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UNIVERSITÉ DE YAOUNDÉ I

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THE REPUBLIC OF CAMEROON

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THE UNIVERSITY OF YAOUNDÉ I

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POSTGRADUATE SCHOOL FOR SOCIAL AND  
EDUCATIONAL SCIENCES

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DOCTORAL RESEARCH UNIT FOR HUMAN  
SCIENCES AND EDUCATIONAL  
ENGINEERING

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DEPARTMENT OF CURRICULUM AND  
EVALUATION

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**SOCIAL GOVERNANCE AND EMPLOYABILITY: THE  
MANAGERIAL SYSTEM HAS AN INFLUENCES  
GRADUATES' PROFESSIONAL ACHIEVEMENT.**

**CASE STUDY: THE FACULTY OF MEDICINE AND  
BIO-MEDICAL SCIENCES, UNIVERSITY OF YAOUNDÉ I.**

*A dissertation submitted in partial fulfilment of the requirements for the award of a  
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## LIST OF ABBREVIATIONS

- **ACU:** Association of Commonwealth Universities
- **ADEA:** Association for the Development of Education in Africa
- **AGIR :** Appui à la Gestion des Initiatives Rentables
- **ASTD:** American Society for Training and Development
- **ASTD:** American Society for Training and Development
- **BAC:** Baccalauréat
- **BMD:** Bachelor Masters Doctorate
- **BMP:** Bachelor Masters Ph.D.
- **CC:** Contingency Coefficient
- **CDC:** Cameroon Development Corporation
- **CEMAC:** Economic Community of Central African States
- **CNU:** Cameroon National Union
- **DEA:** Diplôme D'études Approfondies
- **DEUG:** Diplôme d'Etudes Universitaires Générales
- **dof:** Degree of Freedom
- **EFA:** Education for All
- **EMIA:** Ecole Militaire Inter Armées
- **ENAM:** Ecole Nationale d'Administration et de la Magistrature (School of Administration and Magistracy)
- **ENSET:** Ecole Normale Supérieure de L'enseignement Technique
- **ENSP:** Ecole Nationale Supérieure Polytechnique
- **ENSTP:** Ecole Nationale Supérieure des Travaux Publics
- **FALSH:** Faculté des Arts, Lettres et Sciences Humaines
- **GCE:** General Certificate of Education
- **GESP:** Growth and Employment Strategic Paper
- **HE:** Higher Education
- **HELs:** Higher Education Institutions
- **HIPC:** Heavily Indebted Poor Countries
- **HM:** Human resources
- **HRM:** Human resource management

- **IAE:** Institute de l'administration des Entreprises
- **ICT:** Information and Communication Technology
- **ILO:** International Labour Organisation
- **IRIC:** Institut des Relations Internationales du Cameroun
- **IUT:** Institut Universitaire de Technologie
- **IVT:** Institute for Vocational Training
- **KSAs:** knowledge, skills, and attitudes
- **LMD:** Licence Master Doctoral
- **LMS:** learning management systems
- **MINESUP:** Ministère de l'Enseignement Supérieur
- **NPM:** New Public Management
- **NUGP:** New University Governance Policy
- **NWCET:** North West Centre for Emerging Technology
- **OECD:** Organization for Economic Cooperation and Development
- **OFJT:** off-the-job training
- **OJT:** On-the-job training
- **PCA:** Président du Conseil d'Administration
- **PGD:** Post Graduate Diploma
- **Ph.D. :** Doctor of Philosophy
- **PRSP:** Poverty Reduction Strategy Paper
- **R&D:** Research & Development
- **RAE:** Regionally Applied Establishments
- **ROI:** return on investment
- **S.P.S.S:** Statistical Package for Social Sciences
- **SAP:** Structural Adjustment Program
- **SHRM:** strategic human resource management
- **SO:** Strengths-Opportunities)
- **SONARA:** Société Nationale de Raffinerie du Cameroun
- **SPD:** Sectorial Policy Document
- **SPTPCHE:** Support Program to the Technological and Professional Components of Higher
- **ST:** strengths-threats
- **STEM:** Science, Technology, Engineering and Mathematics

- **SWOT:** strengths-weaknesses-opportunities-threats
- **TAP:** Traditionally Applied Programs
- **TD:** Travail Dirigé
- **TPE:** Travail Personnel de l'étudiant
- **TVET:** Technical and Vocational Education Training
- **UAS:** University of Applied Sciences
- **UDP:** Urgent Development Program
- **UK:** United Kingdom
- **UNESCO:** United Nations Educational, Scientific, and Cultural Organization
- **WO:** weaknesses-opportunities
- **WT**
- **:** weaknesses-threats
- **X<sup>2</sup> cal:** Chi-square calculated value
- **X<sup>2</sup> cv:** Chi-square critical value.



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## ABSTRACT

The main driving force for change is increased by the demand for more professionalization of Higher Education programs to suit the exigencies of the job market, more accountability and responsiveness to the needs and expectations of internal and external stakeholders who affect or are affected by the existence and functioning of universities. The policies of education became defined briefly as follows: education for the development of the African child to the maximum of his or her ability in order to enable them to be useful to the community and themselves. In this guise we sought to verify and assess whether various policy reforms on social governance in higher education all have contributed significantly to the level on professional achievement of graduates from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. The factorisation of the principal factor by the factorial analysis of Reuchlin and of Benécri, has permitted us to retained five pertinent factors that follows: on social governance on education, on employers' and Higher Education Institution staff's perceptions concerning the skills and knowledge, on School curriculum, on formal or informal managerial methods used by employers to access skills and on A generated referential for formation and competence. These factors permitted us to pose five secondary questions for the research. Thanks to the theoretical framework we could formulate the general hypothesis as follows: the managerial system has a great impact on graduates' professional achievement from the Faculty of Medicine and Bio-Medical Sciences (FMSB) in the University of Yaoundé I. Due to the broad nature of the study, using a mixed methodology, the researcher had to use the a questionnaire and an interview guide to collect data, all this in a qualitative, descriptive and correlational approach. After the testing and verification, all the five hypotheseis were accepted, though with the qualitative research (interview), one hypothesis was rejected. All in all, the present research highlights a set of activities that must be taken into account in management practices within school organizations especially the FMSB in the higher education and in the University of Yaoundé I as a whole. Hence, management constitutes an important organizational function in professional development and above all in ensuring the quality of education in a training system.

*Key words:* Social governance policies, formation, Professionalization, Higher education, employability, management, professional achievement, referential for training and formation, infrastructure.

## RESUMÉ

Le principal moteur du changement est accru par la demande d'une plus grande professionnalisation des programmes d'enseignement supérieur pour répondre aux exigences du marché du travail, plus de responsabilité et de réactivité aux besoins et aux attentes des parties prenantes internes et externes qui affectent ou sont affectés par l'existence et fonctionnement des universités. Les politiques d'éducation ont été brièvement définies comme suit: l'éducation pour l'épanouissement de l'enfant africain au maximum de ses capacités afin de lui permettre d'être utile à la communauté et à lui-même. Sous cette forme, nous avons cherché à vérifier et à évaluer si diverses réformes politiques sur la gouvernance sociale dans l'enseignement supérieur ont toutes contribué de manière significative au niveau de réussite professionnelle des diplômés de la Faculté de Médecine et des Sciences Biomédicales (FMSB) de l'Université de Yaoundé I. La factorisation du facteur principal par l'analyse factorielle de Reuchlin et de Benécri, nous a permis de retenir cinq facteurs pertinents qui suivent: sur la gouvernance sociale de l'éducation, sur les perceptions des employeurs et des personnels des établissements d'enseignement supérieur concernant les compétences et les connaissances, sur les programmes scolaires, sur les méthodes de gestion formelles ou informelles utilisées par les employeurs pour accéder aux compétences et sur un référentiel généré pour la formation et la compétence. Ces facteurs nous ont permis de poser cinq questions secondaires pour la recherche. Grâce au cadre théorique, nous avons pu formuler l'hypothèse générale comme suit: le système de gestion a un grand impact sur la réussite professionnelle des diplômés de la Faculté de médecine et des sciences biomédicales de l'Université de Yaoundé I. Vu la nature vaste l'étude, le chercheur a dû utiliser une méthodologie mixte, c'est-à-dire, un questionnaire et un guide d'entretien pour collecter des données, le tout dans une approche qualitative, descriptive et corrélationnelle. Après la vérification des hypothèses, les cinq ont été acceptées mais une, du côté de l'entretien a été rejetée. Tout compte fait, la présente recherche met en exergue un ensemble d'activités qu'il faut prendre en compte dans les pratiques de gestion au sein des organisations scolaires de l'enseignement supérieur dans la FMSB en particulier et à l'université de Yaoundé I en générale. Car le management constitue une fonction organisationnelle importante dans le perfectionnement professionnel et surtout dans la garantie de la qualité de l'éducation d'un système de formation.

*Mots clés:* Politiques de gouvernance sociale, formation, professionnalisation, enseignement supérieur, employabilité, management, réussite professionnelle, référentiel formation et formation, infrastructures.

## **GENERAL INTRODUCTION**



Before the colonization of African countries in 1876, there existed traditional African education. This indigenous educational system was aimed at the immediate development of the child's physical skills, integration of a child into the society and a responsible life that would lead the child from a successful childhood to adulthood. According to Fonkeng (2006), indigenous education was naturally relevant to the needs of the society and the demands of the environment. The children learned hunting, fishing, farming, drama, folklore, native science, religion amongst others.

Higher education (HE) plays an important role in the development of most nations. Developing nations have been working to uplift their standards since the last two decades by initiating a series of institutional reforms in Universities, (The 1993 HE Reforms in Cameroon). The main driving force for change is increased demand for more professionalization of Higher Education programs to suit the exigencies of the job market, more accountability and responsiveness to the needs and expectations of internal and external stakeholders who affect or are affected by the existence and functioning of universities. As pointed out by (Burrows,1999), universities are increasingly challenged to be more responsible and accountable in the utilization of resources, provision of quality education and adherence to practices of value for money.

Between 1876 and 1961, Western Education became an overriding phenomenon in Africa through evangelism as part of calculated missionary enterprises set up in African continent. After the 1884-5 Berlin West African Conference, these missionaries reinforced their influence according to the demands of their countries. The policies of education became defined briefly as follows: education for the development of the African child to the maximum of his or her ability in order to enable them to be useful to the community and themselves. The mission was more engaged in training Africans for church membership, catechists and clerks, meanwhile the colonial administrators trained Africans to ease territorial administration as clerks and forces of law and order (Fonkeng, 2006).

As institutions of Higher Education have become increasingly complex, issues of governance and professionalization have become a point of major concern (Gerber, 2001, Simplicio, 2006). This has been exacerbated by the increasing pressures and expectations being placed on higher educational institutions by governments' to render their training programs more adaptable to the needs of the job market. In Cameroon, the Bologna Process, the 1993 University Reforms, the 2001 Orientation Law on Higher Education, the 2007

Bachelor-Masters-Doctorate (BMD) Higher Education reforms and the 2008 New University Governance Program amongst other things have restructured governance and professionalization in the country's Higher Education system. There is a lot of evidence on the correlation between a country's quality of Higher Education system and its productive innovation, (Bloom, 2006). This would mean that the quality of Higher Education in a country could be reflected from the products of such a system. This thesis not only focuses on existing University Governance policies on the professionalization of university education, but how effective they are in the professionalization of higher education in the university.

The triad mission of the university in Cameroon deals with Teaching, Research and Community Outreach. Events and changes of the contemporary global scene and technological advancements have compelled the modern university to be involved in the socio-economic development of most nations. Achieving this mission requires an understanding and commitment to the formal and informal decision making processes by which the university conducts its work and maintains its standard. Marshall (2000), believed that effective management at all levels of higher education institutions are integral to institutional quality and enhanced innovation. This is in line with (Baldwin, 2009) who believed that academics play an important role in the success of universities, but that governance is required for the infrastructure and the support to realize quality and innovation. He explicitly stated that governance is "the glue that holds the university together". This therefore explains why the Cameroon government since 1993 following the University Reforms has been making efforts through various reform policies to inculcate the New University Governance Program towards the professionalization of the higher education system in Cameroon.

The educational system in Cameroon owes its origins from the European colonial background as a former French and British colony. The system is dominantly a hybrid of the French and British educational system and thus, a 'bicultural' system of education. At the primary and secondary school levels, there is a clear cut policy distinction or division into two educational sub-systems (Tchombe, 2001:11): the francophone (approximately 70 percent for eight regions) and the Anglophone sub-system (about 30 percent for the two Anglophone regions).

The Cameroon higher education began from the creation of the National University Complex to its transition to the Federal University of Yaoundé in 1962. Although earlier

attempts pointed to the idea of integrating the two subsystems at the higher education level, the experience revealed the significance and persistence of the previous educational traditions of the students which reflected in the teaching-learning process and affected the quality of education (Doh, 2007). This was the case with the ‘bilingual’ University of Yaoundé, where the traditions were for instance; to reflect on linguistic issues (serious problem of language balance), methodological and curricular issues. Such cultural connotations made the teaching and learning process burdensome, especially when the teacher was likely to have only a ‘monocultural’ experience (Doh, 2008). During the 1993 University Reforms in Cameroon, these issues were taken into consideration. Two universities were consequently conceived solely in monocultural traditions as per Decree No.92/074 of 13<sup>th</sup> April 1992; the Universities of Ngaoundere and Buea in the Francophone and Anglo-Saxon traditions respectively.

The Cameroon higher education system is composed of eight (8) state owned universities and a private sector of over 163 institutions (MINESUP, 2014). Private higher education constitutes only about 15 percent of the entire student and staff population in Cameroon higher education (SUP INFOS 2010). These students pay the full cost of their education through tuition fees, which may be as much as 5 to 20 times of what other students in the public sector pay. Cameroon also hosts the sub-regional virtual university. Although there have been several deliberate policies to harmonize or cross substitute elements of the two higher education traditions, the inherited traditions of the two systems is reflected in various aspects. For example, institutional and governance structures, degrees structures and credit systems, methodologies and curricular issues and sometimes on perspectives of funding. As at 2013/2014 academic year, the student population was 351,020 with 5020 teachers (MINESUP 2013/2014). The annual student population growth could be estimated at around 12 percent (SUP INFOS, September 2011:10). The Cameroon higher education system presents a ‘unitary’ structure (Doh, 2007:20). Although each HEI has a considerable degree of autonomy, they are centrally administered by the Ministry of Higher Education to which they are accountable. Higher Education is considered a national priority, organized and controlled by the state.

