



**EXPLORING UNIVERSITY- INDUSTRY EXPERIENCE IN EDUCATION
AND EMPLOYABILITY OF NIGERIAN GRADUATES**

By

ODIGBO IKECHUKWU ALOYSIUS

**Thesis Submitted to the School of Graduates Studies, Universiti Putra Malaysia
in Fulfillment of the Requirements for Degree of Doctor of Philosophy**

March 2019

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DEDICATION

This thesis is dedicated to the entire family of Chief Cyril Ogugua Odigbo, my beloved wife Mrs Odigbo Uju Augustina, my son Ogugua Chinedu Aloysius, daughters Ogugua Chisomu Victoria, Ogugua Chiamaka Ester, and Ogugua Oluebube Mary-Ann, whose effort was made towards the completion of the study.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment
of the requirement for the degree of Doctor of Philosophy

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The importance of university education lies in the development of certain skills in the areas of knowledge and learning that provides a basic understanding approach with regard to industrial production. The main aim and objective of this study are based on the experience of university-industry in education and employability among Nigerian graduates is a concern about skills, knowledge and characteristics that will help students /graduates gain employment. Employability skills are the transferable core skills that individuals need to make them work. The purpose of this study is based on Nigerian employers and industries that are increasingly driving the university to focus more on employability skills to improve the performance of graduates. This study reviews various literature and interviews, collective expert voice, industry employer experience, university professional and academic opinions, on how to develop and improve employment skills among Nigerian graduates. The study decided to select participants and field of study where they were informed about the problems of the study and control phenomena have also been investigated. The study uses qualitative descriptive methods, employing twelve participants in target groups such as four members comprising graduates who have worked, four deans of faculty members at the university (Nnamdi Azikiwe University Awka, Anambra State) and four industry managers (Nigeria Breweries). This study uses interviews, documents, and observations as a primary source of data collection. However, this study shows that the skills sought in the industry are communication skills such as writing assignments and reports, presentation of reports or assignments in the classroom, and customer service tasks, teamwork such as working with others in the main task area, as well as in solving problems such as technological skills such as computerized skills, information technology skills, and workplace training, leadership skills, diligence and motivation, ability to work in stressful situations, self-esteem, analytical skills, creativity and positive attitude. In addition, the findings show the Student Industrial Work Experience Scheme (SIWES) or Industrial Training (IT), workplace training, workshops, induction and training exercises aimed at providing both graduates and

students to be familiar with industrial work and gain efficiency. Therefore, studies show that there is a link between university and industry in Nigeria through partnerships in industrial development training and entrepreneurial development training, but a lack of stakeholder co-operation and coordination. Undoubtedly, this study shows that universities design and develop employability skills in their curriculum to improve the performance of graduates in industrial work activities if they are employed. In most cases, employability development has no practical support and largely theoretical, not practicing because of government political instability. In addition, this study identified the challenges facing Nigerian universities on their graduates' employability as insufficient funding to conduct research, poor infrastructure, crowded classrooms, inconsistent energy supplies, for example, electricity for using internet facilities, poor library facilities, as lack of improvements in information technology.

Therefore, this study suggests that universities should make their teaching more practical-oriented, allowing students to participate in more extracurricular activities, inviting hiring managers from the IT industry to conduct interactive sessions with students, developing employability skills and upgrading at universities curriculum, organizing discussion sessions between soft skills teachers and IT industry recruitment managers, which have sufficient linkages between universities and industries to enhance graduate work experience. Finally, the study suggests that universities should engage in employment or open employment centres within the university in collaboration with industrial management. Universities should coordinate and promote academic activities; backing up; make changes, review their curriculum and academia related to other stakeholders and participate in various industries.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**MENEROKA PENGALAMAN UNIVERSITI-INDUSTRI DALAM
PENDIDIKAN DAN KEBOLEHPASARAN GRADUAN NIGERIA**

