COORDINATION AND COOPERATION BETWEEN STATE UNIVERSITIES AND THE INDUSTRIES IN SRI LANKA

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Abstract

The purpose of this paper is to explore reason for low coordination and cooperation between Management Faculties and other stakeholders in State Universities in Sri Lanka. Theory of communicative action, which theorizes how people communicate, coordinate and cooperate is employed to theories these issues. The finding of the paper shows system, mainly bureaucratic system is being practiced in state universities in Sri Lanka result in lack of coordination and cooperation with other stakeholders, particularly industries. Therefore it is concluded that management faculty failed to coordinate and cooperate with industrialists. This study further indicates the reasons for lack of coordination and cooperation is due to lack of forum to dialogue between academics and industrialist, no trust between them, less commitment to achieve common goals and no recognition of mutual expectation between academics and industrialists. While being the first to theorize the low industrial relation in Sri Lankan state universities, this paper contributes to the research by illustrating how the theory of communicative action can be used to explore issues related to higher education globally.

Keywords: Coordination and Cooperation, industrial linkages, Theory of Communicative Action

Introduction

Universities have emerged as central actors in the knowledge-based economy. Research and teaching are core in universities and as a prime and interrelated duties of the academics (Clark, 2001). There is no effective ways to deliver a good lectures without touching or sharing research experiences. Particularly, management related subjects cannot teach at the class room without practical knowledge on the topics. Therefore, the role of universities in local economic development goes far beyond the linear transfer of basic research into commercialization products (Hamdan et al,.2011). Research universities not only bring research to the academic communities but also make linkages with research centers to apply sciences to national development. Therefore, Universities function with local communities as well as international institutions since they operate in a global environment and bring science and scholarship from global perspective to local (Readings, 1999). These function as a centers that makes coordination and cooperation with national and the international levels where they interchange idea, data and knowledge.

Furthermore, Due to the changes in the society from modern to post-modern, the objectives of universities have shifted from being centres of pure knowledge to market-driven centres and therefore universities are in tension balancing the twin roles of research and producing employable graduates. With the rise of neoliberalism, the employability of graduates has become more important than ever before. In Australia, Great Britain, and the USA, the increasingly vocational role of universities has led governments and businesses to place pressures on universities in order to ensure that their graduates are both employable and professional (Green, Hammer, & Star, 2009). This paradigm shift has been observed not only in universities in developed countries such as Cambridge University in England and Harvard University in the USA but also in universities in the developing countries like Sri Lanka and India. In fact, most of universities now focus on producing employable graduates rather than knowledge production. This is because, universities have now also become suppliers of labour for industries.

The same trends can be seen in Sri Lankan state universities. These both research and teaching universities or institutions are bridging with university and industry linkages which support to produce employable graduates and commercialise researches. But according to the literature, the links between Universities and industries are weak (Munasinghe, 1997 cited in Munasinghe & Jayawardena, 1999) in the country. This has led universities to be too academic and impractical. This has also prevented graduates gaining employable skills (Randiwela, 2009). In spite of growing pressure to close link with industry, Sri Lankan universities still is poor in linkage with industry. The low industrial linkages occurred due to failure to establish coordination and cooperation among the key stakeholders (Kanagasingam & Jayakody, 2015a; Kanagasingam & Jayakody, 2015b). Katooli & Rahmani (2005) have undertaken to highlight the challenges facing the employment of university graduates in Iran. The researchers argued that a lack of coordination between universities and the government has resulted in unemployed graduates. Similarly, other research findings also revealed that the lack of coordination between two different stakeholders - university and government (Behrooz Marzban at el. 2014), university and employers (Liefner, 2007), is the cause for lack of linkages. The same view is reported that poor coordination and collaboration among university, government and industry leads to graduate unemployment issues (Chanthes and Taylor, 2010; Etzkowitz and Leydesdorff, 2000 and Chanthes, 2012).