The new dispensation requires universities to fulfill a more complex mission, which consist of the traditional goals of providing general liberal education, research and scholarship, service to society, as well as the new objective of giving support for the economy through the provisions of useful knowledge within the context of a knowledge-

based economy, (Gould, 2003). Besides its missions of teaching, research and service, the role of Higher Education has been extended to responsiveness to evolving worldwide trends, new fiscal challenges and diversifying expectations. These have given Higher Education a much sharper attention than ever before. Though critics point out that there are conflicts between the old and new missions of the university, it is not necessarily a choice between good and evil. Universities are no doubt to sacrifice some of their traditions in the process of transition, but this can be a way to revitalize higher education. However, the changes involve in this transition should be achieved through a democratic process. This explains why the Adoption of the BMD Reform of 2007 in the CEMAC Zone and the New University Governance Program of 2008 are in response to the new exigencies of aligning our universities with professionalization and socio-economic development.

Governance in university has become an issue of Global concern as it applies to other public and private sector organizations mainly due to increasing Pressure from the needs and expectations from key stakeholders. In this work, there are theoretical and practical issues that influence the mode of governance in modern universities based on stakeholder theory. Higher educational governance is understood as the external and internal coordination of higher education and research. This coordination may have both formal and informal components. Coordination increasingly take place through interconnected policy levels with a substantial number of factors influencing agenda setting, policy development, policy determination, policy implementation and evaluation (De Boer, 2003).

The concept of governance has emerged in the mainstream literature during the paradigm shift from well rooted Max-Weber Principles of public administration to new Public management in the 1990s (Box, 1999). This transformation strategy was to deploy the concept of “good” through massive reforms in both public and private sector organizations. Reforms include deregulated adoption of latter management structures and establishment of semi-autonomous agencies to replace public service developments, performance based accountability and adoption of market based leadership and management strategies, principles and techniques (Aucoin, 1990). Universities like other organizations are not immune from these challenges and forces for reforms. Universities ought to have space in the new paradigm by redefining their roles and responsibilities because the traditional role of universities, governance structures and relationships with wider institution frameworks as well as their legitimacy had lost some taste. The repositioning encompassed a review of

governance structure relationships and processes at institutional, national, and international levels (OECD, 2000).

De Boer et al., (2003) developed university governance using systems view of governance in tertiary education which is useful for analytical purposes of university governance in the country. The model has five components which are;

1. State regulations and directives.
2. The role of key stakeholders
3. Self-Governance through the academics within the universities.
4. Managerial internal self-governance
5. The influence of market forces

The five components of the model are interrelated and interdependent as a collective and any solid review and professionalization in higher Education cannot afford to lose sight. However the model has embraced dual philosophical view of the meaning and role of a university. For those who believe that a university is a republic of scholars with institutional autonomy and academic freedom as two sides of the same coin would consider university governance as a collegial enterprise of scholars and management. On the other hand those who believe that a university is an institution with various stakeholders who have different interest would just consider university management staff and students as just some of the key stakeholders amongst whose interest have to be met (Blieklie & Kogan, 2007). Therefore, policies, laws, regulations, guidelines and structures which are key governance instruments will determine roles, relationships and expectations of key stakeholders in a wide spectrum of university education system.

Academic governance places additional demands on the academic leadership, which in turn requires new modes of communication with assistance from the decentralized units (faculties, schools, institutes, departments). Across the board, the main trend has been the strengthening of higher education institutions as organizations (De Boer et al., 2007). One of the consequences of reshuffling authorities and responsibilities between the various levels within the higher education system is that many powers have settled at the top level of the institutions. This has often meant a strengthening of institutional leadership, particularly in those higher education systems where traditionally the institutional top level was relatively weak.

Another trend in this respect is that institutional leaders are in many cases being selected (appointed) instead of elected. This often make it possible for leaders to be promoted 'from outside'. There are various ways used to select executive heads. In some countries Rectors are elected by internal stake-holders. In Slovenia for instance academic staff and students elect their Rector. This is also the case in Greece, where other internal stake-holders such as administrative staff vote as well. In other countries, the executive heads are appointed for instance by the governing board or council (as in Denmark and the UK). Also in the Netherlands and in Australia the executive head is appointed by the supervisory board. This is not the case in Cameroon where Rectors, Vice Chancellors and School Directors are appointed by presidential decrees while Faculty Deans, Head of Departments, Faculty officers and other service heads are appointed by a ministerial decree.

The strengthening of institutional leadership has also had an impact on leadership styles within the institutions. Traditional notion of collegiality and consensus-based decision-making have increasingly come under pressure, making room for 'business-like' management and the professionalization of administrative structures. Developing institution-wide policies strategic planning and 'identity-building' are now regarded as essential survival strategies. Higher education institutions are increasingly seen as 'corporate actors' that act strategically not only within their own organizations but also pro-actively engages with their external environment.

Another consequence of recalibrating university governance, concerns the positions and roles of governing bodies of universities and the role and extent of external stake-holder within them. Many existing university governing bodies have been changed and some new governing bodies have been established. In Cameroon the Ministry of Higher Education is the supervisory body of all the eight State Universities while the university council placed at the top institutional level serves as a mechanism of external guidance that brings external perspectives to bear on issues related to institutional governance. They facilitate the relationship between the ministry and the institution; encourage relationship with society and advice on strategic priorities.

### **Forces of change in higher Education**

The forces of change in higher education are diverse and significant. Experts believe these forces range from technology and globalization to shifting student and employer

expectations. The impact of any one of these drivers is significant and in total is transformative. Experts predict this “perfect storm” (Mayberry, 2011) requires transformation in higher education practices to make a quality post-secondary education affordable, relevant, accessible, and desirable.

“The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators. Institutions must consider the unique value that each adds to a world in which information is everywhere. In such a world, sense-making and the ability to assess the credibility of information are paramount. Mentoring and preparing students for the world in which they will live and work is again at the forefront. Universities have always been seen as the gold standard for educational credentialing, but emerging certification programs from other sources are eroding the value of that mission daily” (Johnson & Adams in The Horizons Report, 2012, p. 4).

### **Students and technology**

Changing demographics and shifting expectations for the learning environment require universities to examine teaching and learning practices. Between 2001 and 2011, the student population in State Universities in Cameroon rose from 63,135 in 2001 to 207,887 in 2011, giving a triple rise of 3.3 in 10 years, (MINESUP, 2011). Incoming freshmen believe use of academic technologies in their courses improves learning but report that upon graduation, the academic technologies they used in their coursework hasn’t adequately prepared them for the workplace (Smith & Caruso, 2010).

### **Employers**

New-entrant skills requirements include professionalism/work ethic, oral and written communications, teamwork/collaboration and critical thinking/problem solving. Yet in a recent study, employers reported that graduates of four-year colleges are deficient in these skills. In a recent study, employers reported that graduates of four-year colleges are deficient in these skills (Casner-Lotto & Barrington, 2006).

### **The need for an agile and responsive University**

Universities of late are under increasing pressure to render their training to match with the exigencies of the 21<sup>st</sup> century knowledge based economy. Online courses/programs are

growing in number and some universities are making their course content not only available online, but free to everyone. Use of technology to simulate everything from operation of a jet engine to the working of the human heart has allowed students anywhere in the world, to interact with professors and one another both asynchronously and in real-time, rather than requiring physical attendance in a laboratory. Many academic units are restructuring their curriculum with state-of-the-art laboratory systems and software environments and the campus as a whole is a technologically rich atmosphere.

### **Increased demand for accountability**

According to Mayberry (2011) there is increased pressure being applied by the government and accrediting bodies for universities to demonstrate that a college education is a worthy investment. Says Mayberry (2011, p. 6), “The vocabulary of accountability is changing: we hear less about ‘assessment’ and ‘learning outcomes’ and more about ‘competencies,’ ‘return-on-investment,’ and ‘gainful employment.’ These ties with our research theme which deals with university governance policies on the professionalization of higher education in the University of Yaoundé I which sought to evaluate the effectiveness of the professionalization in the teaching/learning process through the acquisition of skills and competences by learners.

### **Changing student expectations**

Student expectations are influenced by technology use and their parents’ satisfaction is framed in terms of employability. Given the increased competition in higher education, especially from the for-profit sector, students and their parents also expect competitive pricing. The impact of any one of these drivers is significant and in total is transformative. Experts predict this “perfect storm” (Mayberry, 2011) requires significant change in higher education practices to make a quality postsecondary education affordable, relevant, accessible, and desirable.

This research is developed on the resource dependence theory of governance (Pfeffer & Salancik, 1978) that suggests that the environment in which the organization interacts mainly shapes organizational responses. Resource dependence theory postulates that when there are several providers of resources, organizations may have choices and consequently they are less dependent on one resource provider in the environment. This is blended with the Stake Holder Theory by (Freeman, 1987), which compels universities to interact with



numerous and more varied stakeholders. Therefore, in order to assure their role in modern society, universities are obliged to completely reconsider their mission and vision as well as expectations and paying attention to stakeholder theory. The involvement of companies and enterprises in the conception of degree programs can lead to a framework of social responsibility in universities based on the stakeholder theory thereby enhancing the professionalization process. Thus introducing university initiatives should aim at charting the professional progress of graduates, offering courses adapted to the needs of the society, educating students in terms of abilities and skills to ease employability chances, encouraging subjects related to social responsibility, business ethics and entrepreneurial culture.

The Human Capital theory seen from the perspective of (Suhlman, 1996), stresses that there exists a causal relationship between human capital and economic productivity. Individual productivity is assumed to increase as a result of educational achievements. Education is regarded as the most important part of the investment in human capital as it conveys skills and competences which increases the individual's economic potential and can be transformed into production. Higher education is critical to build human capital (for example, accountants, doctors, engineers, lawyers, teachers, leaders, administrators, entrepreneurs, critical thinkers, etc.) that in turn builds the very institutions that are regarded as an indispensable factor for development. It is these educated individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies. Highly educated human capital is necessary to compete in an increasingly knowledge based global economy.

The curriculum theory in relation to this work is built on the ideals of (Smith, 2005), who hold that curriculum should be built across the ideals of the society and to serve as an instrument for the reconstruction of the society. This is further reinforced by (Diamond, 1998), who hold that curriculum should be conceived by taking into consideration the needs of the society in what he termed "Needs analysis" sufficiency of resources to succeed with a new program, a feedback from the stakeholders of the existing curricula and building an educational philosophy on the rationale for the new program. This forms a solid base for the professionalization of the teaching/learning programs of the university.

The main objective of this research was therefore to examine whether existing university governance policies are effective in the professionalization of higher education in

the University of Yaoundé I. It was equally to examine reforms in the higher education system in Cameroon and whether degree structures and qualifications assure that skills and competences acquired in higher education are appropriate to the needs of the economy.

For this purpose to be attained the work was divided into six chapters all regrouped into two great parts. In Chapter One, we will examine the general problem of the research. Chapter two will examine the theoretical framework of the research. All these will be in Part One. In Part Two, Chapter three will bring out the methodological framework of the research while in chapter Four, we will examine the operatory frame of the research. Part Three will comprises Chapter Five which will examine the field work and the descriptive analysis of data, Chapter Six which will examine the fieldwork and the correlative analysis of the data, and Chapter Seven will be the verification and interpretation of hypothesis, the discussions and the perspectives. Then, a general conclusion will follow.

**PART ONE: THE THEORETICAL FRAMEWORK OF THE RESEARCH**

## **CHAPTER 1: THE STUDY RATIONAL OF THE RESEARCH**

## **Introduction**

In this chapter, the research-related problem, general problem and specific problems obtained from our observations made will be examined. After these problems, we will proceed with the research questions and hypothesis will proceed, followed by the research-related objectives.

### **1.1 The context of the study**

The context of the study can be described as the field or the environment where the research will be carried on.

#### **1.1.1 The observation of the study**

The University of Yaoundé I is a state-owned institution created in Cameroon by presidential decree n° 93/026 of 19<sup>th</sup> January 1993 and was organised by decree n° 93/036 of 29<sup>th</sup> January 1993 (Annual Statistics 2015 MINESUP). Today, it has 05 campuses (Ngoa-Ekelle, District of the municipal lake, Mbalmayo, Higher Teachers Training College Yaoundé (H.T.T.C), and Nkolbisson). The Ngoa-Ekelle campus covers a total surface area of 105, 37 hectares. It is a somewhat bilingual institution (French/English) with 7 faculties/schools, 4 specialised centres, 02 virtual universities and 65 laboratory of research, 64 major courses in 54 departments, served by 1121 permanent lecturers and 604 administrative and supporting staff (<http://www.uy1.uninet.cm>) as per 12<sup>th</sup> August 2018, (University Annual statistics, 2015). This main campus is made up of Science and Arts faculties which contain about 70% of the student population both national and international students. This student's yearly massive inflicts unprecedented demands (infrastructure, student-teachers ratio, social amenities, quality teaching and evaluation, professionalization etc.) on the system. These limitations jeopardised institution's ability to reach the stated quality expectation outlined on the 1993 decree, the higher education strategic objectives, as a result, more graduates remained jobless and hopeless.

In a rapidly changing world and consequently very dynamic higher education landscape, higher education systems are faced with many challenges. This is the level at which conceptualization and sophisticated analytical skills are developed. This sophisticated way of thinking shapes policy in various ways and moves the society forward through new ideas that improves on human welfare. This explains why many countries adopted the

recommendations of the Bologna Declaration (1999) which aimed at making higher education systems more attractive and competitive into a more powerful and more integrated knowledge-based economy. At independence, higher education in Cameroon like many other African countries was viewed as a vehicle for training high level man power for the new nation to consolidate its autonomy and as a driving force for the nation's economic development (Comite Technique de Reflexion pour l'Amelioration du System National de L'enseignement Superieure, Rapport Avril, 2004).