Oleh

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Kepentingan pendidikan universiti terletak pada perkembangan kemahiran tertentu dalam aspek pengetahuan dan pembelajaran, dan memberikan pendekatan pengetahuan asas yang berkaitan dengan pengeluaran industri. Matlamat utama dan objektif kajian ini adalah berdasarkan pengalaman universiti-industri dalam pendidikan dan kebolehpasaran di kalangan graduan Nigeria adalah kebimbangan mengenai kemahiran, pengetahuan dan ciri-ciri yang akan membantu pelajar / siswazah mendapatkan pekerjaan. Kemahiran pekerjaan adalah kemahiran teras yang boleh dipindahmilik yang diperlukan oleh individu untuk membuatnya bekerja. Tujuan kajian ini adalah berdasarkan kepada majikan dan industri Nigeria yang semakin memacu universiti untuk memberi tumpuan lebih kepada kemahiran kerja untuk meningkatkan prestasi graduan. Kajian ini mengkaji pelbagai kesusasteraan dan wawancara, suara pakar kolektif, pengalaman majikan industri, pendapat profesional dan akademik universiti, tentang bagaimana membangun dan meningkatkan kemahiran pekerjaan di kalangan graduan Nigeria. Kajian ini memutuskan untuk memilih peserta dan bidang pengajian di mana mereka dimaklumkan tentang masalah fenomena kajian dan kawalan juga telah disiasat. Kajian ini menggunakan kaedah deskriptif kualitatif, menggunakan dua belas peserta dalam kumpulan sasaran seperti empat ahli yang terdiri daripada graduan yang telah bekerja, empat dekan ahli fakulti di universiti (Nnamdi Azikiwe University Awka, Negeri Anambra) dan empat pengurus industri (Nigeria Breweries). Kajian ini menggunakan temubual, dokumen, dan pemerhatian sebagai sumber pengumpulan data utama. Walau bagaimanapun, kajian ini menunjukkan bahawa kemahiran yang dicari dalam industri adalah kemahiran komunikasi seperti menulis tugas dan laporan, pembentangan laporan atau tugas di dalam kelas, dan tugas khidmat pelanggan, kerja berpasukan seperti bekerja dengan orang lain di kawasan tugas utama, juga seperti dalam menyelesaikan masalah, kemahiran teknologi seperti kemahiran berkomputer, kemahiran teknologi maklumat, dan latihan di tempat kerja, kemahiran kepimpinan, ketekunan dan

motivasi, keupayaan untuk bekerja dalam situasi yang tertekan, keyakinan diri, kemahiran analisis, kreativiti dan sikap kerja yang positif. Selain itu, penemuan menunjukkan Skim Pengalaman Kerja Perindustrian Pelajar (SIWES) atau Latihan Perindustrian (IT), latihan tempat kerja, latihan bengkel, induksi dan latihan yang bertujuan untuk menyediakan kedua-dua graduan dan pelajar untuk akrab dengan kerja industri dan mendapatkan kecekapan. Oleh itu, kajian menunjukkan bahawa terdapat hubungan antara universiti dan industri di Nigeria melalui perkongsian dalam latihan pembangunan perindustrian dan latihan pembangunan keusahawanan, tetapi kurangnya kerjasama pihak berkepentingan dan koordinasi. Tidak syak lagi, kajian ini menunjukkan bahawa universiti mereka bentuk dan membangunkan kemahiran kerja dalam kurikulum mereka untuk meningkatkan prestasi siswazah dalam aktiviti kerja industri jika mereka bekerja.

Dalam kebanyakan kes, pembangunan pekerjaan tidak mempunyai sokongan praktikal dan sebahagian besarnya teori, tidak berlatih kerana ketidakstabilan politik kerajaan. Di samping itu, kajian ini mengenal pasti cabaran yang dihadapi oleh universiti-universiti Nigeria mengenai kemahiran kerja graduan mereka sebagai dana yang tidak mencukupi untuk menjalankan penyelidikan, infrastruktur yang kurang baik, bilik darjah yang penuh sesak, bekalan tenaga yang tidak konsisten, contohnya, elektrik untuk menggunakan kemudahan internet, kemudahan perpustakaan miskin, sebagai kekurangan penambahbaikan dalam teknologi maklumat. Oleh itu, kajian ini menunjukkan bahawa universiti harus membuat pengajaran mereka lebih berorientasikan praktikal, membolehkan para pelajar untuk mengambil bahagian dalam aktiviti ekstrakurikuler yang lebih banyak, mengundang pengurus pengambilan dari industri IT untuk mengadakan sesi interaktif dengan pelajar, membangunkan kemahiran pekerjaan dan menaik taraf di universiti kurikulum, menganjurkan sesi perbincangan antara guru kemahiran yang lembut dan pengurus perekrutan industri IT, yang mempunyai hubungan yang mencukupi di antara universiti dan industri untuk meningkatkan pengalaman kerja siswazah. Akhirnya, kajian itu mencadangkan bahawa universiti harus melibatkan diri dalam pekerjaan atau membuka pusat pekerjaan di dalam universiti dengan kerjasama pengurusan perindustrian. Universiti harus menyelaras dan mempromosikan aktiviti akademik; membuat sandaran; membuat perubahan, mengkaji semula kurikulum dan akademik mereka yang berkaitan dengan pihak berkepentingan lain dan menyertai pelbagai industri.