These discourses clearly show that a lack of coordination and corporation among the stakeholders is the key source of the contemporary issues pertaining to graduate unemployment. This is further evidenced by the report of the World Economy Forum (2012/13), which states that Sri Lankan University Industry collaboration in Research and Development is ranked 40 the out of 139 Countries. Therefore, the research question is, why do Sri Lankan universities fail to establish coordination and cooperation with industries?

The objective of the paper is to explore the reasons for lack of coordination and cooperation between academics and industrialists. The present study encompasses the communicative action theory which is a significant theoretical contribution towards higher education Management research, further this study adds value to theory of communicative action by introducing into the higher education. Further, this study will ensure social justice and equity of the human resources in the academia via mutual understanding, trust and dialogue for the communicative rationality among the academic communities in Sri Lanka. This will help the academics, the industries and the government to understand their roles of the human development and the country's development.

The remaining parts of the paper commence with discussing the university and industry linkages. Followed by briefly reviews communication action theory. Then it moves to explain how this theory has been used to connect the issues related to the management faculty in Sri Lanka. Penultimate, finding and discussion are provided. Finally, conclusions and future research directions are given.

Theory and Literature Review

Theory of Communicative Action

Habermas (1984 & 1987) developed theory of communicative action (TCA) and its foundation lies on twin theories of resources of action theory and systems theory (Jeffrey, 2007). The main assumption of TCA is that people prefer to communicate with each other and that if they have equal opportunity to communicate in an 'ideal speech situation' as Habermas calls it, they reach their goals through agreed mutual understanding. The theory further states that the present society is bounded by bureaucracy and because of the mediations by the bureaucracy the society has lost ideal speech situation and therefore society cannot reach goals through agreed mutual understanding. Instead, society uses power and money as steering mechanisms to reach coordination and cooperation towards achieving its goals.

The theory of communicative action explain how people reach common understanding and coordination action through the reasoned argument, consensus and cooperation to pursuit their goals (Habermas, 1984 & 1987). The theory is concerned about how actors in a social interaction rely on their language abilities (Laughlin, 1987) to develop shared understanding of each other's culture and knowledge which subsequently promotes coordination and socialization. Accordingly, communication can be considered a coordination device. For that reason, Gunatunge and Karunayake (2002) even equate communication acts with coordination acts.

The TCA also everybody has the same opportunity to take part in decisionmaking and critiques the state quo of the political and administrative

phenomenon. TCA explains how two or more individuals interact and coordinate their actions based on mutual deliberation, argumentation and agreed interpretation of the situation. However, according to Habermas, communication has often been distorted by unequal opportunities to initiate and participate in it within capitalist modern society. Such conditions have been criticized by Habermas who argues for an "ideal speech" situation- a situation in which genuine consensus is arrived at between parties in communication and is recognized as a consensus without the operation of power (or with symmetrical power relations). In other words, all participants are capable of reaching mutual understanding and coordination of the action only when the people have equal opportunities to communicate among themselves and the whole communicative exercise is transparent. The main points of the theory are rationality, argument and understanding (Richard, 2009). Referring to Michael and Moor (2003), the features in TCA are a centre on the strength of good, well-grounded arguments provided in an open forum, rather than authority, tradition, power or prejudices. According to Habermas (1984 & 1987) it is very clear that communicative action is an organized a form of social relations through dialogue for the development of understanding and coordination among individuals.

University and Industry Linkages

A university is not an isolated organization. When it makes connection or networks with other industries as well as the government, the chances of obtaining graduates jobs immediately after completing their degrees and delivering innovative solutions to the societies by doing research is engaged. An industrial linkage is not a new phenomenon in the University system. Germany was the pioneering country where the university-industry relationship helped to create the pharmaceutical industry in the early 19th century. From that tradition, different models of interaction with the industry have evolved, such as business incubators, science parks, technology parks, etc. to foster entrepreneurship and business development.