Higher Education contributes to economic development through the creation and dissemination of knowledge (Rosa, 2007). Higher Education also enables those who have acquired skills to use it to become more productive thus contributing to overall economic growth. Investment in higher education provides benefits to the individuals and such benefits include higher wages, which may lead to better health and improved quality of life for self and family, better decision making, increased personal status and opportunity for the individual; and developed leadership, social mobility, and greater cohesion and reduced crime rates. In terms of economic benefits, higher education facilitates employment, increases salaries and savings improves working conditions and mobility for the individual; and brings about greater productivity, national development, increased consumption and transformation of low skills industry to knowledge based economies for the public. It is a critical element of competitiveness and prosperity in an increasingly knowledge based global economy. Tertiary education exercises a direct influence on national productivity, which largely determines levels of living and a country's ability to compete in a global economy.

Higher education enhances the political context by contributing to building civil society, enlightened citizenship, self-reliance, equal opportunity and skills and values of argumentative dialogue and reasoning, tolerance and respect. It facilitates national development by promoting democratic ideals, as well as intellectual and industrial competitiveness; by promoting greater social cohesion, peace, trust in social institutions, democratic participation, and appreciation of diversity in gender, ethnicity, religion and social class. It also improves the accountability of governments and generates independent research and analysis that supports the vibrant debate that can greatly improve the effectiveness of government policy and other services, (Fonkeng and Ntembe, 2009).

The integration of higher education into poverty reduction strategies calls for greater interaction of the university with its external environment (economic actors, development

agents, industries). Drawing inspiration from developed countries, the entrepreneurial university depicts such interaction. The conceptualization of higher education as the sole route for personal advancement in the field of education at the dawn of independence was erroneous. It resulted in the neglect of vocational and technical education which was left, until recently (1990s), in the hands of private individuals or entrepreneurs.

The rise in the number of unemployed graduates combined with limited professionalism of higher education in the country has raised questions on its usefulness and relevance. Despite the rise in student enrollment into institutions of higher education in Cameroon since independence (1960s) and rising number of graduates from the Universities, the employment of these graduates has been a serious problem. The curriculum designed in 1960s was severely inadequate for private sector demands during the 1990s. This coupled with the inability of the government to absorb graduates into the public service has degenerated the problem of unemployment. This is explained by the fact that the skills acquired from higher education were grossly inadequate for the requirements of the labor market leading to de-motivation of those aspiring to pursue studies at higher levels.

University curriculum across the globe is experiencing significant pressure to transform from its 'insular', distant and abstract form to one that is more responsive to the direct needs of the society. This increased focus on responsiveness result in a shift towards mode to knowledge approaches (Gibbons, Limoges, Nowotny, Schwartzman, Scott and Trow, 1994) which prioritize curricula that focus on skills, application and problem solving.

Our interest in education, especially university education is triggered by my experience as a Career Counselor in the secondary school milieu offering academic and professional orientation to students, and the increasing public debate and heated discussions in the media on a variety of issues such the relevance of university education to today's Cameroon and the current notion of professionalization in university education. Several opinions hold that universities are producing poor quality graduates because they have 'lowered their standards' or they 'offer outdated curricular' or they "do not train students to meet the needs of the real world". Several assumptions underpin these arguments. The first is that higher education exists to feed the economy. The second is that theoretical knowledge is not useful in itself, and that a focus on practical and real life issues yields far better graduates. The third is that the conception of higher education curriculum is not done in consultation with private sectors operators and industries and the developmental priorities of the country.

As a researcher, all these arguments provide strong grounds to challenge and examine university education and its real efforts towards the inculcation of professionalization in higher education. From a socio-political perspective, these arguments focus on the economic value of education which tends to undermine the socio-cultural value of education thereby devaluing democracy and citizenship. Given that the central role of knowledge in higher education, socio-economic development and poverty reduction which were not the core activities and missions of higher education have become very strategic. Again, drawing on (Clark, 1998), knowledge is the main material around which higher education is traditionally organized. The participants in higher education are organized and integrated around fields of knowledge called “disciplines” or “specialties”, each of them bordering each other. Knowledge conditions the structures, cultures, mode of authority and governance of Higher Education Institutions. It is in this light that this researcher undertakes this journey to explore the link between University governance, the professionalization of higher education and graduates’ employability in the University of Yaoundé I

The traditional disciplinary patterns of the higher education organization has implications when the university has to engage in an external or societal mission like direct economic development, enhance employment and poverty alleviation. Several issues and missions are assigned to the higher education system today which challenges the ability of the disciplinary pattern of knowledge organization. Some opinions hold that the structures and cultures of contemporary university have been too rigid to enable it take upon new responsibilities, especially those entailing internal interaction with the rest of the society (Stromeir, 2007). As such, it requires transformation in structures, attitudes, cultures and procedures. It implies finding new ways, means and forms of the use of knowledge and its accompanying organization, management and governance. For instance, the necessity for cooperation between disciplines and disciplinary groupings leads to a situation where the disciplinary borders are transcended. Gibbons et al. (1994), observed in some situations that organizational pattern of knowledge is being transformed from “Mode I” to “Mode II”, when knowledge has to be produced according to its contextual application. In Mode I, the context was traditionally defined in terms of cognitive or social norms that govern basic research and academic science. However, in “Mode II”, knowledge results from a broader range of consideration and negotiation between scholars and practitioners; the goal being to use the knowledge in industries and society (Gibbons et al., 1994).



The university's engagement in its third mission of direct socio-economic development challenges likewise the epistemological basis of most academic disciplines. Stromeir (2007), claimed that scientific knowledge has been basically abstract. Knowledge that has to be applied in direct problem-solving and the development of the society requires strong foundations. For example, the creation of the Higher Institute of the Sahel of the University of Maroua was to make use of the rich artistic heritage of the far north region and to equally provide solutions to development needs of the region. There are also challenges which are related to the fact that the cultures, languages and values of academics may well be different from those of regional development actors and business organizations. The transformation which the economy and the social structure are going through presents a major challenge to higher education to restructure its programs to produce students to provide the type of industry leadership that will move the economy of Cameroon out of the present malaise.

Higher education focuses more on mono-disciplinarily and traditional learning (Dill, 2000). However, the dominant perspective is that universities are experiencing fundamental curriculum changes as a result of the new socio political and economic environment. The advent of information and communication technology (ICT) has transformed the economy from a production line work place to one in which innovation has become the key competitive advantage. This is dependent on increased levels of skills and knowledge to compete in the economic terrain and on using technology to innovate. This has placed demands on higher education to produce more graduates as well as graduates with high level skills to serve the economy.

The new paradigm of economic growth, focuses on the relationship between "knowledge" and economic development as express in the 2010 Sectorial Policy Document on higher education in Cameroon. According to policy makers, "economic growth and sustainable development in any modern economy depends heavily on the quality of higher education and scientific research". As a consequence, these changes to the new paradigms of economic growth not only implicate higher education but call for new roles, expectations and orientations where in any modern society higher education institutions come to be seen as "facilitators of innovations; product innovations, process innovations, social innovations, organizational innovations and training and certification innovations" (SPD, 2010). Thus the university should be in the business of understanding what it entails to render its disciplines

professional and relevant to the world of work. This therefore suggests that one of the strategies through higher education is the necessity for the universities to align their programs and activities to the national development plans as the poverty reduction strategy paper (PRSP).

The university's role in the current socio-economic vision of Cameroon is about moving further from its traditional position to being able to participate in the development of industries, enterprises and innovations. While this assertion remains a subject of research and debate, it is however clear that the slow growth rate witnessed and the inability of our country to be globally and economically competitive means that the Cameroonian educational system, especially higher education needs to go further. The university is not supposed to evolve in parallel lines with socio-economic and productive actors and structures but in consonance with their activities. The activities of the universities have to be beneficial to industries and enterprises so as to be integrated into national research and development agenda. There is renewed emphasis on the links between higher education and the markets, (Marginson & Van Der Wende (2007), by a scheme of "entrepreneurial universities" (Clark, 1998), and by notions of excellence and the centrality of managerial concepts and goals such as productivity and efficiency. The big question that remains unanswered is whether Cameroonian university is capable of developing its research which allows it to resolve the problems of governance policies on the professionalization of the teaching/learning process and equipping graduates with the requisite skills to acquired employment or be auto-employed.

The issues raised above create tougher challenges for stake holders such as Universities and users of higher education, particularly graduates. Higher education is crucial to the critical mass of human capital and human resources that are needed to be created and put at the disposal of the economic society, to permit it to respond to the needs of the productive sector, to create sufficient wealth to give to one another a level of income that can be capable of reducing poverty. Some of these challenges include relevance, quality of training, ability to respond to the new market, all of which require creativity and the capacity to carry out self-employment, (Njeuma, Endeley, Mbuntum, Lyonga, Musenja, Nkweteyim, & Ekange, 1999). The need to systematically evaluate and adapt educational training programs and the products from primary to tertiary levels cannot be over emphasized.

Contemporary educational systems are plagued by dwindling financial supply, limited resources and infrastructure, in a critical moment when the expectations have become global,

competitions and accreditation institutions have become educational measuring rod all over the world. Cameroon Universities are yet to realise these demanding temperature and to begin devising means to meet-up. Most institutions like the Yaoundé 1 still remain in old system of planning academic and administrative activities irrespective of the changes in coming in from the ministry, the pressure from hungry graduates, the anxious economic operators and the entire world. Strategic planning will be studied in the Ngoa-ekelle campus where the institution seems not to have realised itself as a public good or commercial good whose quality needs to meet the consumer's exigencies (taste).

Most literature acknowledges the definition of graduate employability given by Yorke, (2008) who described it as a set of achievements - skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy. Bunt et al., (2005) referred to them as skills that cut horizontally across all industries and vertically across all jobs from entry level to chief executive officer. Employers regard employability as 'work readiness', whereby the graduate should possess the skills, knowledge, attitudes and commercial understanding that will enable him/her to make productive contributions to organizational objectives soon after assumption of duty (Mason et al., 2006). The distinction between employability and employment in that the latter means having a job, whilst the former refers to the capacity of the graduate to function in a job and be able to move between jobs, thus remaining employable throughout their life (Knight and Yorke, 2004).

### **1.1.2 The justification of the study**

An underdeveloped country faced with the challenges of fast growing population and youth's unemployment is vulnerable to uprising and terror among the growing population. The level of employment is fast growing, underemployment is at its peak and poverty, frustration is the order of the day among youths. This situation is influential enough to raise tension, social rift and political propaganda amongst youths in Cameroon. This situation needs to be checked on time and remedied in order to stamp out the growing tension among youths. This study targets this phenomenon, as it seeks to analyses the course, effect and proposes practical solutions to rescue the graduates.

The managerial system of Higher Institutions is not a “one-man-show”. It involves both the state and the whole society, the job market to be more precise. This study will bring to light the hidden suppose cooperation that should exist between the educational managerial system and the employers. Thus graduates will find their place in the job market and the economy will advance, leading to the development of the nation, if the state considers the methods advanced in this research work.

It may interest someone to know that the management of an educational system is a determiner to the skillful readiness of human resources (manpower) which the employers most desire. Today, with the fast growing nature of technology and renovations in various sectors, any educational system that exists independent of the economic sector of that country is bound to remain poor with constant increase in unemployment rate. When you move around the streets of Yaoundé, you meet bachelor degree holders roaming the streets hopelessly. Some have engaged into various criminal activities like becoming cyber criminals; others prefer to become gays, prostitutes, thieves and committing all sorts of crimes in the society in the guise of putting food on the table. Others have turned to escape to other countries in order to make ends meet. Many confess that after graduation, they could not find jobs to do, as jobs demanded specific skills which they lacked.

This study is timely and contextually relevant as it seeks to ascertain why this high rate of unemployment amongst graduates from the University of Yaoundé I keep growing geometrically. The investments (cost) on education are high and returns upon completion are low or does not exist. These expected gains range from employments (well-paid jobs), meeting basic needs, self- fulfilment and actualization etc. In the case where these aspects cannot be achieved, such a system is a failure. Research has shown that the educational system applied in Cameroon Universities is a call for concern using the mother university, the University of Yaoundé I as a point of departure. These concerns should more or less capitalize on the school-to-job relationship which is the main purpose for which young Cameroonians enroll in higher education.

This research could equally be justified by the need to reshape the curriculum of the faculties to skill and job focus, the pedagogy to pedagogy for employability, the government’s policy should be effectively grounded and as well tilted towards enlarge communion with the private employers or promoting the private sector to keep them up to the

task and the increase in the scarce resources in this sector in order to enhance employment in the country.

## **1.2 The problem of the study**

The global economy is in the midst of a series of demographic and economic shifts, leading to what has been called the “Human Age” (Manpower group, 2011). And too many young people are being left behind. Africa’s youth population is not only growing rapidly; it is also getting better educated while unemployment is on the increase. This reflects the apparently contradictory situation in which a low level of demand (for) co-exists with the highest participation rates (supply) of young people. As a result, one major interest that has attracted public debate in many countries all over the world has centred on the relationship between higher education and the world of work. There is a resurgence of manpower interests, underpinned by the deepening crisis in the human capital enterprise. Higher education is traditionally viewed as the seedbed of change or societal transformation in any nation. As a result, the central goal of higher education is to prepare the student for productive employment in their transition. Such employment can be paid or self-generated. This implies that there is a connection between schools and jobs, though the connection is not automatic. Umo (2001) posits that there is a missing link between education and employment. Various reasons for this development are worth mentioning. One of which is high enrolment in higher education and a mismatch between education and employment (Akinyemi, Ofem & Ikuenomore, 2012).

First, fostering the externalities that link education and employment requires according to Ukpong (2001), a third party with a ‘Yanus-like’ head with two opposite faces saddled with the planning responsibilities. The point here is that any disconnection in the tripod relationship between the producers and employers of higher education graduates, and planners, will certainly produce maladjusted economy and wastages of human resources.

Second, further observation shows that employment opportunities for graduates are not mainly a function of the employment system and its requirement but also of the quantitative structural skill linkages (Meek, Teichler & Kearney, 2009). The reason why graduates find it difficult to secure adequate jobs after their graduation has been traced to the inadequate curricula their institutions have adopted, resulting in the irrelevance of graduates to societal needs and their mismatch/incompetence to existing jobs. This has been so because

most graduates do not possess appropriate job competencies required by employers while some do not bring their personality traits to their job search behaviours through the adoption of creative and innovative strategies that could promote job security or creation. As a result of this, the attitude of educational products has been identified as a major drawback. In this human age, technological transformations have rendered many formerly scarce resources abundant, while the key constraints on economic and business development have become the skills, knowledge, and talent embodied in individual workers.

