline twelve important issues of employability such as problem solving, leadership skills, analytical thinking skills, organizational and cooperative building,

communication skills, competence, commerciality, work achievement, flexibility, customer focus and developing skills and training people; these outline issues help to bridge the need of graduates to enhanced soft and technical skills characteristics. The university management has acknowledged the existence of education programmed known as “SIWES” (Student Industrial Work Experience Scheme) and was introduced to help improved graduates’ technical skills acquisition. Harvey (2010) stipulated that university education should enhance a viable range of employability improvement opportunities for graduates’ career success such as self-presentation, lifelong learning, training and development among the graduates and many others. The industry oversees the graduate deployment to the scheme with intention of learning the basic practical occupational experiences of the industry in order to enhance quality in terms of skills, competency, effective and efficient of graduates in their different occupational career. This issue of employability skills is focused in the industry to adopt into business investment plan to enhance graduates engagement and fostered qualities improvement Demerit (2008), Stared et al. (2011). The research study indicated that university, graduates and industry agreed that universities review their curriculum to meet with changing of dynamics process in the society and make graduates self-reliance and productive after graduation.

How Do Graduates Adapt What They Have Learnt in the University and World of Work

Graduates who are adapted in their career development have the capacity to adjust themselves to cope with the pressures of the world of work (Autin, Douglass, Duffy, England & Allan, 2017). The industry established the needs of employer’s relations to organizations for information about the quality and standard of university education provision and graduates achievement. The rule of engagement may enhance poor result and could be connected with grade inflation. Sumanasiri et al, (2015) stated that evidence has shown that there is relationship between employability of university graduates and learning activities in the university that engage graduates degree programs to enhance qualitative studies. It is very essential to look into work experience that would enable graduates to better understand their duties, expectation of their work roles and evolve in the expertise practice that would enhanced their confidents (Jackson, 2015; Newton, 2015). The research shows from perspective of industries and graduates accounted that they did not adapt what they have learnt in the universities because they lack of some practical skill that will enable them to be viable in the world of work. The significant of industries and universities linkages for contributions to the skills requirement should consider that some scientific disciplines are more important for the industry than others, and this affects the links with industry that scientists in different fields have long been recognized, the differences have been discussed in relation to innovation and innovation policy (Cohen and Fjeld 2016; Nelson 2016; Whitley 2016). This study indicates that graduates don’t apply what they have learnt from the university to the world of work because there is mix value, where an educationist will be working in the industry and there is skill mismatch. (Kruss and Visser, 2017) has a similar research objective, that outlining the idiosyncrasies of a late developing economy context that influence the effectiveness and efficiency of industry and university linkages in upgrading of an early innovation system such as primary sourced data for exploring conduct. This study argue that graduates need to undergone extra training such as constant training, e-training, on-job training, interment and induction to be able to adapt what they have learnt in the university and transit into the world of work and applied it. There are differences in shared value, norm, regulations and practices regard to certificate outcomes in different universities education might underpinned the equity, fairness and comparability of the classification criteria among the different universities system. The graduate employability capacities and self-esteem are not only promotes their

employability, but enable the industry to obtain and sustain a competitive advantage in the dynamic world of work (Coetzee et al., 2015; Ismail, Ferreira & Coetzee, 2016). Therefore, university should critically evaluate their learning transfer, if it aligned with industrial need to make graduates more viable. This study indicates that teaching methodology is based on the theory other than practical to enable transfer of learning to avoid inadequate or problem of transfer of learning into the labor market. The application of what they have learnt in the universities is not applicable.

University and Industry Collaboration

The best option of enhancing skills requirements is through collaboration between industry and university. Collaboration depends on the kind of activities, or other benefits of collaboration can be enriched between the two parties such as: reducing costs, using a multidisciplinary approach, collaborators reputation, expertise in a particular field (Draghici et al. 2015). Universities, industries and graduates accounts that there is collaboration exist that can help graduates to make transition into the world of work and society at large, but the collaboration was not well harnessed. The university was seeking to establish a very strong link between professional skill training and employer's in the local industries which were working at expertise to help reshape, update and advanced school curriculum course design. Jackson (2015) argues that collaboration exists in the work experiences; and employability is based on industrial value of graduates who have anticipated in the work experiences programs. The responses from graduates will determine his/her activeness in the work placement programs by identifying the kind of work experiences that will give rooms or opportunities to enhance solid knowledge based of learning formal class room condition. Universities education were inviting industrial representative from different organization to participated actively through formal structures and committees to help coordinate high ethical status quo in professional and personal life to undergone for personal ability of self-directed activities and learning.

Creasy (2013) explained that collaboration within this approach was indicating that industry's want graduates with good educational background and training such as (content) demonstrative skill (capability) and personal attributes (character). The industry demanded qualities and standards from the university education by sharing the values, vocabularies, and inequalities were increasingly recognized that award of degree classification system may not be reliable and industries are concerned about the lack of work-readiness (Yorke, 2007; Pollard et al., 2015). University education was suggested to concentrate on two major training such as soft skill and technical skill training to promote efficiency and effective graduates' performance and encourage competence in their job ethics if they get employed. Universities, industries and graduates stated that there is enhancement of technical skills support of graduates that will help them acquired some practical knowledge such as IT, e.g. industrial training, but it is applicable mostly for polytechnic; and some universities; but it is not so sound. Gibson (2014) who proposed that ELVIS model of employability was institutionalized to strategized employability to collaborating with university education system, business enterprises and ecosystem; admiring resources value, invention and innovation approach, student centre for employability and entrepreneurial development. The technical and soft skills were the kind of employability skills which are most required from the graduates by industries because it's foster positive perception towards work performance in the labor market. The university education and training is the source of potential that is very essential in the life of every person to help them source out and liberated from underprivileged and enhanced employability. Attention has been given to collaboration between industry and university in the humanities-related fields (Gulbrandsen &

Thune, 2017). Universities, industries and graduates were of the opinion that there is linkage between universities in Nigeria and employability Centre, but the linkage is not well administered.