According to the literature and the practices in the foreign countries, it is entirely different, they have links for the Industry University take several forms. According to the National Science Foundation, US, Four interrelated components in the University Industry Linkages are;
Research Support: Contributions of both money and equipment to the Universities by industry. (Upgrade laboratory and develop programme- A consortium of 23 companies contributed 47 million Finnish Marks to Finnish Universities)

Cooperative Research: Pursue research and development in some common areas. In US- NSF promoted through Engineering Research centers and Industry University Cooperative Research Centers (IUCRC). In Finland the Finnish Technology Development Agency established to make links the Universities with Industries.

Knowledge Transfer: Students and staff work on cooperate problems for their theses and dissertations. Cooperative Education programmes, internship and Job placement for students and recent graduates provide means for Knowledge transfer.

Technology Transfer: Basically collaborative research with the industry. Department of Agriculture in the United States Developed the agricultural extension services model for transferring agricultural technology to the farmers where the university is key sources of information. The concept of "Land grant" established in US with clear mandate for knowledge and technology transfer. These are the main parts of industrial linkages, but in Sri Lanka, the meaning is considered at the surface levels even it is not coming under real industrial linkages

Compared with National Science Foundation US, faculty linkages is little correlated with only knowledge transfer components not all, limited to the internship only. But application of industrial linkages at the management faculties, particularly industrial linkages are used for getting sponsorships, conduct job fairs, guest lecturers or career guidance programme, invite for the curriculum revision and internship.
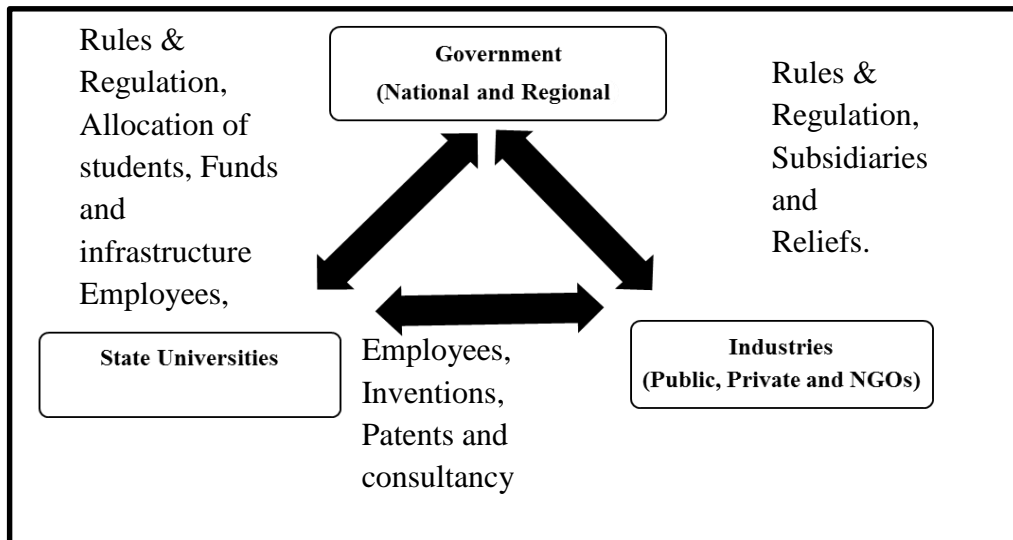
The relationship between industry and the higher education sector is changing and deepening. Industry plays multiple roles: as customer and partner of higher education institutions and, increasingly, as a competitor. This initial linkage between the university and industry has developed strong outputs and outcomes. This linkage has resulted in service innovation as bringing together a number of different academic areas that already exist for example engineering , behavioural management, organizational theory, business modelling and of course a thorough background in technology.

Through this university-industrial relationship, many mutual benefits arise both for the university and the industry. Industry gains access not only to technologies, but also to students, lecturers and university facilities. An industry gains prestige and acceptance for its stakeholders though its association with a prestigious university. This is particularly important in many emerging fields where academic research and publication usually lags behind industry (Chakrabarti, 2002).