In fact, employers have opted for lean staffing, due to the current economic meltdown, which implies demand for quality graduates rather than quantity. This translates to the demand for higher qualifications, better skills and cognitive experiences of many years. This shift by employers has in turn created a serious roadblock for entry of fresh graduates into the labour market. As a result, graduates could no longer expect to remain in a single profession they have to be more flexible and better prepared for lifelong learning. They need to be more innovative and creative in order to be “employable”. It is against this backdrop that this paper examines the formal or informal methods used by employers to assess graduates’ employability skills as part of their recruitment process. This would illuminate their views on graduate employability; how they are addressing the issue of employability of graduates; and the extent of their partnership with Higher Education Institutions (HEIs) in order to promote employability.

As argued, regardless of student capacity to influence the university decisions, the student participation in university governance is necessary and important for effective university governance. Despite this clear necessity and importance, the body of empirical evidence on student participation and how that is enacted is still not extensive even in the western literature (Marginson and Rhoades, 2002). Some (individual and institutional) attempts have been made in the Western literature to document and analyse their participation in HE governance at different levels: subject or program, faculty, institutional, national and European (Persson, 2003).

In the developing countries, there are even fewer empirical shows addressing issues of student participation in HE governance; even though most of the HEIs have legal provision of student participation in university governance (Bergan, 2004; Person, 2004). In the context of Nepal, a developing country, there is little to no insight provided by the conceptual literature and especially empirical studies on student participation in university governance (Khaniya,

2007). However, there is a great need of documentation, studies and analysis of student participation in university governance. Mass education movements in the last three decades have posed several challenges for making education more relevant, equitable and efficient to the Nepalese context. Mutual efforts of all key stakeholders including students of the universities are essential to deal with these challenges (ibid). Students' role is important (as mentioned earlier) to supply relevant information on the expertise and to legitimize the university decisions and their outcome in university governance (Klemenčič, 2014). The empirical studies are essential to reveal the current situation, the problems of the student participation and provide effort for solutions to the problems in students' active and effective participation.

### **1.3 The specific problematic of the study**

The economic recession that plagued the world in the mid-1980s greatly paralyzed the Cameroonian economy per se. As a result, many people lost their jobs, companies were shut down, and this eventually led to mass unemployment across every level of the country. This was followed by rapid population growth. Thus, higher number of children graduated from secondary schools leading to unprecedented and obligatory high intake into state Universities in Cameroon, the mother University was not left out. For 80% of these graduates, learning was theoretical, based on memorization and rotation which do not provide the capacity to solve problems of daily life in their immediate environment (Fonkeng 2006). The planning of this mother University (The University of Yaoundé I) does not impact the job market for the graduates, this implies that there is growing unemployment amongst graduates from this faculties due to the inability of the planning system to meet up with student's and job market demands.

Furthermore, after the bitter experiences of the economic crises, a number of minds began questioning the relevance of education in Cameroon. How is education related to the realities of the society in terms of development of the technological skills and resources and how the application of these improves the livelihood of individuals (job acquisition and /or job creation) (Fonkeng, 2006). Due to poor planning, graduates from this Higher Institution are victims of unemployment problems, they venture into all miner jobs like pineapple hawking, truck pushing, call box operators, moto-taxi drivers to no avail. This has plunged them unconditionally into unavoidable poverty, misery, and related crimes like cyber criminality, theft, drug addiction and many others. This is because the certificate they

acquired cannot fetch them jobs that they desired before under taking higher education expenses. Both the Graduates and their families are tempted to understand that all the money and time put in went into fiasco because they can neither find jobs with the training nor can they create jobs for themselves.

It is worth mentioning that upon all the Faculties that exist in this University, FALSH admits a good majority yearly. For instance the annual statistic report for 2014/2015 shows FALSH registered a total of 25141 students, Faculty of Science registered 23102 students, more than a professional school like ENS Yaoundé with 3493 students. After three years of university teachings, the rising number of graduates continually outpaced the strength of the Cameroon economy to absorb them (the government paid jobs), or provide productive jobs at an acceptable wage or salary in the private sector because their knowledge cannot answer the question “what can you do” from employers. The educational system which focuses mainly on theories and abstract concepts with little or no training in technology and professional skill development can be viewed as a determinant of a paralyzed job market in Cameroon. To be more precise, the university curricular does not match with the needs and aspirations of the job market. Moreover, university pedagogy still leaves much to be desired, to talk of developing potential skills for job compensation by graduates, the government policies are juicy but suspended in paper rather on the ground and there is considerable lack of modern technological infrastructure in the institutions to enhance renovations.

In addition, the educational policy laid down by the government and digested by the University office is a fiasco due to lack of ground work which make provisions for obtaining a job upon graduation by students of the University of Yaoundé I. It may interest you to know that the 2012 International Labour Conference (ILC), p.20 declared that unemployment of educated youths and especially that of graduates from tertiary institutions is a major challenge that is emerging in different countries and regions. It raises concern because of its perverse outcomes: it contradicts the assumption and the evidence that higher education and training increase the productivity and employability of young people. It is wasteful because of the high cost of investment in higher education (both direct and indirect in terms of foregone earnings) incurred by both individuals and the government as it instigates zero social returns from unemployed graduates. Unemployment amongst graduates is also potentially disruptive given the personal standpoint of the unemployed graduates themselves,



the frustration and resentment being denied the promised reward for their effort and sacrifice are understandably interns.

The educated unemployed advance varied reasons for unemployment: is it due to deterioration of the quality of tertiary education and the degrading of the diplomas obtained? Or is it about the skills mismatch and the non-marketable skills acquired? Or is it due to the lack of ground work on the government's educational policy? Or is it due to the resource input in education? Whatever the reason may be, this condition is fast increasing and needs to be checked. It is based on the above indicators and related problems affecting graduates that this study sets out to examine the fall outs of educational planning on a paralyzed job market in Cameroon or better still to examine why graduates from the University of Yaoundé I are not easily employed. It must equally be mentioned that the problem of graduate's unemployment is fast becoming a hard-knot to untie in Cameroon and in a more special way. The state's efforts are faced with obstacles like the 1990 economic crises, the educational system which is theory incline, abstract concepts with little or no training in technology and entrepreneurship, low quality jobs, skills miss match, the work experience trap, lack of access to capital, little or no entrepreneurship and business training, limited youths participation, social discrimination and corruption, frustration and discouragement amongst others. The above circumstances characterized the educational planning in the University of Yaoundé I and the job market where the graduates dangle in the middle with an uncertain fate. Touched by this situation, experience, observation and research, this research work became eminent to the researcher, the government policy makers, higher institutional managers and school program planners, students and the employers in the society.

#### **1.4 The research question**

The research question in this study intends to provide a scientific direction for this investigation. In order to carry out this research, the following question has been asked: *How does the managerial system influence students' professional achievement in the University of Yaoundé I?*

However, in order to operationalize the main question, this study envisages a factor analysis of the main factor in relation to the theme. Thus, from this factor arise the following factors:

- Employer perception;
- Variation of perception;
- Creation of partnership;
- Professional internships;
- School of thought;
- Self-employment;
- Allocation of resources;
- Government policies on education;
- School curriculum;
- Pedagogy;
- Personnel / manpower;
- Infrastructure facilities.

Thus inventoried, the factors mentioned above obviously condition the main factor of the main question of this study. As a result, in order to ask the specific questions, we opt for the factor analysis method, which will make it possible to identify the relevant factors from the less relevant factors. This method will first select factors that are directly correlated, or much more related to the main factor mentioned above. Then, the factors considered relevant after analysis, will constitute the specific questions of the main question of this study.

According to Fraix and Reuchlin (2004), factorial analysis is the theoretical decomposition of a factor. Its purpose is to identify relevant factors and irrelevant factors. The operationalization of the main question will be carried out according to the analytical method of the Reuchlin factor analysis.

Analysing the correlation of the secondary factors with the main factor, the pertinent factors relevant to our research were as follows:

- Government policies on education;
- School curriculum;
- Pedagogy;
- Personnel / manpower;
- Infrastructure facilities;
- Professional internship.

## **1.5 The hypothesis of the study**

A hypothesis, according to Barry (1998:34), “is a clear, specific proposition or explanation that can be tested to determine whether or not it is true”. This is therefore a tentative answer to a research question and provides a guideline for the research process. The hypothesis of the study will be later specified in the study. From the above the definition, the general hypothesis can be stated as: The managerial system has a significant influence on students’ professional achievement in the University of Yaoundé I.

## **1.6 The objectives of the study**

Objectives are the intellectual activities that the researcher will perform throughout the research processes or the specific kind of knowledge the study is expected to obtain (Amin, 2005). The objectives can be subdivided into two main categories. There will be an objective said to be general or the main objective and others said to be specific or secondary objectives.

### **1.6.1 The general objective**

The general or principal objective of our study can be stated as follows: To determine the relationship that exist between the managerial system and the students’ professional achievement in the University of Yaoundé I

### **1.6.2 The specific objectives**

From our general objective also known as secondary objectives, certain specific objectives could be sorted out. Since the research hasn’t be operationalized we cannot go further with the specific objectives. For each specific objective is a response to a specific research question which is directly linked to a specific hypothesis.

## **1.7 The interests of the study**

Given that this study deals with how the managerial system in the University of Yaoundé I influences the students’ professional achievement, it is believed that this study will be vital to the policy makers, educational administration in general, school administrators and principals, teachers, learners as well as the whole society in the followings ways:

- Clarifies the student career, goals and what they need to do to achieve them;

- Acquire a quality work experience, attributes, skills, and self-belief they will need to be shortlisted for graduate jobs in their chosen field;
- Develop the career management skills the students will need to identify, compete for and secure an opportunity which is right for them;
- Leave feeling confident, resilient and well-prepared to apply for their first graduate position and to manage their career thereafter;
- To encourage current students to raise their aspirations, through participation in an alumni network and mentoring scheme;
- To develop strategies to maximise student engagement with activities which will promote their employability;
- To embed employability and career management learning into academic programmes to engage and support all students, ensuring that the acquisition of employability skills is an explicit element of the course of study;
- It will develop a collaborative approach to employability development, so that students receive consistent messages from academic and professional services staff and resources are used to best effect;
- Many employers will find it easy to engage themselves with the University to recruit students as interns, placement students and fully-fledged graduates;
- It will help employers to support the development of students' employability through: an input into the development, a delivery and an evaluation of the curriculum; sharing their expertise with students and staff as critical friends; contributing as mentors, guest speakers and exhibitors at events.

## **1.8 The delimitation of the research**

The delimitation of the study will be examined from three different angles. The first angle will be the theoretical delimitation, the second will be the thematic delimitation and the third will be the spatial delimitation.

### **1.8.1 The conceptual delimitation**

The conceptual limitation the research calls on the researcher to limit his research on the essential concepts. The essential concepts here being University governance, student professionalization and employability.

### **1.8.2 The thematic delimitation**

Our research is based on two main thematic: the university governance that prepares students for their socio-professional insertion and graduates' employability. It is built on the strong assumption that a highly professionalized university system in Cameroon with a well-conceived curricula for the teaching/learning programs will prepare far better graduates to adapt to the needs of the job market. The concept of university governance within the context of this study does not treat governance in a broad sense in the university milieu. It equally does not look at university governance from a perspective of leadership and governing styles but rather limits itself to university governance reforms or policies on professionalization in the University of Yaoundé I. The indicators in this regard include policy implementation, pedagogy or course programs, infrastructure, personnel and financial support in line with the professionalization policy in university education, which is one of the goals of the 2007 BMD Higher Education Reform and the 2008 New University Governance Policy in Cameroon.

This theme will be supported by the resource dependence theory of (Pfeffer & Salancik, 1978), which strongly holds that when there are several providers of resources, organizations may have choices and consequently they are less dependent on one resource provider in the environment. The human capital theory seen from the perspective of Suhlman (1996), stresses that there exists a causal relationship between human capital and economic productivity. Individual productivity is assumed to increase as a result of educational achievements. Education is regarded as the most important part of the investment in human capital as it conveys skills and competences which increases the individual's economic potential and can be transformed into production. Human capital theory focuses on the productivity effects of education and the individual is viewed as a factor. Becker (1994) and other proponents of the theory asserts that the quality and type of education can create skills which lead to higher employability and productivity amongst those who possess them

On the strength of the Stake Holder Theory by Freeman (1987), the need for professionalization in university education compels universities to interact with numerous and more varied stakeholders. Therefore, in order to assure their role in modern society, universities are obliged to completely reconsider their mission and vision as well as expectations and paying attention to stakeholder theory. The involvement of companies and enterprises in the conception of degree programs can lead to a framework of social responsibility in universities based on the stakeholder theory. Thus introducing university

initiatives aim at charting the professional progress of graduates, offering courses adapted to the needs of the society, educating students in terms of abilities and skills to ease employability chances, encouraging subjects related to social responsibility, business ethics and entrepreneurial culture.

Finally, the curriculum theory in relation to this work is built on the ideals of Smith (2005), which hold that curriculum should be built across the ideals of the society and to serve as an instrument for the reconstruction of the society. This is further reinforced by Diamond (1998), who hold that curriculum should be conceived by taking into consideration the needs of the society in what he termed “Needs analysis” sufficiency of resources to succeed with a new program, a feedback from the stakeholders of the existing curricula and building an educational philosophy on the rationale for the new program. This forms a solid base for the professionalization of the teaching/learning programs of the university.

### **1.8.3 The spatial delimitation**

This research will be limited only in the university studied here in Yaoundé. This study is essentially scientific and is valuable only in the selected university. It cannot be generalized in all the universities in the Centre region of Cameroon in particular and in the nation as a whole.

### **1.9 Type of the research**

The research is said to be descriptive for there is a questionnaire, qualitative for there will be an interview and correlative, for the data awaited are said to be nominal or necessitate a nominal scale. Notwithstanding, the research will show the link between two variables.