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This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	iii
ACKNOWLEDGEMENTS	v
APPROVAL	vi
DECLARATION	viii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS	xvi
CHAPTER	
1 INTRODUCTION	1
1.1 Background of the study	1
1.2 Background of the problem	3
1.3 Statement of the problem	5
1.4 Significance of the Study	7
1.5 Scope and Limitation of the Study	8
1.6 Operational Definitions	9
2 LITERATURE REVIEW	11
2.1 Introduction	11
2.2 The Concept of Employability	11
2.2.1 Concept of Employability Skills	12
2.2.2 Types of Employability Skills	13
2.3 University versus Industry Linkages in Nigeria	18
2.3.1 University Education and Employability in Nigeria	19
2.3.2 University Centre for Employability / Entrepreneurship Development Education in Nigeria	20
2.3.3 Employability within Human Resource Development	21
2.3.4 Technical and Vocational Education and Training (TVET)	22
2.3.5 Graduates - Industrial Training	23
2.3.6 Graduate Career Development	24
2.3.7 Graduate Engagement and Retention in the Industry	24
2.4 Theoretical Frame-Work	25
2.4.1 Graduate Career Success Theory	25
2.4.2 Linking Other Employability Model	28
2.4.3 Magic Bullet Model of Employability	28
2.4.4 (USEM) Model Understanding, Skills, Efficacy beliefs and Metacognition	32
2.4.5 Career EDGE Model	33
2.4.6 Summary	35

3	METHODOLOGY	36
3.1	Introduction	36
3.2	Research Design	36
3.3	Qualitative Study	36
3.3.1	Rationale for choosing Qualitative study	37
3.4	Purposive Sampling	38
3.4.1	Sample Selection criteria	38
3.4.2	Procedure for Selection of the Case to Study	38
3.4.3	Rationale for selecting the sample size	40
3.4.4	Triangulation	41
3.4.5	Identification of Informants	43
3.4.6	Researcher as an Instrument	43
3.4.7	Entry into the research site	44
3.4.8	Pilot Study	44
3.5	Data Collection	46
3.5.1	Interview	47
3.5.2	Interview Transcription	47
3.5.3	Observation	48
3.5.4	Document Review	50
3.5.5	Organization of Data	51
3.5.6	Rationale of Mutually Exclusive Data	52
3.5.7	Data Saturation	52
3.5.8	Data Synthesis	53
3.5.9	Data Analysis	53
3.5.10	Data Interpretation	55
3.5.11	Theming	57
3.6	Rigor	58
3.6.1	Validity of Data	58
3.6.2	Reliability of Data	59
3.6.3	Dependability	61
3.6.4	Conformability	62
3.6.5	Ethical Consideration	63
4	FINDINGS AND DISCUSSION	65
4.1	Introduction	65
4.2	The Selected Industry	65
4.3	The Industry Participants	66
4.3.1	IP1 (NB) Industry Participants (1) (Nigeria Breweries)	66
4.3.2	IP2 (NB): Industry Participants (2) (Nigeria Breweries)	66
4.3.3	IP3 (NB): Industry Participants (3) (Nigeria Breweries)	67
4.3.4	IP4 (NB): Industry Participants (4) (Nigeria Breweries)	67
4.4	Selected University	68
4.4.1	Selected University Participants	69

4.4.2	UP1 (Unizik): University Participants (1) (Nnamdi Azikiwe University)	69
4.4.3	UP2 (Unizik): University Participants (2) (Nnamdi Azikiwe University)	69
4.4.4	UP3 (Unizik): University Participants (3) (Nnamdi Azikiwe University)	69
4.4.5	UP4 (Unizik): University Participants (4) (Nnamdi Azikiwe University)	69
4.5	Selected Graduates	70
4.5.1	Selected Graduates Participants	71
4.5.2	CI Category Participants (Graduates working in the Industry)	71
4.6	Data Presentation and Discussions	72
4.6.1	RQ 1 What Employability skills are needed for the graduates of Nigerian universities to function well in the workforce?	73
4.6.2	Sub-theme 2: What Experiences Graduates Should Possess to Function Well in the Labor Market?	79
4.6.3	Sub-theme3: What are universities and industries experiences towards employability?	83
4.6.4	RQ 2: How do Nigerian universities develop employability skills among the universities students and curriculum?	86
4.6.5	Sub-theme 1: How Universities Education Management Address Employability Skills at their Faculties	90
4.6.6	Sub-theme 2: What are the Universities and Industries Linkages that Help Graduates to Make a Transition into the World of Work?	93
4.6.7	Sub-theme 3: How Do Graduates Adopt What They Have Learnt in the University and in the World of Work?	96
4.6.8	RQ 3: What are the Challenges Faced by Nigerian universities and Industries Relating to graduates Employability?	98
4.6.9	Sub-theme 1: What is the Industrial Approach in Recruitment?	101
4.7	Discussion of Findings and Results	104
4.7.1	Subject Approach and Employability Skills	106
4.7.2	Nigerian universities Develop Employability skills and Curriculum	114
4.7.3	What are the Challenges Faced by the Universities and Industries Relating to Graduates Employability	122
4.7.4	New Conceptual Frame-Work Could Help Solve The Problem	127
4.7.5	The Proposed Model / Conceptual Framework	130
4.7.6	Value of the proposed model/ framework	132