The university-industry relationship is only being practiced in Sri Lanka at limited levels. Similarly, the university- government relationship is very strong since from the colonial period, the bureaucratic system is very effective and entrenched in state universities. At the same time the government regulates all industries through different steering media and steering mechanism i.e. power

(Habermas, 1984 & 1987). This industry-university-government relation is explained by Triple Helix model originated by Etzkowitz (2002), which is used to explain the levels of relationship among these major stakeholders in management faculty. Therefore, introducing the Triple Helix concepts in the Sri Lankan higher education system may be meaningful. The Triple Helix concept has also been used as an operational strategy for regional development and to further the knowledge-based economy in various countries- in Sweden (Jacob, 2006) and Ethiopia (Saad et al., 2008). In Brazil, the Triple Helix became a "movement" for generating incubators in the university context (Almeida, 2005). Therefore, because the triple Helix concept has been used in other countries, it makes a sense to attempt to apply it to a Sri Lankan scenario as well.

Figure 1. The Triple Helix Model (University-Industries-Government relationship)

Source: Adopted from Leydesdorff, 2012, p.3.

Accordingly, the key stakeholders in the higher educational system are working together to enhance the economic development of the country. The mutual relationship between universities and industries are interdependent. These service transactions take place in the form of knowledge transfers, cooperative research and technology transfers. For instance, universities provide human and intellectual assistance to industries in various form like inventions, patents, consultancy, training, theory and graduates as employees. To compensate for the service rendered by the universities, industries provide research support and knowledge transfer such as providing internships for graduates, work opportunities and sponsorship. These relationship between universities and industries are not bounded, because both organizations are working with separate artefacts including their mission and vision. They also do not have much mutual trust. Therefore, it is mandatory that the government machinery intervention in order to develop a foundation and regulate its relationship. Government (local and national) has already become involved in the regulation process of private and public industries and, in time will regulate non-government organizations as well. These organizations also work with the government in order to ensure their existence since all state universities are controlled by the government which allocates, students, funds and infrastructure. Universities provide services to the government such as innovation, patents, employees and consultancy for policy decisions.

The problem of the study is lack of coordination and cooperation among the key stakeholders (university, industry and the government). The communication action theory becomes a useful for this study not only due to the match between issues with which the present study is concerned and issues the theory explains, but also because of the context in which these issues are explored. Firstly, higher education or the university or a management faculty is a social system that has been subjected to environmental disturbances by changes brought upon it by the political, economic and social systems using the mechanisms of 'bureaucratisation' and 'monetarisation' (Ryan, 2009). Secondly, the university is, in essence, a place of reflection, critique and communication (Kemmis, 2000, 6). The same notions of "reciprocity, trust, shared knowledge and reasoned arguments" underlie both Habermasian notions of communicative action (Burrell, 1993,8) and university dynamics. The communicative action theory provides insight into how 'bureaucratisation' takes place in a social systems and how communication exercised in the modern society, particularly, in the university context, and how it is projected on the issue of lack of coordination and cooperation among the stakeholders.

Methodology

In order to establish the levels of coordination and cooperation between state universities and industries, the research question of the study is why universities do fail to have coordination and cooperation with the industries in Sri Lanka? A research was undertaken by applying the inductive approach (Glaser, 1978 & Creswell, 1998). The sampling for qualitative research should be purposive rather than random. The study based on main concepts of Theory of communicative action.

Data Collection

Data were collected using a semi-structured interviews from fifteen academic administrative and academic staff (consisting of Vice-Chancellor, Dean of the Faculty, four Heads of Departments, four Internship coordinators and four senior Lecturers and a probationary lecturer) who represented the Faculty of Commerce and Management of state University (the academic staff were selected based on their fields of discipline, special achievements, and their present positions). In addition to university staff, six industrialists representing private and state organizations participated and four government representatives also were participated in the data collection process. In order to enhance the quality of the study, data were also collected from two focus group discussion that comprised of eight alumni members and ten undergraduates students separately.