### **Conclusion**

This chapter introduces the research problem. It started with an introduction of the historical, structure and policy context of Higher Education developments in Cameroon. It also gave us a better understanding of the context under which the study was carried out which highlights the imbalances which exist in higher education governance reforms or policies and the level of professionalization of Higher Education in Cameroon. Through the problem, the researcher was able to bring out the purposes of the research as well as research questions and hypotheses all geared towards clarifying and seeking possible solutions to the

stated problem. The rationale of the study was presented showing how different it is from any other study that has been carried out. This was followed by the significance of the study explaining how useful the study will be to the different stake holders of higher education in Cameroon. The delimitations came in to define and restrict the scope of the work conceptually, geographically, and in terms of the time frame.

## **CHAPTER 2: THE THEORITICAL FRAMEWORK OF THE RESEARCH**



## **Introduction**

Literature review has to do with revisiting works of other scholars which are related to what you are writing about to see where research had been done and areas open for further research. The works of these scholars can either be published or unpublished. This chapter examines related works of different authors who express their views on managerial systems and students' professional achievement and employability. This chapter sought to examine literature on Higher Education, University Governance and professionalization. The global, African and Cameroonian perspectives of Higher Education governance and professionalization were analyzed within the context of changing reforms and policies aimed at rendering the higher education system adaptable and suitable to contemporary challenges. These are well examined through a review of related literature based on the variables of the study and relevant theories. This chapter will be divided into three main parts: the critical literature review, the concepts analysis and the referential theories.

### **2.1 The critical literature review**

Globalization has changed Higher Education features considerably. In Europe, especially after the approval of the Bologna Process in 1999, the higher education system is clearly moving towards the US model. That higher education should be a public service is no longer a priority. Public authorities are reducing the funding they put into higher education and are trying either to get private financing or to introduce research programs financed by states or by the European Union as part of university resources. Curricula are becoming shorter and more specialized and practical. They are not geared towards cultivating traditional intellectual and cultural forms of knowledge, but rather towards giving students practical tools to be more successful in the workforce. In the US, some voices are beginning to express their discontent with the high cost of universities, preferring to see a reduction in the influence of markets and the private sector in many higher education institutions (Bok, 2005; Hacker and Dreifus, 2010; Taylor, 2010). The idea of promoting a wider and more independent approach to higher education has been brought to the forefront based on the consideration that changing circumstances are requiring more and more people to be increasingly dynamic and practical. Unfortunately, specialized education does not prepare students for these changes. It is rather significant that the best schools in business administration are currently incorporating courses in the humanities into their curricula.

While it may not yet be possible to think of higher education as a global system, there is considerable convergence among the world's universities and higher education systems. The medieval European historical origin of most of the world's universities provides a common antecedent. The basic institutional model and structure of studies are similar Worldwide. Academic institutions have frequently been international in orientation with common curricular elements and, in the medieval period, a common language of instruction, Latin. At the end of the 20<sup>th</sup> century, English has assumed a role as the primary international language of science and scholarship, including the Internet. Now, with more than one million students studying outside their borders, with countless scholars working internationally, and with new technologies such as the Internet fostering instantaneous communications, the international roots and the contemporary realities of the university are central.

Higher education systems have also been moving from elite to mass, to universal access, as Martin Trow pointed out in the 1960s. In North America, much of Europe, and a number of East Asian countries, academic systems approach universal access, with close to half the relevant age group attending some kind of postsecondary institution and with access increasingly available for non-traditional (mainly older) students. In some countries, however, access remains limited. In China and India, for example, despite dramatic expansion, less than 5 percent of the age group attends postsecondary institutions. In some countries with relatively low per capita income, such as the Philippines, access is high, while in some wealthier nations, it remains a key point of challenge. Throughout Africa, access is limited to a tiny sector of the population. Access is an increasingly important issue everywhere, as populations demand it and as developing economies require skilled personnel. Demands for access come into conflict with another of the flashpoints of controversy of the present era funding. Higher education is an expensive undertaking, and there is much debate concerning how to fund expanding academic systems.

In many parts of the world, including most of the major industrialized nations, conditions of study have deteriorated in response to financial constraints. Enrollments have risen, but resources, including faculty, have not kept up with needs. Academic infrastructures, including libraries and laboratories, have been starved of funds. Less is spent on basic research. Conditions of study have deteriorated in many of the world's best-developed academic systems, including Germany and France. Students have taken to the streets in large numbers to protest declining budgets and poor conditions for the first time since the 1960s.

There has also been a dramatic decline in academic conditions in sub-Saharan Africa and in some other developing areas. While these trends, and the circumstances discussed below, vary to some extent from country to country, there is considerable convergence.

Academic leaders worldwide worry about the same set of topics. Specific conditions vary from one country to another, and there are certainly major differences between the Netherlands and Mali. Yet, solutions from one country may be relevant, at least in terms of suggesting alternatives, elsewhere. For example, there is much interest in Australian ideas concerning a "graduate tax" a repayment scheme based on postgraduate income. The United States, as the world's largest and in many respects leading academic system, experienced the challenges of universal access first, and American patterns of academic organization are of considerable interest elsewhere. We live in a period of rapid change in higher education, a period when we can learn much from the experience of others. In short, higher education has gone global but with a variety of accents. These global concerns or issues are actually not discrete topic areas. They are better understood as issue clusters. Each of the following are actually related concerns that are increasingly difficult to isolate and manage in a reductionist manner.

### **2.1.1. Higher Education in Europe**

Europeans view Higher Education as a public service. After primary and secondary school the most able students are offered, after a rigorous selection process, the possibility of studying in the public system of higher education for a specific career (medicine, law, engineering, business administration, biology, etc.). Taxpayers' money pays for a majority of the costs, and the university system is structured such that more general, theoretical topics are taught first, with the goal of educating students on a wide range of subjects and thereby developing their intellectual capacity. The general nature of studies then changes and gives way to a more practical approach. An important feature of the European system of higher education is that the programs and courses are imposed and validated by a public authority, generally the ministry of education of each country. Learning 'on the job' was very much a reality for degree holders entering the workforce.

At the close of the 20<sup>th</sup> century, Higher Education marked a turning point, when some 29 countries came together to what became known as the Bologna process in June 1999. It had as aim the creation of a European Higher Area so as to permit members reform and

harmonize their HE systems with each other. The core feature of the Bologna process was the introduction of a common Bachelor-Master's-Doctorate system. It permitted for 'structural comparability but content diversity'.

The shift to include HE in the socio-economic development of most nations is evidenced in the marketization of HE in the Bologna Process 'European Higher Education'. In particular HE and knowledge are looked upon and treated more like economic commodities inside a certain area. There is clearly a movement of marketization in the field of education, (Shattock, 2005). The dominant aims for the exchange and mobility of 'human capital' and knowledge are preparations for increasing competition on the global market place and preparation for students for the international global market. Indeed, the structural harmonization of the European Higher Education system through the Bologna process was to increase the competitiveness of Europe on an international scale.

### **2.1.2. Higher Education in Africa**

It is argued that while the contemporary institutions originated from colonial or neo-colonial framework, the idea and reality of Higher education were alien to the African context before colonization. Indeed, they still suffered from the insufficient or total absence of Higher education institutions at independence. However, regardless of their objective situation at the time of independence, and in the immediate post-independence era, African states within their dominant ideological basis, namely nationalism, Africa socialism, Afro-Marxism, and political accommodation, gave generally common responses to the state of higher education in their respective national context. The universities and other higher education institutions reflect the educational and cultural traditions of the respective colonial powers.

In the francophone system for instance, higher education includes besides the university, other institutions such as the Institut Supérieur Technique, Institut National Polytechnique, Ecole Supérieure, Grand Ecole, Ecole Normale Supérieure, Ecole Nationale, Ecole Nationale Supérieure, Centre Supérieur and Centre Universitaire. In Anglophone countries the non-university institutions includes; college, technical and vocational colleges, vocational and technical institution, teachers training college, and vocational training center. There is also an Anglophone influence as illustrated by the name and pedagogical traditions of institutions such as teachers training institute, higher institute of technology, research

centers and military academy. The status of some of these institutions changed over time, as for instance a 'Centre Universitaire' is potentially a university as was the case in Cameroon when the university centers of Buea, Dschang and Ngaoundere were transformed into full flesh universities following the 1993 University Reforms in Cameroon.

The importance of recalling history is justified by the necessity of locating contemporary realities in the process and the changing rationalities of the various internal and external agents that played major roles in shaping African Higher Education. Articulating the importance of history, Clarke (1996) stated:

History is a clock that people use to tell the political and cultural time of the day. It is also a compass that people use to find themselves on the map of human geography. History tells the people where they have been, what they have been, where they are, and what they are. Most important, history tells the people where they still must go and what they still must be (p. 67).

For this reason alone, revisiting the past to learn from it and let it guide actions for the future would be a must. In the case of higher education in Africa, however, it is not just a past when analyzing the challenges of continued neo-colonial agendas that are carried out by formal colonial powers, their allies and their global proxies of international organizations such as the World Bank. Past policies set up in the colonial context are still being actualized. The very nature of education as a social institution that plays a major role in the process of social reproduction in the colonial policies, further facilitate the reproduction of institution rooted in tradition and history of former colonial powers whose control is perpetuated, and whose search for a permanent presence is actualized. While there is agreement about the importance of higher education, especially universities, in the development of modern societies, the types of institutions that have been created in Africa in the colonial and post-colonial eras are not conducive to the people's expected socio-economic and developmental needs. To address some of these fundamental issues, it is important to make a serious effort to locate the contemporary situation in its broader historical context, including the indigenous experiences of pre-colonial higher education in Africa (Ajayi, 1996).

The roots of the university as a community of scholars can be traced back to two institutions that developed in Egypt in the last two centuries AD, based on the Alexandria

model and the monastic system with sophisticated knowledge production (Ajayi, 1996). The propagation and the establishment of Islam in North and West Africa led to the emergence of renowned institutions of higher learning founded on Islam, for several centuries, among which were universities such as Karawiyyinn in Fez (Morocco) in 1859 AD, Al-Azhar in Cairo Egypt, considered the ‘oldest continuously operating University in the world’ (Arab Information Center, 1966), and Sankore in Timbuktu from the 12 century. A refined interpretation of higher education lead to the conclusion that, although the Africans did not set up academic learning spaces that are similar to universities in the contemporary Europeanized societies, they had systems that fulfilled missions that, in their principles, were not essentially different (Lulat, 2005).

Given the role of European colonial powers in the creation of current higher education systems in the African countries especially the universities, it is important to recall the origins of these European universities in order to problematize their socio-historical location and to address issues of relevance to contemporary African institutions. Articulating the relationship between the historical root and the state of contemporary education in Africa resonates with the arguments that universities are guardians of ‘heritage of the past ...enshrine both hope and nostalgia’, and ‘are linked to ways of life which may be out of date but which, since they are collective stereotypes, continue to appeal to the imagination of the young and to guide many of their choices’ (International Association of Universities, 1977:8).

### **2.1.3. The Dependency Trap**

From the 1930s to the 1950s, the demand from the new African Western educated elites and nationalists to establish in African countries the full European system of education was articulated in all African sub regions and countries regardless of the type of colonial master that was ruling. In the context of social policies defined by the ideology of colonization, the mere fact that higher education was reserved for the colonizers was in itself sufficient condition for the Africans who were fighting for social justice and racial equality to demand it. More important than proven that Africans and Europeans could be treated equally, the Africans themselves had realized the power vested in the European education in the Europeanizing context. Their demand for Western Education was substantiated by the arguments that if European education was good for the Europeans, it was also good for the Africans. The argument advanced by Africans to create higher education institutions placed

the issues of establishing African universities in the context of an evolving colonial policy of neocolonialism.

Despite the ancient experience of some African societies with universities or higher education in general, the overwhelming majority of African universities were created after 1960, when most African countries acquired their independence. Being created before or after independence, at their inception, African universities were characterized by structural dependence on, and submission to the academic models and specific institutions of the former colonial powers, (Assie, 2005). In contrast to the assumed and expected role of post-colonial university in Africa as an institution with a social mission in economic development and nation building, the type of university that prevails in Africa has been struggling for actualization from European medieval roots and colonial foundations, and the African history and contemporary social structure. European education transfer to Africa is deeply rooted in Christian and Greco-Roman traditions.

Even the context of the proclaimed French philosophy and official policy of assimilation that was conceptualized for the colonies, in reality, assimilation was incompatible with the exigencies of colonization. Thus, for instance, despite the stated assimilation policy and its proclaimed openness and universalistic reach, it took longer to introduce higher education in the French colonies than in the British. Some of the first institutions called 'colleges' which later constituted the foundation of higher education institutions in West and East Africa included; Gordon Memorial College in Khartoum (Sudan), Makerere Government College in Kampala (Uganda) Yaba Higher College in Lagos (Nigeria), and Princess of Wales School and College in Achimota (Ghana). The British advisory committee on education in the colonies and Phelps-Stokes Commission which produced two reports played vital roles in defining the future development of education in the British colonies and in Africa at large, (Ajayi, 1996).

The debates in France on education for the colonies did not really focus on whether to provide education. Rather the issue at stake was the type of education and whether, within the official policy of assimilation to transfer to all Africans the same education offered to the French. In a study focusing on the historical development of French educational strategies for Sub-Saharan Africa from 1815-1962, and the impact of these strategies on post-colonial educational policies, (Bolibaugh and Hanna, 1964) argued that French policy was characterized by a clear purpose, defined by planners of a grand strategy, and a certain

continuity in the organization. Not surprisingly, many issues identified in these contexts included the inability to adapt to the needs of Sub-Saharan Africa. This point is important, as it became a key element in the dependency trap in the post-colonial era.

All higher education programs in Africa from the end of the nineteenth century through the 1950s reflected the major trends in philosophical discourse and policy debate among the major powers, namely the colonial powers and the United States. The question posed and discussed theoretically with practical policy implications was which education was appropriate for the colonized Africans in terms of relevance of the liberal arts type of education as opposed to technical or vocational education, or the universalistic as opposed to a specific and locally adapted education?. Almost invariably, education in the colonies was more technical or vocational, and the concern for relevance focused on adaptation to the local milieu for immediate use and benefit.