5	CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	133
5.1	Summary	133
5.2	Conclusion	133
5.3	Implications of the Study	136
5.3.1	Implications to Theory	136
5.3.2	Implications to Practice	137
5.3.3	Implications to Research Methodology	137
5.4	Recommendations for Practice	138
5.4.1	Recommendations for Future Research	141
	REFERENCES	142
	APPENDICES	167
	BIODATA OF STUDENT	172
	LIST OF PUBLICATIONS	173



LIST OF TABLES

Table		Page
2.1	Common Types of Employability Skills and Description	15
3.1	Site Visit of Nnamdi Azikwe University Awka	39
3.2	Site of Nigerian Breweries Industry in the South-East	40
3.3	Categories of Informatics & Sampling	41
3.4	Example of Triangulation Sources to verify the type of employability skill graduates should possess to function in the labour market	42
3.5	Observation Grill for Industry and University sites & time spent	49
3.6	List of Industry -- University Document Review	51
4.1	Summary of the Selected Industry Background Category (CA)	66
4.2	Summary of the Industry's Participants	67
4.3	Summary of the Selected University and the Background	68
4.4	Summary of Participants from CB) Unizik/ Bio-Data/Background	70
4.5	Summary of the Selected Graduate's Workplace and their Background	71
4.6	Summary of Graduates Participants from Category(C) of Nigeria Breweries-Nnamdi Azikiwe University and their Bio-Data/Background	72
4.7	Employability Skills Needed for Nigerian Universities Graduates/	107
4.8	Experience Graduates Should Possess to Function Well in the Labor Markets	113

LIST OF FIGURES

Figure		Page
2.1	Key to Employability Model (Source: Pool and Sewell, 2007)	14
2.2	Common Type of Employability (National Network of Business and Industry Association 2014)	15
2.3	Gaduates Career Success Theory (Source, Svetlik and Pavlin (2009)	28
2.5	The USEM Model of Employability (Yorke & Knight, 2006, p.5)	32
2.6	Career EDGE Model (Source Pool & Sewell, 2007)	34
3.1	Field Work of Informants Triangulation	42
3.2	Identified University, Industry and Graduates (Source Field Work Identified inform Consent from University, Industry and Graduates	44
4.1	Summary of the Findings	127
4.2	Collaborative Theory of Employability	1301

LIST OF ABBREVIATIONS

NQF	National Qualification Frame Work
STI	Science, Technology and Innovation
WSSD	World Summit on Sustainable Development
BCRA	Blair Commission Report for African
PPP	Public Private Partnership
NHEGS	Nigeria Higher Education on Graduation Statement
SDGs	Sustainable Development Goals
MDG	Millennium Development Goals
NRF	National Research Fund
NSI	National System of Innovation
MANSER	Mass Mobilization for Self Reliance and Economic Recovery
NDE	National Directorate for Employment
NEC	National Directorate for Employment
ILO	International Labour Congress
NEP	National Employment Policy
NECA	Nigeria Employers' Consultative Association
CA	Category A
NB	Nigerian Breweries
IP	Industries Participants
UP1	Universities Participants One
CUP2	Category University Participants Two
CIP3	Category Industries Participants Three

CHAPTER 1

INTRODUCTION

The understanding of employability may change from being 'the propensity of the individual student to get employment to an institutional achievement. Yorke views employability as 'a (multi-faceted) characteristic of the individual' (Yorke, 2006). Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful Pool and Sewell (2007). The main aim and objective of the research were based on the experience of university and industry in education and employability among Nigerian graduate are a concern with the skill, knowledge and characteristics which will help student/graduates to be employable.

University education is the process that details the need for training of skills; and the importance of the conceptualized dynamic characteristics; and benefits of acquiring more knowledge to enable the graduates to improve in the work-place and obtain job security in the labour market. University research productivity is a very important determinant factor in the level of linkages with industries. Fatima Suleiman (2016) stated that industries express their employability requirements from two perspectives: the direct and indirect approach. The direct approach strives to collect information on skill preferences, hiring criteria, and the indirect approach examines industrial satisfaction with universities output, especially industrial satisfaction with graduate skills. The quality of university education is the most essential issue for industries to engage with universities in their region Vedovello (1997); Laursen and Satlter (2011). (EU) 2020 strategy is focused on quality, sustainable and inclusive growth through the coordination of national and European policy on the key strategic areas involved in increasing university education attainment by 2020. This strategy aims at having at least 40% of youth that might have graduated successfully and have completed their higher education, but these have resulted to an increase in the population of graduates employment and strong advancement in Research, Innovation, Training, and Development. This would reduce high volumes of school dropout rates and reduce the risk of poverty directly or indirectly by applying an improved body of knowledge in the workplace and society at large.