Data Analysis

All interviews were transcribed personally by the researcher and all interviewees were coded as AC01, AC02 for academics, AD01, AD02 for academic administrators, IN01, IN02 for Industrialists and GT01, GT02 for Government representatives for this research purpose. Analysed all data in order to identify significant themes and categories, both common distinctive, primary respondents' views. Data organising; generating categories, themes and patterns; comparing and contrasting with extent literature and writing of the analysis were used as a four steps process applied in the data analysis section. Data base management software tool, QSR Nvivo8, qualitative data software was used to manage efficiently throughout the course of study. A review of transcribed interviews indicated repeating ideas, suggesting interviews information saturation. Research methods were triangulation using different research methods such as in-depth interviews, personal observation, and focus group discussion and presenting interview script back to the participants for verification.

Findings and Discussion

The key stakeholder of the management faculty are academics, industrialists, academic and administrative staff, government representatives, alumni and students. The stakeholders perceive that there should be a good relationship with mutual understanding each other within the university as well as outside of the university (Forest, 2003; Kiramer, 2010). This relationship creates a space to mutual discussions and arguments in order to have effective and efficient coordination and cooperation (Habermas, 1984 & 1987). This section focuses to deeply understand how coordination and cooperation between academics of the university and industrialists are existing by using the theory of communicative action and other relevant literature.

Coordination and Cooperation between Academics and industrialists

Different models of interaction with the industry have been evolved, such as business incubators, science parks, technology parks, etc. The universityindustry linkages benefit to both parties (John, 2003). Industry expects innovative ideas to overcome weaknesses, enhance operations and improve productivity from university through conducting research about their operations. On the other hand, university need a plat form to conduct experiments/ research on contemporary issues and provide internship training to undergraduates and staff. It is commented by a participant representing industry as follows.

> ...if we are offering something we also expect something in return, it has to be a win-win situation. If those academics also can study, say come to this organization and study management practices, how it is happening and then these academics have lot of research capabilities. They can research and tell us; the literature says this, you all are doing it in this manner. What if you do it in this way is more productive and efficient. Then there will be a dialogue between the two parties and both parties will understand. And also these academics can study our patterns and give reports (IN04).

Moreover, findings show that many mutual benefits arise through this university-industrial relationship. Academics get practical knowledge from the real life environment and apply to the class room to upgrade their current knowledge of the industry. Similarly, industrialists get theoretical aspects with intellectual advices to solve their real work life problems in the organizations. Further, industry gains access not only to technologies, but also to students, lecturers and university facilities. An industry gains prestige and acceptance for its stakeholders though its association with a prestigious university. This is particularly important in many emerging fields where academic research and publication usually lags behind industry, for example, in the area of energy and technology (Chakrabarti, 2002).

Then we will also gain something. It's a win-win situation. Academics are gaining hands on experience as to what is happening on the ground and they are using their theoretical knowledge to give us proposals. So, it's a win-win situation for the both the business and the university" (IN04).

The same view is shared by academic administrators about necessity of having university and industry linkages. Actually university needs to have the linkage with industry to produce employable graduates. Nevertheless, industrialists are more interest to have link with the university than academic administrators. It is quoted by the participant as shown below:

"They (industrialist) try to develop links with the university system and they are expecting mutual benefits."(AD03).

Although academic administrators are not much care about the linkages, academics emphasize that having the linkages with industry provide many advantages (Marzban at.el, 2014), such as capturing current needs of companies, develop curriculum, etc. In addition, it is noted that they wish to have coordination and cooperation with university but academic administrators do not recognize their offers, due to barriers in the system and poor leadership qualities. The structure of the university causes for delay due to hierarchical organizational set up (Tayor, 2010). Every decision is come from the statutory body. These structure makes delay or reduces the opportunities for effective coordination and cooperation between academics and the industrialists as a research participants stated below:

"The forum also does not permit them to think that line, no? Even the senate, council, commissions, standing committee, there are a lot of forums" (GT03)

At the same time, a participant representing government articulates that industry wants to collaborate with university to conduct researches but the universities do not facilitate for it. He further emphasis that the linkages to be formalized by signing MoUs. Which shows that university should work with industries.
"Industry wants to collaborate with the university and sign MoUs and conduct some research on their products. So we don't facilitate those" (GT01).