#### **2.1.4. Relevance of Higher Education**

In developing countries, the expectations of the state from higher education range from; socio-economic relevance defined in terms of practicality and professionalization, cultural relevance referring to cultural revival and national identity, and political relevance defined as good citizenship and commitment to political goals, (Clarke, 1983). This view is buttressed by (Kuper, 1977), who argued that the university should be grounded in local development. Through a process of decentralization, it would be possible to reach the desire of locating and linking academic teaching and research to the real society that it is expected to serve. This link exists in all types and at all levels of education, including university education. The whole foundation of the human capital arguments by Adam Smith later developed by other intellectuals including Alfred Marshall, T.W. Schultz, and others, is based on the direct relationship between education and development. It calls for direct investment for future socio-economic development through education. The highly specialized economy of industrial societies requires highly specialized skills. One of the major problems that African universities still encounter and that must be addressed is precisely how to (philosophically and practically) cut the socio-historical link between European society and Africa institutions and how to root them in their own social structures.

The transition from childhood to work life encompasses the developmental transition from childhood to adulthood. The transmission of work values to children as future workers



and responsible citizens is critical in all cultures. With the recognition that “education is currently becoming the most important contributor to the national economic growth in both developed and developing countries” (Derebssa, 2006: 123), lays emphasis on learning for work should be at the heart of education strategies. To the African Union (2007) one of the most important features of Technical and Vocational Education Training (TVET) is its orientation towards the world of work and the emphasis of the curriculum and the acquisition of employable skills. Though institutional learning has dominated vocational educational thinking and strategies, (Nsamenang, 2005a:328) highlighted that “in Africa today, both traditional African and foreign ways of thinking and educating children are available and useful, even though they sometimes produce conflict situations”. This implies considering the value of African epistemology as a sustainable measure of developing contemporary education especially with regards to emerging occupational challenges.

Although institutional and participative approaches are used, education in Cameroon is dominated by schooling; detaching learners from community realities and promoting deficits in vocational, entrepreneurial values and ultimate productive competence. Despite current focus on TVET, unemployment of higher education graduates is still on the rise due to learning strategies that are not responsive enough to occupational demands of society. Fomba (2009a) therefore expresses the need to go beyond current vocational initiatives in science and technology education to a holistic professionalization of schooling as an optimistic option in sustainable education and livelihood. This requires an integrative education system capable of promoting knowledge, psychological independence, wealth creation and societal sustainability.

Despite the rise in student enrollment into institutions of higher education in Cameroon since 1960s and rising number of graduates from the Universities, the employment of these graduates has been a serious problem. The curriculum designed in the 1960s was severely inadequate to private sectors demands during the 1990s. This coupled with the inability of the government to absorb graduates in to the public service has generated the problem of unemployment. There is little link between the student’s aspirations and the type of training that is offered to them in the university. The university has a major challenge to demonstrate that its programs are relevant to the vision of the student for their future. However, most universities in Cameroon after the BMD/LMD Reform of 2007, embarked on restructuring their training programs to inculcate aspects of professionalization.

Educational systems are also vulnerable to the infiltration of foreign knowledge that is at times counter-productive to local problems due to the legacy of development aids, especially technical assistance. This is evident with man power training, knowledge production and dissemination which instead reinforce endemic psychological dependence and hinder the development of generic skills in context. This at times promotes conflict of learning values, confusion and frustration; thereby aggravating relevance and quality crises. But in most situations, transition to work life is blocked due to “job-seeking syndrome that is often attributed to deployment of foreign training models that do not promote the development of indigenous knowledge and technology” (Fomba, 2009). Too much dependence on foreign knowledge implies another dimension of mental colonization that distances education from community realities, which is in turn detrimental to the development of human capital. Deficiencies in vocational programs and methodology have been exposed through technology transfer crises, rising unemployment and social exclusion of school leavers.

Although Cameroon is endowed with immense natural resources, the productive capacity of the private sector still remains limited. Analysis of vocational education cannot undermine the crises between the highly solicited civil service employment and private sector since it influences labor market situations and employability dispositions of school leavers. Policy makers in higher education need to devise a measure of sustainable employment and consequent development of the informal sector.

The problem of infrastructure and didactic material also frustrate the realization of the curriculum and pose as one of the main reasons why learning cannot embrace professionalization to produce the relevant skills necessary for effective transition of learners from school to work life in African agrarian societies since learning is very much theoretical. The journey from school to work is a sign of self-fulfillment that is highly dependent on professional development, but this is the reverse with Cameroon education due to the gross neglect of participatory pedagogy as responses to meaningful development to vocational competence through community engagement. Some research and scholarly works have analyzed contemporary and indigenous African learning systems. There is no doubt that foreign learning feed into African realities with lots of difficulties due to top-down approaches that are grossly insensitive to local labor demands and endogenous economy. In this vein, (Nsamenang, 2005) posited that “whereas indigenous African educational traditions

endeavor to connect children to their local contexts and activities of daily life, the school tends to separate and distant them”.

Institutional science is taught in the context of Eurocentric paradigm, arrogance and disdain for local knowledge (Emeagwali, 2003), and this cannot adequately facilitate the exploitation and discovery of knowledge that will inform local realities. This undemocratic approach to learning renders schooling an act of depositing and a subversive force that transforms learners into receiving objects and kills creativity. Despite the difficulties faced by institutional education in developing professional awareness, the (African Union, 2006) exalted that there is a fresh awareness among policy makers in many African countries and the international donor community of the crucial role that technological and professional education can play in national development. This is an entry point and requires a diligent resourcing of local and global training strategies capable of nurturing the young to face changing occupational profiles and demands.

Attempts at bridging existing labor market demand-supply gap have provoked debate on reinforcing professional/vocational education as a mechanism for wealth creation and meaningful living. It equally builds on the proposition of (Serpell, 2007) that the cultural validity of an educational theory depends on its sensitivity power to address a given community task. Going “native” has therefore become an inclusive approach to institutional learning and the development of responsible intelligence in the young. This concurs with (Nsamenang’s,2004:231) view that “African children are educated or educate themselves as they take part in or observe the lives of their families or communities, given that in reality, education translate into the gradual acquisition of knowledge, skills, and attitudes appropriate to life in one’s community and family over the course of ontogenesis”. The creation of the Higher Institute of the Sahel of the University of Maroua is a clear example of the type of professional education that has been provided to address the environmental problems of the Sahelien zone of the far north region of Cameroon.

This traditional learning approach has recently been re-echoed by the (African Union 2006:43) that “professional education is a delivery system that is occupation-specific, emphasizing direct practical employment skills and may not easily follow the standard curricula”. Since community engagement is also entrepreneurship oriented as a measure of enterprise and management, entrepreneurship development has of late been recognized as a core value in sustainable education ( Fomba, 2009), and training initiatives related to job

creation and venture activities become a viable component of transformative pedagogy. Given the understanding that indigenous knowledge has become an important challenge for 21<sup>st</sup> century, policy makers and educators (Emeagwali, 2003), the deployment of formal and informal education strategies is being advocated for education for sustainable development.

## **2.2. Reforms and expansion of Higher education in Africa**

The revival of higher education needed reforms to mobilize resources and the restructuring of study programs, governance, and management to align with market orientations. The economic reforms of the 1990s clearly indicated a move away from the State market. Market-friendly reforms became common in economic sectors and their influence was also reflected in education, especially higher education. However, the pressure to reform higher education was worldwide as the knowledge-based economy becomes the motor of economic growth and competitiveness (Fielden, 2008).

The global environment of positive orientation toward market-friendly reforms in higher education no doubt encouraged and promoted similar reforms in Africa. However, the countries in Africa had their own compulsions. First, the political changes and a return to democracy in several countries of Africa in the 1990s were important influencing factors to democratize higher education and improve access to it (Cloete & Maasen, 2011 ). Secondly, the fiscal crisis and inability of the state to form an expanding system of higher education forced countries to adopt alternative strategies for the financing of higher education (Ngwana, 2003). Positive economic growth accompanied by improved household income and better employment prospects increased the capacity and willingness of households to invest in quality higher education and it provided a fertile ground for market operations in higher education.

The pressure to reform came from three set of actors-the state and corporate sector for improving economic growth and competitiveness, the employers looking for relevant skills and the households for their willingness to pay. The reforms are also an effort to these actors and response to their concerns. There are core concerns, common across reforms in several countries, although their relative importance varies depending on the level of development of the country, (Varghese, 2013). Most reforms express;

- a) A concern for knowledge production and use of knowledge in production. The preoccupation in many countries with university ranking and the establishment of world class universities stems from this premise;
- b) A concern for realigning higher education to the employment market (UNESCO, 2012); and
- c) A concern for expanding higher education.

Although, the three concerns were relevant for higher education reforms in Africa, the immediate concern was to expand the system since the region not only had the lowest enrolment rates but also that enrolments were stagnating, if not declining, in many instances. Certain aspects of globalization namely, the encouraging of market principles in all sectors including education helped to devise strategies for the expansion of the system relying on non-state resources. It is argued that the impact of globalization on higher education in Africa is reflected in terms of six Cs: Corporatization of management; Collectivization of assets; commercialization of learning; commodification of knowledge; computerization of education, and connectivity of institutions (Varghese, 2006).

It can be argued that several reforms in higher education in Africa may be stemming more from the compulsions of the state to expand higher and fiscal constraints of the state to finance the expansion. The market-friendly were an integral part of this package of reforms in the context of the globalization process. From this perspective, the reforms implemented in African universities can be broadly be categorized into; (a) privatization of public institutions; and (b) promotion of private institutions (Varghese, 2006).

### **2.2.1. Higher Education in Cameroon**

The development of higher education in Cameroon dates as far back as 1961, when the government created a university complex known as National Institute for University Studies (Institut National d'Etudes Universitaires). The commencement of activities started in October 1961 under the supervision of the French Government. The aim of this institution was to prepare graduates for degrees in Law, Education, Economics and the Arts. At the same time, other professional training programs were developed through the School of Administration; School of Agriculture, and the Military Academy. Later on in 1962, the National Institute for university studies was transformed into the Federal University of Cameroon created to train 'cadres' of Science, Education and Technology. The university

began in September 1962 with a student enrollment of 600, all registered in the Faculties of Arts and Social Sciences, the Faculty of Science, and the Faculty of Law and Economics. In addition to the three faculties, specialized schools or the 'grandesécoles' attached to the university and other institutions of higher learning were created to prepare graduates for professional careers. Particularly prominent among these specialized institutions attached to the university were the school of Medicine (CUSS) created in 1969, the Institute of International Relations (IRIC), the School of Engineering (ENSP), created in 1971 and the School of Journalism (ESIJY) created in 1970.

The rise in student enrollment and the desire to decongest the university, led to the creation of the university center for languages, translation and interpretation in Buea; the university center for Agriculture in Dschang; the university center for Business studies and training of technical teachers in Douala; the university center for Food Science and Food Technology in Ngaoundere in 1977. Specialized schools not attached to the university such as the school of Public Works (ENSTP), the Military Academy (EMIA), the School of Administration (ENAM) were also created. Unlike the university where entrance was based on a pass at the general certificate of education examination at Advanced Level for English speaking students or the Baccalaureate for French speaking students, entrance into the specialized institutes and other professional schools not attached in the university was competitive.

The expansion of student's enrollment, and eventual congestion in the University of Yaoundé, in addition to other social and political exigencies led to the university reforms in 1993 which saw the splitting of the lone university into six independent state universities. The reforms led to the suspension of stipends and commencement of the payment of fees. Private higher education institutions particularly vocational and professional institutions were authorized to operate and are expanding rapidly although a number of them especially universities are yet to be legalized. Today, with the creation and opening of the University of Maroua (2008) and the University of Bamenda (2010), there are in total eight State Universities in Cameroon. Following the 1993, 2007 BMD/LMD Higher Educational Reforms and 2008 New University Governance Program geared towards professionalizing higher education and making it responsive to the needs of the country, it did improve access and enrolment; as well as enhancing the bilingual goals of the nation.

**Table 1: State Universities and year of Creation**

<b>University</b>	<b>Year</b>	<b>City/Region</b>	<b>Type</b>	<b>Language</b>
University of Yaoundé I	1962, 1993	Yaoundé, Centre Region	Classic	Bilingual (French/English)
University of Yaoundé II	1993	Yaoundé, Centre Region	Classic	French
University of Buea	1993	Buea, South West Region	Classic	English
University of Douala	1993	Douala, Littoral Region	Classic	French
University of Dschang	1993	Dschang, West Region	Classic	French
University of Ngaoundere	1993	Ngaoundere, Adamawa, Region	Classic	French
University of Maroua	2008	Maroua, Far North, Region	Classic	French
University of Bamenda	2010	Bamenda, North West, Region	Classic	English

*Source: Adopted and modified from Njeuma et al. (1999 p.5)*

### **2.2.2. The Ministry of Higher Education (MINESUP)**

The Ministry of Higher Education is the main governance body for the state universities. It defines policies for both the state and private higher education sectors. The Ministry is headed by a Minister who is assisted by a Secretary General, a General Inspector for academics and service control as well as various directors for departments (MINESUP, 2012). The Ministry of Higher Education is charged with the coordination of activities of HE

in Cameroon which comprises eight state universities, seven private and one hundred and seventy four private higher education institutions. The Ministry of Higher Education comprises;

- Inspectorate general of services.
- Inspectorate general of academic affairs
- The central administration which further comprises
- The general secretariat and 10 divisions.

The Ministry of Higher Education defines the orientation guidelines on the national policies of HE in Cameroon (legal and regulatory frame work rules and responsibilities of all institutional actors) and carries out control missions, evaluation and information on the activities of university institutions. It is also the competent body that generally elaborates the norms of HE in Cameroon. In the administrative domain, the Minister of HE approves and authorizes the execution of these decisions and deliberation of the administrative council of universities. He equally appoints officials into posts of responsibilities in the different universities up to the rang of sub-director

Decree no 93/027 of January 1993 fixing common dispositions applicable to State universities, defines the judicial status of state universities and their governance structures. The same text guarantees university administrative autonomy. Universities are headed by Rectors or Vice-Chancellors in the French and Anglo-Saxon universities respectively. They are assisted by Vice Rectors and Deputy Vice-Chancellors respectively. In addition to the Rectorates or Vice-Chancellery are the office of the Secretaries General or Registrar for French and Anglo-Saxon Universities respectively. They are in charge of routine administrative matters in the Central Administration of the universities. The Secretaries General or Registrar are statutory secretaries to the various decision-making organs of the Universities (e.g. the Committee of Deans and Directors, Senate and the University Councils). Directors head various services in the Central Administration of the Universities and Deans and Directors head faculties, schools and institutions. In the basic units of the university there are heads of departments and program coordinators. The University has a governing body presided over by the ‘President du Conseil d’Administration’ (Chairman of the University Council). In this council, the presidency of the country, the ministries of higher education, finance, public service, planning and labor are represented, as well as external stakeholders (MINESUP, 2013).