Results, Conclusions, Implications and Recommendation

Results

- This study identified that Nigeria University enhanced employability skills in their curriculum, but it is based on theory and not technical oriented
- Nigerian universities enhance employability skills in their curriculum by addressing and designing building skills acquisition Centre, computing center, some special training program that enable graduates to get all the necessary skills and universities review their curriculum to meet up with changing of dynamics process in the society and make graduates self-reliance and productive after graduation.
- The study indicated that graduates did not adapt what they have learnt in the universities because they lack some practical skill that will enable them to be viable in the world of work and graduates don't apply what they have learnt from the university to the world of work because there is mix value, where an educationist will be working in the industry and there is skill mismatch.
- The results indicates that graduates need to undergone extra training such as constant training, e-training, on-job training, internship and induction to be able to adapt what they have learnt in the university and transit into the world of work and applied it.
- The results indicated that there is collaboration between universities and industries that can help graduates to make transition into the world of work and society at large, but the collaboration was not well harnessed between the two parties.
- The results identified that there is enhancement of technical skills support of graduates that will help them to acquire some practical knowledge such as IT, e.g. industrial training, but it is applicable mostly for polytechnic; and some universities; but it is not so sound.
- The results stated that there is linkage between universities in Nigeria and employability Centre, but the linkage is not well administered.

Conclusions

The universities and industries have identified the ability to collaborate as an important outcome in its own right rather than merely a means to an end. The relationship between universities and industries has identified collaboration as one of several learning and innovation skills necessary for university education and workforce success. Generic skills have become a benchmark for all graduates to enable job marketability in the labor market. Therefore, through the review of related literature, opinion, and experiences has created Common Core State of mind that standardize reflect of collaboration as a communication skill essentially for universities and industries for enhancing graduates employment. This refer to the industrial relationship or involvement that exist in terms of support for training programs towards the university, and industry participation in the capacity building of educational program of the university by strengthen the design or planning of the universities. These would help to capture every aspect of training need required by the industry to enable graduates acquired the necessary skill and career development that would enhance graduates productivity into the word of work. The aim of this discussion is to explore how researchers have seen collaboration; investigate how collaboration skills develop; learn how lecturer can encourage development of collaboration skills among Nigeria graduate; and look at the best practices in

assessing collaboration skills. The findings shows that Nigeria University enhanced employability skills in their curriculum, but it is based on theory and not technical oriented. Nigerian universities enhance employability skills in their curriculum by addressing and de-signing building skills acquisition Centre, computing center, some special training program that enable graduates to get all the necessary skills and universities review their curriculum to meet up with changing of dynamics process in the society and make graduates self-reliance and productive after graduation. It was suggested that graduates need to undergone extra training such as constant training, e-training, on-job training, internship and induction to be able to adapt what they have learnt in the university and transit into the world of work and applied it. The findings shows that there is enhancement of technical skills support of graduates that will help them to acquire some practical knowledge such as IT, e.g. industrial training, but it is applicable mostly for polytechnic; and some universities; but it is not so sound. There is collaboration between universities in Nigeria and employability Centre, but the collaboration is not well administered. This study suggest and recommended that university education should co-ordinate and promotes academic activities; make proposals; make change, review their curriculum and other relevant academic matters with other stakeholders and affiliating with various industries. University should collaborate and promotion from within industrial policy which has various advantages such as encouraging training and development to enable industries to nurture, develop, and manage skillful graduates due to privileges of industries to be opportune in binding employees to the industrial workforce.

Implications of the Study

The evaluation of transfer of learning from universities to industries should aligned with industrial need to make graduates more viable; and their teaching is based on the theory other than practical to enable transfer of learning to avoid inadequate or problem of transfer of learning into the labor market. The limited sampling size that was used among selected industry, university and graduates reflected in the study may not be representative of all organization in Nigeria, but limited to one geopolitical zone. The theoretical implication of the study is situated at condition necessarily to the theoretical frame work of employability and historical model are no longer satisfied. The argument does not mean that an employment link and collaboration did not based on employability security, but employment security is either not viable or not credible.

Recommendation for Future Research

- Researcher recommends that university should engage in employment or open employment center within the university in collaboration with the industrial management. The university education should co-ordinate and promotes academic activities; make proposals; make change, review their curriculum and other relevant academic matters with other stakeholders and affiliating with various industries
- It is recommended that industries should adopt career development learning that has not always been as strongly represented in university education; and employability strategies should have been major issues about the investment in leadership development consistent of the promotion within the industrial policy that many companies adopt. The promotion from within industrial policy has various advantages such as encouraging training and development to enable industries to nurture, develop, and manage skillful graduates due to privileges of industries to be opportune in binding employees to the industrial workforce.

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