In this context, research participants reveal that current status of coordination and cooperation with industry is enough as articulated given below.

> "They (the marketing department) have good coordination and cooperation with lots of stakeholders. They have linked with the corporate sector for a long time before us ....I believe networks are needed with the corporate sector. They should know what we are doing and we should always seek their cooperation to develop our curriculum" (AC03).

> "We are keeping very good relationship with them (Industries) as well as they are providing permanent job opportunities for our students. Most of the students got job opportunities at same organization after their training. They got chance to continue their careers" (AD06).

In order to check whether it is actually sufficient, it is compared with standard of National Science Foundation, USA (NSF-USA) related to Industry-University linkages which take several forms. According to the NSF-USA, four interrelated components of the University Industry Linkages (2008) are set down.

a) Research Support: Contributions of both money and equipment to the Universities by industry.
b) Cooperative Research: Pursue research and development in some common areas.
c) Knowledge Transfer: Students and staff work on cooperate problems for their theses and dissertations. Cooperative Education programmes, internship and job placement for students.
d) Technology Transfer: Basically conducting technologically based collaborative research with the industry.

When it is compared with NSF-USA for industrial linkages, only part of the knowledge transfer practice is occurred in the Management faculty, i.e. the faculty has the coordination and cooperation for internship to students. The real coordination and cooperation between university and the industry could be seen for other purposes as well as stated by NSF-USA. The analysis shows that coordination and cooperation is not sufficient level in Management Faculty in Sri Lankan State universities.

Four sub-themes are emerged from theory of communicative action and the relevant literatures to analyse levels of coordination and cooperation between the stakeholders. Those are (a) forum for dialogue between stakeholders, (b) trust between stakeholders, (c) commitment of stakeholders to achieve common goal, (d) mutual expectations between stakeholders. The level of

coordination and cooperation between academics and industrialists, is analyzed on this basis in following sub-sections.

Forum to dialogue between academics and the industrialists

Extent of coordination and cooperation between academics and industrialists are measured through the dimension of forum to dialogue. Research participants reported that there are unsolved practical issues such as academics are unaware about current industries' need, industrials face difficult to solve manufacturing, marketing and labour related issues. Those are supposed to be solved thorough the extensive research with participation of both parties. It indicates that there is a necessity to have dialog between them as articulated by the research participant.

> "The industry, they have to accept the graduates, and give them a training. I mean the inner culture at their industry and help them to fix in their office or culture. But they believe what they recruit marketing graduates they have to bring the market. HR graduates simply sit and have to finish all HR problems in the industry. So we are also wrong as well as they are also wrong. And we don't have good dialog between academy and industry. We talk a lot but still this gap is there and this is widening now" (GT01).

Accordingly, both parties have different problems, but they do not accept others' weakness which has observed from the last decades. From the traditional, the university and the industry do not have common forum to discuss their own problems or issues (Mintzberg, 1979 & 1989). The industrialist criticize the university similarly academics also criticize the industrialists as pointed below quotation:

> "They also have very negative perceptions about the university graduates. University graduates also have very wrong perceptions about private sector. ... I had been strongly criticized private sector" (GT02).

> "So the similar thinking pattern in the academic also. There's an argument, academics are not going to the industry because they are thinking, we know everything, we are the people educating, so why do we want to go? Similarly the industry people are thinking, we are the corporate sector, we are the people doing, we have the experience and why should we go there..." (IN04).
> "Some of the industry partnership, they are dominating because they are thinking they knew better than academics so may be the sometime ideology they are superior or sometime they have experiences is not a bad think if you are smart enough in academics we need to manage them or catch or capitalise away the opportunity as well but not opposing ...

we winning the heart of the industrial people we did it, It is very difficult at the beginning" (AC05).