There is a conference of Heads of University Institutions. This body is responsible for examining and resolving concrete problems touching on university administration, preparing university coordination meetings and proposing the agenda of the conference of Heads of University Institutions. It meets once every semester and chaired by one of the heads of the institution for a period of two years renewable. The conference of heads of University Institutions examines problems related to the development, structural, academic, and professional life of universities in line with the HE policy in Cameroon. Heads of institutions are not members but invited to attend. It is presided over by the Minister of Education and meets every three years.

French and English are the languages of instruction in higher education in Cameroon. Both languages are used in the Bilingual Universities for teaching and learning depending on the first language of the teacher or the student. Only French or English is used in the monolingual Francophone or Anglo-Saxon Universities respectively. Admission into university is based on the two high school graduate qualifications- Baccalaureat (BAC) and the General Certificate of Education (G.C.E) Advance Level for French and English-speaking high school graduates respectively. Other requirements include language proficiency and relevance of high school subjects to the intended field of study. Admission into professional and technical university centers, schools and institutes are based on highly competitive entrance examinations (Njeuma et al., 1999 p.5).

Before 2008, the higher education system in Cameroon comprised of two structures according to French and Anglo-Saxon (or Anglo-American) systems. To ensure mobility between the two subsystems and in response to the pressures of regional integration and globalization, the degree structures were harmonized according to the Bachelor, Master and Doctoral structure. The Francophone structure today is called the LMD system (Licence, Master and Doctoral cycles of 3+2+3 years each) corresponding to BMD (Bachelor, Master and Doctoral cycles) which existed in the Anglophone system. This new and comparable degree structure went operational from 2008.

### **2.2.3. State of University (Higher education) Governance in Cameroon**

Today, Cameroon has eight state universities with 4200 permanent teachers who teach over 300,000 students enrolled regularly, (MINESUP, 2015). From the socio-economic context of the last two decades and the perspective of an emerging national economy by

2035, these universities operate in the face of challenges which inhibit their development and reconstitute an evaluation and a continued renewal of mechanisms of the governance of the system. Governance in Higher Education has four axes (managerial, financial, academic and social) based on the 1993 university reforms which were influenced by professionalization, globalization, information and communication, technology, and the liberation and growth of societal knowledge. The reform of University Governance forms part of the mission of the Ministry of Higher Education. This implies the redefinition of the relation between the university and the state and the relations between the different universities. For example in 2008, the government presented an embodiment of fundamental reforms fixing the new university orientation towards 2020. This concept called the new university governance program which aim at revolutionizing Higher Education, had 07 priority programs among which figured the reinforcement of the national system on teaching and learning.

The decree organizing the Ministry of Higher education brings out the regulatory text. From a national perspective, the management and coordination of activities within universities assures coherence between public university institutions and institutional level which permits every university to express its specific needs. At the national level there exist instances of inter university concertation and the transversal management of higher education. The Coordination Commission of Universities is in charge of examining the coordination and harmonization of university activities, statutory measures related to personnel and the criteria for selection and admission of students. This commission is presided over by the Minister of Higher education and meets twice a year. It comprises a representative of the Prime Minister, Head of Government, Heads of University institutions, a representative of the Ministry in charge of Higher Education, Education, Research, Planning and Finance.

#### **2.2.4. Reforms and policy context in the Cameroonian Higher Education**

Governance as Policymaking, in this literature, is basically the policy process that has been carried out by the State through various reform efforts in a bid to bring the Cameroonian Higher Education system in the lamplight of the new dispensation of the global economy. Peters (2002) define four activities of governance: Goal definition (articulating a common set of priorities for society), coherence (consistency and coordination), steering (finding ways of achieving goals) and accountability. The state's role is critical for setting collective goals and

defining accountability according to Pierre and Peters, although in some arenas goal-setting may be shared across sectors.

As earlier mentioned in Chapter One, Higher Education institutions have been undergoing dramatic transformations in the wake of globalization and one of the major challenges have been to be able to prepare university graduates to enter the labor market after graduation. In Cameroon's higher education change was evident since 1993 with the rapid expansion of universities from one state university in 1993, to eight in 2010 with increased enrolments and a marked orientation towards privatization and the market place. Some of the reforms relevant to our study will be expatiated on below.

### **2.2.5. The 1993 University reforms in Cameroon**

The HE system operates within the framework of the 1993 reforms. With funding problems and quality decline in the University of Yaoundé, the government, between 1992 and 1993 initiated vast reforms of the HE system. The reforms were contained in the presidential decrees numbers: 92/074 of 13<sup>th</sup> April 1992, 93/026 of 19<sup>th</sup> January 1993, 93/034 of 19<sup>th</sup> January 1993 and; 93/027 of 19<sup>th</sup> January 1993. The objectives addressed by these decrees includes amongst others:

- a. To encourage the participation of the different partners in the management and financing of Higher Institutions (HEIs),
- b. To enhance autonomy in academic, administrative and management issues,
- c. To professionalize the higher education system,
- d. To de-concentrate and decentralize, and
- e. To increase inter-university and international co-operation.

A principal feature of the reforms was that it granted autonomy to universities to generate extra funds for projects. Between 1992 and 1993 the government undertook a broad reform of the university system as follows:

1. In order to reduce overcrowding, broaden participation, provide quality higher education and professionalize teaching programs in the fundamental university, five extra universities were created. The defunct University of Yaoundé was split into University of Yaoundé I and II. Four of the university Centers were converted into full-fledged universities and graduated autonomy. This gave birth to the universities of Yaoundé I, Yaoundé II, Buea, Dschang, Douala, Ngaoundere.

2. The sum of CFA 50,000 francs was introduced as student's registration fee.
3. In a bid to solve the problem of Language balance the University of Buea was created in a monolingual Anglo-Saxon tradition, English being the only language of instruction.
4. The university academic year was recognized into two semesters and modular credit system introduced.
5. In order to facilitate conditions for professional and technical programs which had hitherto been run in independent institutions, this had to be absorbed into the six state universities but they maintained their peculiarities (as schools, centres, faculties, and institutes) with selective entrance examinations. They were also granted academic or postgraduate status in addition to their professional character such that some upward and horizontal mobility could be achieved within, across institutions and with other systems. In the previous dispensation, mobility and recognition of their diplomas were limited to the Cameroonian Administration and other French-speaking countries. These were non-research and non-academic postgraduate institutions serving professional purposes in the form of the French "GrandesEcoles" and National Institutes. Institutions such as the National school of Administration and Magistracy (ENAM) amongst others which were under other ministries exceptionally maintained their professional orientations and diploma status. While the reforms seems to have favored an expansion in the fundamental university, recent trend point back to the dire need for further expansion in professional and technical sector as seen in the creation of IUTs (Institute Universitaire de Technologie) that is the University Institute of Technology, and recently in 2006, three extra faculties of medicine within the main inter disciplinary university.

Based on the 1993 university reforms, the Higher Education system in Cameroon today present a "unitary" structure with eight state universities within which are about 45 establishments (Faculties, Centers, schools, Advanced Schools, institutes and Advanced Institutes). In addition to these eight State Universities, there are two virtual universities, one of which is the CEMAC sub-region and a center for telemedicine (SUP INFOS, 2010).

From its precipitating circumstances, several factors could account for the new unitary structure of the Cameroon HE system which was ushered in the 1993 reforms. With spectacularly increasing numbers, there was the need to expand the system with university institutions of great adaptive capacities to absorb the masses since the desperate institutions

were elitist. Through integration, the new unitary structure was going to respond to practical and logical purposes to achieve greater coherence in the coordination of the system.

The incapacity of the desperate elitist institutions to absorb the surging student numbers was a repetition in the history of French HE system in a colonial setting. Similar situation has led to vast structural changes through the “faureacte” of 1968 in France which replaced most of the disciplined-based structures that had been created by Napoleon in 1806 with multi-disciplinary public institutions. The four Parisian faculties were transformed into 13 public universities. Between 1968 and 1971 in France, 73 faculties were turned into universities. The French reforms had also been necessitated by shortages of manpower or university graduates for an expanded French economy. Consequently, admissions which had been constrained by entrance conditions into the elitist institutions became relaxed (Eurydice, 2003).

There was the necessity to professionalize programs in the main university following concerns in the 1990s on the programs relevance to employment and national development. The new professional face lift of the university was considered to be partially arrived at through the incorporation of professional schools in the university. A similar situation had occurred in the 1850s in UK higher education when the need to professionalize university studies or integrate the studies into training ended up with the eventual transfer of all training into the university, (Ben-David, 1977). Since the previous non research institutions that characterize the system were going to acquire academic postgraduate status in the dispensation, the integration was also meant to boost the research productivity of the HE system. That was deemed achievable only within a unified university structure in which the research productivity could develop and where there would be greater benefits from the spillovers of the university activities or their symbiotic relationships.

Finally, the economic atmosphere in the 1990s under which the reform took place also conditioned the adoption of the unified structure. Prior to the reforms, the government had express concerns to be convinced by its proponents that the reforms were not to induce the government into huge budgetary expenditures since Cameroon was in the midst of several economic crises. The proponents argued that there already existed university centers whose campuses and infrastructure could be used for the universities. The integrated system structure therefore emerged out of the economic consideration.

### **2.2.6. The Bologna process in Cameroon's Higher Education**

The Bologna process is a major Higher Education (HE) innovation whose impact is felt worldwide. It is a rather unique approach to reform and internationalize HE systems and institutions and established convergence. Initiated in 1999, by some 29 European countries, the implication of the Bologna Process has influenced reform efforts in many parts of the world including Cameroon. 2010 was been a milestone for the Bologna Process at the Vienna-Budapest Ministerial Conference where members agreed to continue with the Bologna Process, at least until 2020.

#### **Main goals of the Bologna Process**

- A convergence structure: Three study cycles of Bachelor, Masters and Doctorate laid down in European Higher Education Area Qualification Framework for Lifelong Learning
- A joint credit system, usually the European credit transfer system (ECTs) or a compliant system.
- Mobility of students and staff.
- Internationalization of higher education systems and institutions, the international visibility of the EHEA, also named "Bologna in a global setting" or "international attractiveness".
- A European dimension of Quality Assurance, based on the standards and Guidelines for Quality Assurance in the European Higher Education Area.
- Social dimension, lifelong learning and widening access and participation
- Recognition of study periods, based on the credit system, and degrees, in line with the Lisbon Recognition Convention.

#### **The impact of the Bologna process in Cameroon's Higher Education**

The 2007 LMD/BMD reform is an off shoot of the Bologna Process and represents the first harmonized model of Higher Education based on the European Bologna Process model is already under implementation in both France and Britain. Feudjio's (2009) analysis of LMD implementation highlights the differences between the ideal and the real. On the one hand (the ideal) LMD implementation has clear political support at the highest levels of government and within the academy where it is seen as promoting: economic growth and

employment; a knowledge economy; better integration into the global economy; social, cultural and human development; and research. Many university faculties adhere to this vision.

The Bologna Process has had a practical impact, noticeable and positive in many respects. Clear and significant contributions have been made in a number of areas such as Higher Education governance, quality assurance, structure of degrees, or internationalization of higher education. More so, it has facilitated students and staff mobility within the Higher Education system and the professionalization of learning. In particular Higher Education and knowledge are looked upon and treated more like commodities inside a certain area. There is clearly a movement towards marketization and entrepreneurship in the field of education (Schattock, 2005). The dominant aims for the mobility of “human capital” and knowledge are preparations for increasing competition on the global market place and preparation for increasing competition on the global market place and preparation for students for internationalized labor market

Finally, it has brought about convergence in higher education. Van Damme (2009), claims that although there is convergence in degree systems, the Bologna Process has created favorable conditions for greater institutional diversity. Accordingly, nowadays universities find themselves in “the position that the integrated higher education area urges them to find new ways to identity and differentiate themselves and to engage in new forms of competition.

### **Challenges to the implementation of the Bologna Process and the LMD/BMD reforms in Cameroon**

Higher educational institutions are overcrowded, understaffed, poorly equipped with poor student living and learning conditions. Furthermore, academic freedom is often wanting. In other words there is an incompatibility between the current state of Cameroonian universities and their ability to adopt the Bologna Process. Their crises and dysfunctionalities militate against effective implementation of the LMD system. LMD implementation began in 2007. However, the constraints of the “real world” indicate that implementation is premature and where the universities are ill prepared.

The policies and reforms brought about by the Bologna Process notably the LMD/BMD reform reflect the growing impact of global forces, structures and connections on national economies. However, these global influences are not seen as determining the

outcome of policy reforms because national governments are still in charge of regulating their national higher education systems. Meanwhile the effect of higher education policies initiated at the national level cannot longer be understood solely by examining the policy process in a national context (Cloete & Bunting, 2000).

Finally, courses of learning are increasingly designed to suit the needs of the market rather than to instill students with knowledge for the sake of individual and academic progress. This means that the content of university studies might be tailored to the needs of prospective employers, who demand graduates that are fully operational from one day to another. This drive towards professionalization of learning might equally threaten the existence of less economically viable disciplines such as history, archaeology, philosophy and the languages to the benefit of law, economics, business studies, sciences and technology.

### **Recommendation**

It is strongly recommended that a redefinition of the application of the Bologna Process be carried out. This redefinition should include close attention to the relevance of the local context and creating a culture of monitoring and evaluation within the Higher Education system.

