

## A Model Approach Solution to Solving Skill Gap between Tertiary Institution and the Industry

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**ABSTRACT** Skill gap can be defined as the lack of required skill needed at the industry or work placement. The current educational system focuses on rote or routing method of learning where more emphasis is laid on theoretical background and little of application. Experiment is conducted in the academic sector to prove the theory being taught in the class. This method has widen the gap in skill required by the industry. Lack of collaboration between the industry and academic sector further widening the skill gap. The lack of peer review and update of syllabus by the regulatory body also add to the gap experience between the two, all these has cumulated to high rate of unemployment. The paper focuses on a model approach to solve this gap and improve skill acquisition and productivity, which by extension will reduce unemployment.

**KEYWORDS** Skill, Academic, Industry, Model, Gap.

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### I. INTRODUCTION

Skill gap is the vacuum that exist between the learning environment (academic) and the expected application oriented and professional environment in the industry. Aspirant into higher school of learning (Polytechnic or University), [2] focus on the importance of what knowledge to be acquired that will give the graduate an edge for employability, Unemployment can affect the economy of a country if not checked which by extension can affect the economy a country [4]. Skill gap will lead to more job given to expatriate at the expense of the citizens [5]. In the polytechnic sector vocational trade courses are offered where student will acquire skill needed to be self-employed, fit into a private establishment or public settings. The established regulatory body by each government, guide and moderate the implementation of technical manpower and scientific education, they are also saddle with the responsibility for setting standard for courses and programs in the academy.

Many article such as the trade publication emphasize on the fact that knowledge acquired by the graduate in the respective institution is not adequate to fit into the labor [9]. However the sole responsibility of bridging the gap does not only lies on the academia complete neglect from the industry also serve as a factor widening the gap. Hence it required that every stake holder in the production line of academic to industry invest in the skill infrastructure so that a synergy of ready-made product the student (graduate) will be produce to fit into the labor market or industrial setting as expected [10], and avoid standalone program drafted by the regulatory body without constant industrial input. In 2011 the McKinsey Global institute published a report in which it emphasize the need for the educational institution, Businesses and government leader, workforce coming together to forge a way forward from the recession experience at that time [3], This indicate these stakeholder must come together in same vain to reduce the skill gap. As the dynamics of skill required for a job are rapidly changing there is a need for constant change to meet up with new demands. The advent of Covid-19 Pandemic as also redefined the employment landscape. It means the stakeholders must make sure that academic institution are in alignment with current work

### CAUSES OF SKILL GAP

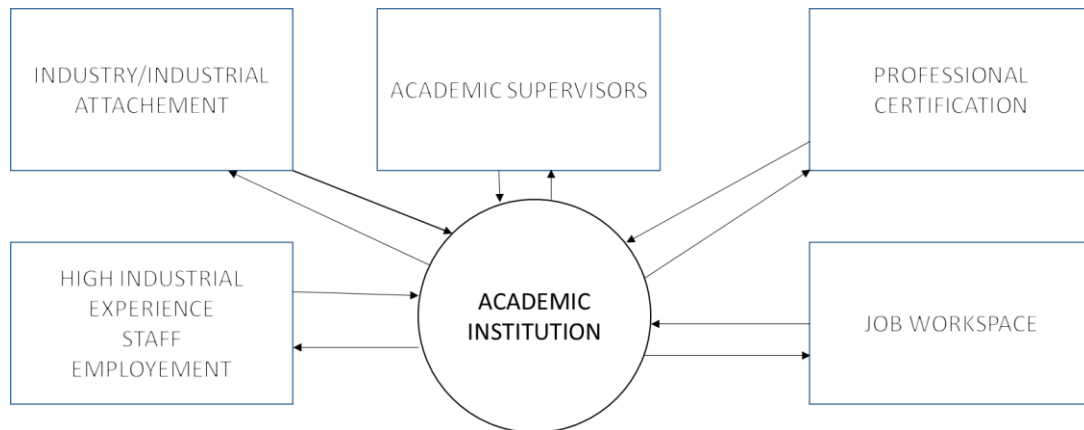
There are many factors contributing to skill gap in tertiary institution or academia among which are:

1. Poor funding by the required agency or government; poor funding is responsible for lack of infrastructure to teach the required skill [11].
2. Inadequate facilities or infrastructure to teach and also allow the learning of skill
3. Inadequacy of some instructor or lecturers to provide the adequate skill required [8]

4. Lack of synergy between the industry and the academia [6].
5. Brain drain of skill workforce and instructors to greener pasture [7].
6. Lack of professional certification [1].
7. Poor emolument that will not allow highly skill personnel to be engaged or retained in the academia, poor emolument also lead to lack of motivation on the part of the instructor/lecturer.

## II. THE PROPOSE MODEL TO REDUCE SKILL GAP

The propose model to reduce skill gap is shown in Figure 1.



**Figure 1: Propose model to reduce skill gap**

### INDUSTRY AND INDUSTRIAL ATTACHMENT

The industry should be involve in the moderation of academic curriculum to be able to communicate requisite skill for the use of the industry to the academic society. They can also add to the course that will help bridge the gap. Under Corporate social Responsibility they can also provide equipment that will help deliver this curriculum effectively. The industry can also allow staff in concern field to undergo industrial attachment to enabled them keep up with current technologies and new practice trend, which knowledge by extension will be transferred to the student by the staff that has undergone the attachment. This will go a long way in reducing the skill gap between the industry and the academy.

### ACADEMIC SUPERVISORS

The academic supervisors are the regulatory body responsible for regulating tertiary institutions such as University Commission, National Board for technical education among others. They are meant to supervise and accredit courses for the institution and ensure compliance to the implementation of the curricular. They are also saddle with the responsibility to upgrade the syllabus from time to time as it seems adequate. The regulatory body has a lot to play in upgrading the syllabus and curricular delivery in such a way that will reduce or eliminate skill gap.

### PROFESSIONAL CERTIFICATION

The entailment of professional certification during the time of study will go long way in prepare the student for the workspace, compete favorably in the global market for example International computer driver's License (ICDL), Cisco CCNA, among others will help to fill the required skill in the workspace.

### THE ACADEMIC INSTITUTION

The academic institution is the higher school of learning or tertiary institution where the student are been trained before graduating to the workspace where the requisite knowledge or skill is needed in the day to day activity.

### HIGHLY EXPERIENCE INDUSTRIAL STAFF EMPLOYMENT

In other to bridge the skill gap, employment offering should also focus on highly experience industrial personnel in order to bridge the skill gap. It can also focus on recruiting personnel that have use up to 20 years in the manufacture or service industry to boost skill acquisition and transfer to the student.

### THE WORKSPACE (JOB WORKSPACE)

This the workspace where the requisite skill is required to fulfill the day to day activity. It might be the industry or service engagement.

### III. CONCLUSION

The skill gap as lead to exportation of employment that is the job available as been given to expatriate while the countries graduate remain unemployed. The model above shows the required synergy between the industry and the academia that will lead to the reduction in the skill gap if implemented. The model also considered the input of the professional bodies to contribute to the reduction of the skill gap. On the part of the regulatory body (academic supervisor) the syllabus should be design to support more of application of skill than theory for courses with technical orientation. Which will go a long way in reducing the skill gap and by extension reduce unemployment and improve the economy of the nation.

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