Both parties' perceptions are different and they do not have forum to express their own perception and get the right feedback for rectification. But, still there is problem who initiate the forum to have dialogue as elaborated in the following comments by research participants:

"Dialogue should be initiated at the highest level, because we are in our own comfort zone, OK. We don't know, even if we invite the academics whether they will come, because there is a bureaucracy also. Whether they are allowed to come to the private sector, I am not too sure" (IN04).

Accordingly, industrialist expects that the university or higher authority must take an initiatives to start dialogue but they do not start because of bureaucracy barriers. Coordination cooperation among the actors is possible when they have equal opportunity to communicate among them. In a communication process, anything can be transferred from one to another (Chester & Barnard, 2008), it may be the innovative idea, data or any fact and also there should be free speech situation or forum to provide freely their own views (Habermas, 1984 &1987).

According to the above analysis, it is clear that there is a lack of forum to share their views between academics and industrialists. In order to understand the status of coordination and cooperation between them, level of trust between academics and industrialists is discussed next.

Trust between the academics and industrialists

According to the views of research participants from the academics, academic administrators and the government, the university and industrialists do not have mutual trust each other's as stated below.

"Both parties do not trust each other" (GT2).

They can't trust. Normally I see that. If they don't have trust with one person we don't share anything know. Therefore we have limited relationship …It is not very close (AC10).

They work independently, they do not trust each other and also they do not respect each other. According to the priority list of the important of stakeholders academics did not consider as well as industrialist also did not consider academics are the priority stakeholders for the industry. This was happened due to absent of mutual trust between them. Therefore, industrialists

and the academics do not collectively work and share their own strengths and weaknesses to get their own goals due to lack of mutual trust.

> "I think initially had a relationship but then they both parties did not continue it, lack of trust between them or either one side (AD01)".

In order to have strong coordination and cooperation between academia and the industrialists, they ought to have mutual trust each other (Kiramer, 2010). But, the above analysis shows that there is a lack of trust between both parties which creates poor coordination and cooperation between them.

Commitment of academics and industrialists for achieve common goals

The main roles of academic administrators and academic in the conventional university set up is to conduct lectures and evaluate students' performance. When they perform these tasks rotationally over the batch, they are fully occupied with their duties. Compared with other faculties in the country, the management faculties cater 20% of the total students' population while having 5% of the total academic strengths (UGC handbook, 2013). This situation reveals that academics in management faculty take more responsibility in teaching and evaluations. Since they do not commit to start initiatives to link with industry as quoted as follows.

> "People in industry like to deal with us. Due to our work load and other reasons we are unable to coordinate and cooperate. We have a relationship but we can't implement it effectively. We have to improve it further and further." (AD05).

Most of academic involve in routine works and they do not take the ownership of the graduates as their product. Since students are given by UGC without any competition. Moreover, they are permanent employees and getting monthly fixed salary and other benefits including their promotions. Even though they work extra they do not get any extra benefits. This is commented by government participant as follows.

> "Commonly academic and administrative people may think that industrial training is a headache. The reason is ... when provide training in the day time they have to come in the evening" (GT01).

Most of the academic programs for the third and final years of the management faculty is conducting afternoon sessions since they are occupied for internship during daytime. This practices are implemented in many universities where the

students have access to get placement for internship near the university. These practices are not preferred by academics because they have to take lectures afternoon without getting any financial or non-financial benefits. Therefore, these practices in management faculties do not allow them to think to link with industries. This low level of commitment of both parties for industrial linkage leads to weak coordination and cooperation between academics and the industrialists.

Mutual expectations of university and the industry

When the objectives of universities are compared with private sectors, there are variations among them. Private sector operates towards profit motives and market oriented in competitive environment at national and global levels whereas university functions at regional or national level without considering competitive advantages for providing services to the society. Level of achievement of the objectives is determined by availability and utilization of resources. As far as human resource is concerned, private sector recruits the best employees independently from the labour market in align to match with global trend whereas university recruits the employees under the FR, AR and university act with political pressure. Similarly expenditure or investment are taken place comparing amount of return (trade-off between cost and benefit). But, the university does not compare value of investment with benefits.