1.1 Background of the study

This study involves exploring the relationship between industry and university with respect to education and employability among Nigerian graduates in the workforce. This is based on the ability of the university graduates to look into an industry, find a sustainable job and secure it. University education is an educational paradigm that is based on teaching and learning of concrete skills than abstract or theoretical learning. Weddel, K. S (2006) stated that Competency Based Education is an educational paradigm that is based on output rationale to education, where the approach is based on what is the outcome of university education that leads to what graduates know and what they can do rather than what goes into the curriculum.

Woldegiorgie et al. (2015), as well as Babes (2009), were of the opinion that globalization is the major economies that were engaged in acquiring substantial learning anchor on the denotative knowledge that will emancipate the kind of skills acquired in education, development of lifelong learning and innovation. Asuquo and Inaja (2013) stated the need for constant learning or lifelong learning as the key of employability among graduates and recommended the following skills to be incorporated as skills required in the workforce. Creasy (2013) indicated that industries want graduates with good educational background such as (content) demonstrative skill (capability) and personal attributes (character). The issue of science and technology has gained momentum in enhancing competitive advantage in improving graduate entrepreneurial and employability skills and resolving specific job requirement Wilson (2012). The employability skill emanates from the aims and objectives of the university's and industrial profile; the benchmark for workplace among job seeker's and aims at workplace search schedules towards the foundation of a work career development attached to employment. Suleiman (2016) and Olivier et al. (2014) summarized that skills needed by every industry are regarded as an essential skill.

This essential skill is required by the industrial employer as foundational skills such as a theoretical and practical aspect of resolving the emerging issues at work that needed to be integrated into the industrial system. Wilson (2012) stated the importance of work placement, work experiences, internships and industrial based initiative as an essential tool for developing the relevant skills and potentials required in the labour market for employment. However, it is very essential to look into a work experience that would enable graduates to better understand their duties, the expectation of their work role and evolves in the expertise practice that would enhance their confidence (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). Jackson (2015) argues that collaboration exists in the work experiences and employability is based on the industrial value of graduates who have anticipated in the work experiences programs.

However, human resource development links with individual who makes suggestions on how to provide input into the university's system and output into the industries decision related to graduates recruitment and development. The curriculum framework is mapped to address the issues of six core human resources development component designed to be self-directed and self-paced. It is structured in an open entry; open exit basis to meet the people's needs such as research consistency, aim and objective that focuses on industrial issues Dierdonck and Debackere (1988); Ditzel (1998); Fassin (2000).

In this regard, human resource managers in organizations are responsible for manpower development and training, even though industries are faced with too many job applicants for very few available jobs in the workforce; and it is very difficult to select few among many talented and potential applicants. Susan (2012) stated that human resource development is a body that looks into the function of the industry,

employment of people, managing people, exercising control and directing work activities in the organization.

UNESCO 1994 launched the University and Industry Science Partnership (UNISPAR) Program in Africa with the intention of enhancing and promoting university and industry linkage in the region. The aim and objective of the program are to foster indigenous technology development targeted much on small- scale industries, manufacturing enterprises and solve other local problem. According to Elechi (2013), there is a need for partnership in the successful implementation of entrepreneurial education. African universities, especially in Nigeria has been criticized of the poor state of the university and industry linkages; and universities are taking bold steps to maintain and accept means of providing and strengthening institutional ability to support linkages with industry and expand their productive sector Ginies and Mazurelle (2010); Timyambe (2004).

Therefore, the linkages are specifically essential in Nigeria as universities were established with a specific mission to contribute to nation building on quality education that will enhance good job performance in the industry. Dill and Van Vught (2010) stated that strengthening technical advancement in the industry is seen as an important criterion for promoting economic growth. Since universities have become the benchmark for economic development, there is an emergent push from many governments for more relevant research to address the issues of sustainability linkages between university and industry. Geiger and Sa (2009) stated that university is tasked with conducting research in technical fields relevant to the industry, enhancing technical assistance to local industries, educating graduates on professional work ethics, and supporting faculty to link in consulting and commercialization activities. Michael and Alok (2002); Timothy et al., (2007) believes that the critical evaluation of the university and industry linkage helps to evaluate, assess and determine individual competence on the job performance of graduates.

1.2 Background of the problem

Nigeria is one of the developing countries in the world estimated to be over 180 million people. According to the National Universities Commission (NUC), Nigeria currently has 40 Federal Universities, 44 State Universities, and 74 Private approved universities as of August 2018. The past research report shows that the rate of university and industry experience in education and employability linkages in Nigeria among graduates have limited research output, have limited percentage of academic staff with PhD training qualification and brain drain of qualified scientists. The universities have been consistently enrolling and turning out graduates in recent times meanwhile, most of these graduates have remained unemployed over the years.