In case of university and industry relationship, university prefers to produce just graduates whether employed or not, similarly, industry also prefer to recruit the graduates who are cable to work immediately without any training. In order to fulfill their mutual expectation they do not have mutual trust between them.

"Collaboration comes because of the respect, the mutual respect the academia has industry and industry has academia. And so, we are always ready to work together. Industry understands graduates we produce if their employable from day one without training it is investment. So, they put a huge investment back in to the faculties in mainly in terms of their time (GT03)."

According to the views of industrial representative, producing graduates and conducting researches are duty of the universities. Therefore, we did not take any initiative to collaborate with the university. Further, he mentioned that private sectors have many sources to recruit the employees, one of the source is university as stated below given extraction:

That is not my business. Do you understand? So we have business to run here. So we have entrusted the public sector to run that mechanism (IN05).

Accordingly, their level of expectations, the working environment and the scopes are entirely different. Hence, the contradicting organizational perspective of two sectors do not permit them to work collectively (Simon, 1976).

> "We don't know, even if you invite the academics whether they will come, because there is a bureaucracy there also whether they are allowed to come to private sector, I am not too sure" (IN04).

Universities work independently from the colonial period, UGC allocates students to universities and universities prepare its curriculum and conduct lectures and evaluate independently and finally award the degrees to the graduates. They do not have any expectations from outside except UGC. UGC also does not have any mechanism to measure the quality of the graduates who are employed or not except the survey conducted in year, 2012. Even though UGC has taken numbers of step to implement quality assurance, still it is in the initial stage due to lack of cooperation from the university sides. As one of the industrialist indicated ownership of the graduates are not taken by the universities.

> "The academics have to rethink and take a great ownership of their product. Academic themselves are not giving any good example to the students"(IND3).

Academics do not have concern with impacts of graduates, whether, they are employed or not which does not affect their own benefits of academic administrators or academic, since they do not bother about the graduates status. Therefore, the academic or academic administrators do not have any links with outsiders' particularly with industrialist.

> To get employment opportunities, to build strong relationships for academic and development purposes, we can ask them what the requirements are of the industry, especially what the new trends are" (Stu 02).

Furthermore, from the analysis of these views of the stakeholders, it is revealed that experiences, emancipation of academics and industries behave to their own sets of organisational norms (values and believe) and work within their boundary. Such experiences worked in the early traditional society where they have some limitations to connect the world and it was succeed in certain levels.

But due to the changes in the expectation in modern competitive environment, it is needed collaboration and participation of entities which facilitates for sharing their resources, contributing their own experiences and learning towards their mutual goals achievement (Habermas, 1984).

> "Most of the time, most of our rulers, I mean top level of universities forget this important link. At the same time the industry also forget this link with the universities. And we are not prepared for them, and we are not prepared for us. So it's a mutual problem I would say. Like this there is a gap between major sectors" (GT01).

Accordingly, industrialist expects that the university or higher authority must take an initiatives to start dialogue but they do not start because of bureaucracy barriers or red tape system. Therefore, the differences between the academics and industrialists, such as mutual objectives, behaviors, backgrounds, levels of seeking opportunities, trust, own workloads, less commitment, aware of global trends, and absent of connecting body, the coordination and cooperation between the academics and industrialist are weak. Accordingly, the level of coordination and cooperation between academics and industrialist is weak.

Conclusion and Future Research Directions

It is found that university functions by the system where most of the academics and academic administrators work within the system. There is no forum to dialogue between academics and industrialist, no trust between them, less commitment to achieve common goals and no recognition of mutual expectation between academics and industrialists. Therefore it is concluded that management faculty failed to coordinate and cooperate with industrialists. This research urges paths for the future researcher to extend to the Faculties of Arts, Sciences, Agriculture and Engineering as well as whole universities and other organizations which seems to be a similar features. Moreover, comparative study could be conducted universities in South Asia like Sri Lankan universities and universities in western countries to understand factual causes for this phenomenon as communicative action theory emerged from Germany.

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