Sebuwufu et al., (2012) stated that African Universities was tagged as an ivory tower noted for turning out graduates, whereas research outputs in the universities are not relevant to the needs of the industries as well as socio-economic development. Past studies indicated that many Nigeria universities lack material resources and expertise

to manage industry and university linkage in technological transfer effectively; few universities in Nigeria engage in the transfer of knowledge through university and industry linkages Jansen (2002); Adeoji (2009); Munyoki et al., (2011).

Vidanapathirana (2001) stated that graduates are unemployed because of a lack of required competencies, knowledge, skills, experience, as well as a constant change in curriculum and teaching methods. Tende Lemo (1999) and Goon (2014) stated that modern Nigeria graduates are not employable, declining by many problems such as poor training facilities, poor funding, undue interference, poor staffing, overcrowding in the lecture room, mismanagement, graduates inability of coordinating and lack of lifelong learning among graduates contributed as an emergent issues of lapses in the quest for acquired skill among graduates. It was indicated that constant rise in the unemployment encountered among university graduates was not an issue of lack of available job; but as a result of a dearth of a potential applicant with employability skills the industries were seeking (Emeh et al., 2012; Pitan 2010; 2015). The recent statistics released has shown that some graduates are still unemployed and past literature shows that 80% of Nigeria graduates find it difficult to secure employment after school because nothing has been done to link between the industry and university in order to collaborate in the transfer of knowledge from the university to the industry (Salimaki, 2011).

The Nigeria University Commission (2018) stated that there is massive unemployment in Nigeria among graduates in the country. The problem of Nigerian graduates was traced to the disequilibrium between labour market prerequisite and lack of important employability skill on the part of Nigerian graduates. Adeyemo (2011) indicated that the high rate of graduate unemployment was as a result of the high rate of insecurity and poverty in the country which stands at 20%. Tunde (2011) stated that over 63.1% of Nigeria citizen are living below the poverty line of one (1) dollar per day. The main issues of graduates employability among Nigerian graduates are the blame of unemployability of graduates on the failure of Student Industrial Work Experience Scheme (SIWES) by not adequately being coordinated between the universities and industries. The strategies adopted are not bridging the gap between universities and industries as a result of graduates being not well equipped with course studied in the universities and indirectly affect industrial productivity, if employed.

Previous studies such as Jansen (2002); Adeoji (2009); Munyoki et al., (2011); Lemo (1999) and Goon (2014); Emeh et al., (2012); Pitan (2010; 2015) suggested and recommended that if universities have the right equipment, facilities and constantly invite experts for curriculum review of the universities and it will improve industrial input and enhance good performance at workplace. The previous studies introduced entrepreneurship subjects in the basic curriculum of universities as a course of study and the provision was made to stimulate student interest in the entrepreneurship subject to be self-reliant after graduation from the universities.

1.3 Statement of the problem

There is mass unemployment in the multi-national organization, corporate organization, government and non-governmental organizations. The public and private businesses in Nigeria lack direction in identifying quality and potential graduates that will match any of the available jobs. There are many potentials and talented graduates that are wasting and it is very difficult to choose among many unemployed graduates Adejimola and Olufunmilo (2009). The arguments acknowledged that the skills acquired by graduates at universities do not meet the industrial requirement because of the issues of skill mismatch, inadequate training, and the inadequate linkage between university and industry. The justification of this study is based on the decline of required skills among Nigerian graduates in the workforce; also due to the skills gap which exist between the supply and demand of graduates in the industry.

Joshua (2014) reported that the Nigerian average employment rate reached two digits since 2002, indicating a marginal increase from 2008 when it was 12.7%. This rose to 14.9 % in 2009, 19.7 in 2010 and 21.1 in 2011. According to National Statistics on Nominal growth in the education sector in Nigeria, at the first quarter of 2018 was 1.61% down by 12.31% from the increase of 13.92% reported in the quarter of 2017, but up by 0.24% when compared to the first quarter in 2017 growth rates of 1.37%. The Nominal GDP growth of industrial manufacturing in the first quarter of 2018 was recorded as 8.93% which was 7.70% lower than figures recorded at 2017 (16.63%) and -0.27 % lower than the preceding quarter of 9.20%., Quarter on Quarter growth of the sector is recorded at - 1.04%. Fajana (2000) stated that the cause of unemployment in Nigeria are faulty manpower planning, and expansion of university facilities that have been unduly raised to expectations of Nigerian youths, economic recession, preference of expatriates in employment than local graduates, graduates attitude to work, search behavior of employers and job seekers, wide rural to urban migration and lack of capital-intensive technology. Adawo et al. (2012) stated that Nigeria graduates are half- baked which makes them unemployable and industries prefer graduates with foreign certificates than Nigerian graduates. Undoubtedly, many industries have argued that graduates are not well trained to the benefit of national development and are inadequately trained, ill-equipped or not properly prepared and trained for industrial job Brown et al., (2003); Oguntase (2013).

However, Adam (2006) and Adebakin (2004) argued that graduates were poorly equipped and unprepared for the job due to a theoretical gap of mismatch and lack of collaboration between educational training in the universities and industrial match of job in the labour market. Harvey (2002) stated that the theory of Magic Bullet and theory of graduates Career Success by Svetlink and Pavlin (2009) indicated that skills matching problem collaborated with many conceptual and theoretical challenges of the labour market and prerequisites of available skills acquired to enhance employability. Therefore, skills matching are not the same with educational matching Green and Zhu (2010). Differences exist in formal and informal education that qualifies as acquired competence and utilization. Therefore, it lacks matching of skills and mismatching in term of career development and specializations which gives room

to career success theory and professionalism because there is skill mismatch between the industry and university output.

Exclusively, employability has been criticized for lack of no consensus theoretical framework by many scholars for past decades such as Hillage and Pollard (1998); Deal Harp et al., (2000); Knight and York (2004); Pool and Sewell (2007); Chandra (2008); Wickramasighe and Pereira (2010); Finch et al, (2013); Smith et al, (2015). Therefore, the employability theories and conceptual framework lack clear evidence to answer the questions and challenges of employability skills paradigm. Different theories and different conceptualism framework conflicts with each other and have not been given any answer or solution to employability issues, factors, and challenges besieged on its contemporaries.

Moreover, Creso (2014) stated that little is known between university and industry linkage in Nigeria. Altbach (2006) stated that the limited ability of universities in developing countries like Nigeria has been seen as a major hindrance in fostering linkages between university and industry. There is a need to establish the linkage between university and industry that will be used to bridge the skill-gap of employed and unemployed graduates. The lack of linkages between the university and industry results to the absence of new technologies in the industry and absence of strong involvement of the graduate's usage in defining the research agenda results to the irrelevance of some university research Dhesi and Chadha (1995).

Contrarily, Laboissiere and Mourshed (2017) stated that industries cannot find graduates with the skills they want for entry level of work, and the industries complain that this is due to lack of graduate preparation for the entry level of employment. Therefore, the university is a citadel of knowledge where skilled labour is produced to fill in the gap in the industry. Adebakin et al. (2015); Pitan and Adedeji (2012) reported that there are discrepancies which exist between requirement by the industries and acquired skills among the university graduates in the workforce from the employers of labour. The skill gap is seen as a graduate inability to perform in the industrial workplace. According to Adetokunbo (2009), a skill gap is an important gap between the needful skills and the present capacities of the workforce in an organization. However, there is an empty vacuum that the skills possessed by graduates from Nigerian universities which are attributed to a lack of basic training capacity, the deficit in infrastructure and poor funding of Nigerian universities. Many industries have the challenges of filling job vacancies, while there are many job seekers, the industries take a critical evaluation of shortage and want a highly skills potential pool among the graduates. The gaps exist between the employability skills Nigerian universities system equip its graduates and the employability skills that Nigerian industries demand which this study tends to address.

1.4 Research questions

1. What employability skills are needed for the graduates of Nigerian universities to function well in the workforce?
2. How do Nigerian universities develop employability skills among the universities students and curriculum?
3. What are the challenges faced by the universities and industries relating to graduate employability?

1.5 Significance of the Study

Human resource development looks into the key management groups for indicating some essential training support needed among graduates to the source, develop, uphold and gain employment. This study gives insights on how graduates experience impact in education training support needed and employability skills in the labour market. The perspective gives an insight into the role of the industry on how graduates' employability should be enhanced and support for career development in the employability paradigm. Furthermore, the importance of human resource development perspective enables a good understanding of graduates career development and assist human resource development practitioners in the university to enhance good budgeting, planning and coordinating, facilitate skills learning and acquisition.

The significance of study would enhance building block and share responsibilities among the component unit such as industry linkages to university, graduates and human resource development unit that seek to serve the industrial career development and university education enhancement to ensure quality.

Similarly, the significance of study addressed the issues of university education enhancement and quality performance in service delivery, university and industry linkages in harmonizing graduates quality, skill development, and employability skills that the industry is looking for Martin (2000); AAU and AUCC (2012), and other collaborations explore to the national level Jansen (2002); Adeoji (2009); Munyoki et al., (2011).

Moreover, the significance of the study in practice will improve limited research output and try to make a good recommendation on training of qualified graduates for gainful employment; foster material resources and expertise to manage industry and university linkage in technological transfer effectively; encourage universities in Africa, especially Nigeria Mwiria (1994); Ginies and Mazurelle (2010); Tiyambe (2004). Therefore, the linkages were still in their aforementioned stages to engage in the transfer of knowledge through university and industry linkage from Student Industrial Work Experiences Scheme (SIWES) or Industrial Training (IT) that is meant to prepare both graduates and undergraduates to be familiar with industrial work

experiences; and University Centre for Employability/ Entrepreneurship Development to encourage graduates/student to acquire competence and be self-reliance.

Finally, the significance of the study in theory supported by the existing model such as graduates employability model of Magic Bullet Model of Employability by Harvey (2002); USEM model by Knight and Yorke (2003); the Career Edge model of graduates employability by Pool and Sewell (2007); Model of graduates career success theory by Svetlik and Pavlin (2009). These models enable graduates or students to collaborate with each other and identify some component units of employability to improved performance in the industries. Therefore, the researcher has spelt out many complexities such as graduate employment after graduation, linkages between university and industry, share their experiences, views and difficulties associated with universities education, employability skills and employment criteria among Nigerian graduates. The findings would be useful to those who formulate policy and strategies for both university (NUC) and the industrial workforce in Nigerian organizations and would also serve as the foundation for further research studies in this field.

1.6 Scope and Limitation of the Study

The location Centre of the research was in the south-east state of Nigeria. Human resource development of the universities, industries and graduates were the major participants of the research who might have work for years and have responsibility for event planning, coordinating, and budgeting on strategic training effort related to graduates career development and training. Graduates' Model of Career Success Theories proposed by Svetlik and Pavlin (2009) was used as the theoretical framework of this study. The theory emphasis on empirical work related to transferring proportion from university education to industrial employment system which collaborates with all the components units such as graduates, and society. It is very relevant because it is collaborating with the situation of workers in a job, matching with many conceptual and theoretical issues of labour market segmentation, mobility, special skills acquisition and employability.

The qualitative descriptive approach was used as the most appropriate method because the focus group responses of this research participant may not be the same, due to their different work background in Nigeria. The industries reflected in this study might not be representative of all industries in Nigeria. Therefore, the decision of research findings of this study is based on what transferability skills applied in the workforce and society at large. The aim and objective of this study were to enhance university and industry experiences in education and employability among Nigeria graduates. This is concerned with their work norms, beliefs, data collection, analysis, and the result used as the only reliable source of absoluteness and trustworthiness of the participants in answering a semi-structured question. The data collection was based on multiple interpretations, the integrity of the findings that would depend on the research ethical judgment and sound decision of the enquirer throughout the research process.

1.7 Operational Definitions

These explain different important terms that were used throughout this study and would help to facilitate the understanding of this study.

University Education

Is a place of acquiring knowledge inform of formal education like teaching, training and imparting skill acquisition, developing the sense of reasoning, decision making and preparing oneself or group for intellectual maturity.

(b) Experience

Experience; is the observation of what happens in real life and has to do with practical encounter derived from participation or engagement in something.eg. work experience, and graduates IT experience.

(c) Skills

Skills is an ability to do something in a special way and acquired through systematic, sustained to enhance effectively and efficiently in carrying out complex activities or work that involves ideas (Cognitive Skills), things (technical skills), and people (Interpersonal skills)

(d) University Graduates

Is a person who has studied a degree and might have completed his/her course of study at the university or college. A graduate is a person who has already gained a diploma or bachelor degree, and specifically has some basic knowledge of his/her course of training and has significant work experience in that area.

(e) Employability

Employability is the kind of ability gained from knowledge-based, skills and experiences for enhancing and securing a particular job, it may be found through acquiring of new employment if it's required and be successful throughout their working life.

(f) Employability Skills

These are transferable core skill needed by an individual to make them employable. Along with the good technical understanding and subject knowledge, employers often outline a set of skills they want from an employee. Employability skills are also called soft skills, foundation skills, work-readiness or job-readiness skills.

(g) Skill Requirement

There are basic skills and very common in every organization as required skill necessary for employment and the skills requirement is expected from every employee in the organization by their employer.

(h) Dignity of Labor

This entails skill enhancement development that implores integrity of workforce in the hierarchy and hegemony of a different kind of skills acquisition set as superior and inferior skills that are set to bridge the gap between skill acquired and knowledge gap. It is very essential to enhance a common sense of belonging between the industries, employers of labour, and all stakeholders that shows concern about the quality of education and the importance of skill acquisition among graduates.

(i) Education –Industry Link

Quality and good educational skills lead to higher productivity in the workplace environment and increase industrial production which would strengthen the GDP for national development. The two concepts were established to link between each other to infuse good socio-economic improvement among graduates and enhance employability and entrepreneurial skill development among the graduates.

(j) Graduates in Career Development

This is the ability to develop some potential graduates to acquire some special skills such as entrepreneurial skills, competence, coaching, mentoring, maintaining career objective and encouraging competition among the career path and give a solution.

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