#### **2.2.7. The LMD/BMD Higher Education Reforms of the 2007 in Cameroon**

In 2005, members countries of the Economic Community of Central African States (CEMAC), had adopted the Bologna Process, referred as BMP (by Anglophones) or LMD (by Francophones) system. Member states (CEMAC) signed the Libreville Declaration of February 2005. In October 2007, the BMP/LMD system was officially launched within Cameroon Higher educational system. Certificates such as *diplome d'Etudes Generales* (DEUG), the *Maitrise* and the *Diplome d'Etudes Approfondies* (DEA), for francophones and the *Post Graduate Diploma* (PGD) for Anglophones were gradually phased out. The essence was to ensure the comparability of certificates, facilitate students and staff mobility and strengthen quality and relevance of programs. The year 2007 marked a turning point in Cameroon's Higher Education History following the introduction of BMP/LMD system which was an offshoot of the Bologna process. The government of Cameroon together with other countries of the Economic and Monetary Community of Central States (CEMAC), decided to join the global trend by creating a harmonized higher education and research



system with the introduction of the Bachelor, Master Doctorate (BMD) in a bid to professionalize higher education and open up opportunities in the labor market for graduates.

Following the 2007 reform instituting the LMD/BMP system into our higher education, the actions were initiated:

1. To respond to the socio-professional needs, the teaching-learning system and the mode of work has to elaborate and evaluate the learning process to integrate theory and practice in the program of learning.
2. Higher education has to contribute and participate in the creation of employment in technological developing fields of study in the universities which is better adapted in practical work.
3. Reinforcing professional higher education.
4. Putting students at the center of preoccupation and consider them as essential partners responsible for the renovation of higher education.
5. Making certificates of higher education create employment/jobs that can be inspired by micro-finance ventures.
6. Encourage academic mobility taking into account the LMD/BMP System, to build the new universities on the existing university centers which had been.

### **The New University Governance Program Of 2008 In Cameroon**

The perspectives of the new university governance program of 2008 had the following objectives:

- The democratization of access to universities
- The professionalization of teaching
- Modernizing university governance at the managerial, academic and social levels.

The new measures adopted by this policy included;

### **A. University Governance Level**

1. Structural readjustment of the Board of Directors of the State Universities which is the decision making body to be an independent personality to reinforce the capacity of control and management of State universities.
2. Financial deconcentration with the reform of allocation of resources between academic affairs in a bid to ameliorate the capacity of academic services.
3. Conceiving projects and activities to generate revenue.
4. Putting in Place norms and prescriptions of the national program of governance in the management of state universities.
5. Promotion of social dialogue in serenity and conviviality in the campuses and hostels of universities.

### **University governance and professionalization**

The call for higher education to integrate and centralize itself in the development and poverty reduction strategy of Cameroon, policy makers of the higher education system in Cameroon claim that it undoubtedly implies that “*daily preoccupations (growth/poverty reduction) be embraced and translated into training programs and more operational curricular*” (SUP INFOS, 2010;7). This is interpreted further as a call for committed reforms and innovations by “*carrying out ontological changes for the acquisition of transformable authentic knowledge into know-how, proper action, good practices and adequate speed that is commensurate with the evolution of time*” (SUP INFOS, 2010 p.7). One of the facets of the engagement and changed role of higher education in Cameroon seemed to be the necessity to increase the socio-economic, socio-professional and market-friendliness of the curriculum as well as their restructuring and reorganization. This reorientation process of the Cameroon higher education could be seen to be constituted in the “*New University Governance Policy*” (NUGP), which overlapped and accompanied recent program harmonization reforms in Cameroon along the Bachelor, Masters and PhD (BMP). The objective as stated, is for the NUGP to serve as a guideline to acquire a modern, professionalized higher education which is resolutely open to the rest of the society and meeting the requirements of knowledge production, know-how, of the use of knowledge and the production of human capital, quantitatively and qualitatively which is necessary to drive Cameroon to become an emergent nation by 2035, (Operational Strategy of the NUGP up to 2010).

The NUGP (MINESUP, 2009) is operationalized into a block of broad long term objectives which are; to develop professional and entrepreneurship training, to reconfigure and diversify the geographical map and location of higher education establishments, to restructure academic and develop research. There are also the objectives to implement the system of digital governance in higher education, strategize the employability of graduates and their insertion into the socio-professional world. There is capacity building; to reinforce the steering and management capacities of the higher education system and finally to design and adapt student support system. In 2010, the strategies were being prioritize and financed in seven tracts as seen in table 2 below.

**Table 2: Support Programs under the New University Governance Policy**

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N°. Programs.
1. Support Program for the Implementation of the Operational Strategy of the New University Governance Policy.
2. Support Program to the Technological and Professional Components of Higher Education (SPTPCHE).
3. Proposed Creation of a Higher Education Free Zone.
4. Proposed Creation of the Virtual University of Cameroon and the Promotion of distance Learning.
5. Support Program for the Integration of ICT in Higher Education.
6. Support Program for the Entrepreneurial and Income-generating Initiatives of the Higher Education System.
7. Support program for student support systems.

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**Source:** *MINESUP (2009).*

### **Growth and Employment Strategy Paper 2010-2014**

The Cameroon government in 2010 did published the country's Growth and Employment Strategy Paper (GESP), elaborating its development policy in which a specific and particular attention was paid to education, training and the development of a creative and

innovative human capital, capable of competing both nationally and internationally in the labor market. Students in the different state universities of the country are therefore to be trained to come out with holistic learning experiences with flexible and adaptable marketable skills and competences that will help bridge the interface between university studies and the world of work.

The integration of higher education as a driver of the poverty reduction policy in Cameroon could be said to be rooted in its background as the fruit of discussions with its development partners. It is also a result of the proactive and sensitizing efforts of Cameroonian higher education authorities during the policy processes and debates which culminated to the designing of the recent poverty reduction strategy paper for Cameroon, especially the Growth and Employment Strategy Paper (GESP, 2009). From an institutional stand point of view, the integration could be viewed as revolutionary in the sense that the prescriptions of the development partners were contrary, regarding higher education as a luxury at a time when higher education in other parts of the world is a critical instrument for economic development and needed more investments.

Judging from the current state of affairs, it is in curriculum reforms in line with professionalization (technological and professional development perspective) that seem to drive advances in relation to the growth and poverty reduction policies through higher education in Cameroon. This policy perspective would seem to be consistent with the reality that higher education institutions, at least in the global comparative sense in teaching institution. As such, curriculum transformation in line with professionalization seemed above all, to be the prime instrument for engaging Cameroonian university in redressing societal problems within the current context. Thus, the outcome of the professionalization and curriculum reforms can be visible within a few years; and research can be of long term. That is why curriculum reform and professionalization is urgent for the moment. Meanwhile, *“parallel strategies are to be designed in terms of applied research”* as the second main item for the socio-economic involvement of higher education. The research perspective postulate that the higher education sector has to be capable of producing knowledge that can be re-injected into the production system to maintain and sustain the development process.

## **The Sectorial Policy Document 2010**

Looking at the recent Sectorial Policy Document for Higher Education (Sectorial Policy Document, (SPD, 2010) in Cameroon, it states that the role of higher education, as required by the current dispensation and dynamics of economic development, goes beyond that of the mere supply of human capital. Besides that the university establishments should be more prepared to train highly qualified personnel, “*such personnel must be adapted to being the knowledge workers that ‘the new economy’ demands* (SPD, 2010;10). Governance wise, the document emphasizes the implication that these new orientations and especially the quest for “excellence” in teaching and research usually necessitates a transformation and changes in the relationship between the university and various public, political and private actors; notably between the government and the university and between the university and its establishments (SPD, 2010).

In July 2010, higher education experts set out to revamp university teaching in Cameroon so as to create more competitive universities in the 21<sup>st</sup> century and to adapt university curriculum to the challenges of the job market. The national expert work groups on university programs examine and re-examined university programs of studies, made an inventory of reforms in the higher training programs and their equivalence with the needs of the labor market, renovate accreditation and assessment procedures of the quality of higher education training programs, defined guiding principles of training there by guaranteeing transparency, accountability of qualification and access to employment as well as drawing up the calendar for the updating of training programs. The work groups define a common language for national higher education stakeholders (training institutions and industries) to enforce the 1993 university reforms which laid emphasis on professionalism as a teaching tool capable of rendering any graduate fit for the job market (Cameroon Tribune, July 2010).

The new paradigm of economic growth, focuses on the relationship between “knowledge” and economic development as express in the Sectorial Policy Document (SPD, 2010) on higher education in Cameroon. According to the policy makers “economic growth and sustainable development in any modern economy depends heavily on the quality of higher education and scientific research”. As a consequence, these changes to the new paradigms of economic growth not only implicate higher education but call for new roles, expectations and orientations where in any modern society higher education institutions come to be seen as “facilitators of innovations; product innovations, process innovations, social

innovations, organizational innovations and training and certification innovation” (SPD, 2010:10). Thus the university should be in the business of understanding what it entails to render its disciplines professional and relevant to the world of work. This therefore suggests that one of the strategies through higher education is the necessity for the universities to align their programs and activities to the national development plans as the poverty reduction strategy paper (PRSP).

The university’s role in the current socio-economic vision of Cameroon is about moving further from its traditional position to being able to participate in the development of industries, enterprises and innovations. While this assertion remains a subject of research and debate, it is however clear that the slow growth rate witnessed and the inability of our country to be globally and economically competitive means that the Cameroonian educational system, especially higher education needs to go further. The university is not supposed to evolve in parallel lines with socio-economic and productive actors and structures but in consonance with their activities. The activities of the universities have to be beneficial to industries and enterprises so as to be integrated into national research and development agenda. There is renewed emphasis on the links between higher education and the markets, (Marginson & Van Der Wende, 2007), by a scheme of “entrepreneurial universities” and by notions of excellence and the centrality of managerial concepts and goals such as productivity and efficiency. The big question that remains unanswered is whether Cameroonian university is capable of developing its research which allows it to resolve the problems of governance policies on the professionalization of the teaching/learning process and equipping graduates with the requisite skills to acquired employment or be auto-employed.

Beside education and general government strategy papers, there have been revisions and additions to the 1993 reforms which relate to higher education. Some of these include:

- Law No 005 of 16<sup>th</sup> April 2001 (LOHE) on the orientation of higher education in Cameroon. It defines the orientation of higher education in terms of teaching, research, and contribution to development, bilingualism and cooperation.
- Decree No 2005/383 of 17<sup>th</sup> October 2005 on New University Governance lays down the financial regulations applicable to universities.
- The 9<sup>th</sup> August 2008 decree creating the University of Maroua.
- Decree No. 2010/372 of 14<sup>th</sup> December 2010, creating a second Anglo-Saxon state university, the University of Bamenda.

- Plan (ESSP).
- The 2010-2014 Growth and Employment Strategy Paper (GESP).

Higher education objectives result from overlapping national and international conventions related to education. As a developing and aid-dependent country, Cameroon's higher education system is influenced by the World Bank, UNESCO, the African Development Bank and other sub regional organizations which shape what is deemed strategic for higher education (Doh, 2008). The priority was and still is to reform the higher education system and enhance its relevance to societal needs. At independence, higher education was mainly for training of 'cadres' to replace the departing colonialist in the state administrative machinery.

### **Components of University Governance in Cameroon**

There exist different components that constitute the governance process of State Universities in Cameroon. The 1993 University Reforms enshrine the standards for administrative, financial and digital governance in organizing the functional framework of Public Universities in Cameroon. In the actual context in which Higher Education is evolving in Cameroon in the search for a permanent progress and well-being of the population and coupled with the New University Governance Policy, it calls for a new managerial style based on results and monitoring. This ongoing process of practical innovation for quality assurance is to guarantee efficiency in the system that is guided by the knowledge of economy which is based on inventiveness, creativity, productivity and competitiveness is geared towards quality assurance and the professionalization of Higher Education System in Cameroon (MINESUP, 2014).

#### **A- Administrative governance**

Public Universities in Cameroon are placed under the academic supervision of the government (Ministry of Higher Education). They have an organizational chart which also indicates their links with potential partners and clearly defined lines of duty and authorities to manage the curriculum with an indispensable sufficient budgetary autonomy and the necessary resources which has been allocated to them for the implementation of its curriculum. The universities define the mandate and the composition of the various committees recognized and approved by the head of the HEI. Responsibilities, duties, qualification and hierarchical links of the administrative staffs are defined by the school in consultation with the supervisory university. The universities have a plan for organization

and management of enrollment. Meanwhile Private HEI must comply with the labor regulations notably, issuing contract of employments to employees and registering them to the National Social Insurance fund (NSIF). Universities must maintain a constructive interaction in their areas of concentration and must have enough structures for lectures, tutorials and practical works as well as sufficient secured laboratories/workshops that meet the required technical standard.

Universities offering training in medicine, pharmacy and dentistry among others must;

- have a clinical teaching site which has an adequate numbers of patients and materials necessary for clinical teaching.
- have a University teaching hospital.
- have a pharmacy.
- establish, with teaching hospitals, conventions, define their respective roles: and
- include in the resources for clinical training, first aid services, secondary and tertiary hospital services, emergency services, ambulatory structures and structures for basic treatments as well as health centers, and others.

Students and support staffs are represented in the decision making process of universities by their elected delegates. These delegates have voting powers.

### **B- Academic Governance**

According to the Department of University Accreditations, in order to guarantee quality training and research in Public Private Universities, it is strongly recommended to respect certain minimal exigencies in the domain of academic governance (MINESUP,2015) . This is classified into three stages; before, during and after the beginning of the academic year of Higher Institutions of Learning.

Teaching and learning for the Bachelor and Masters Degree takes place between the 28 to 32 weeks from the month of October and the end of July. The month of August is dedicated to holidays and the month of September for preparation for the new academic year. The BMD system is anchored on the semester model which is centered on the organization of studies into semesters. It compels students to validate individual semesters and not the academic year.



### **C- Financial Governance**

While maintaining their vision of offering quality teaching, schools should develop and promote within them Income Generating Activities (IGA) through initiatives such as:

- Diversification of study programmes and adaptation to the job market
- Introduction of distance teaching.
- Development of closed links with the private sectors: and
- Exploitation of License and pattern

The teaching and research staffs should be encouraged to associate their research and teaching to concrete realities. These associations of research and teaching concrete realities should be transmitted to marketable goods and services in order to increase the applicability of the study programmes of HEIs. Any HEI, after producing her administrative account, should vote her budget for the following year at the end of each financial year. Budgetary projects must be subjected to a political debate in the internal budgetary meeting and in the administrative council. A school must produce the level of the execution of its budget after every six months. Every school must have a bank account opened with a bank approved by the banking commission of central Africa (COBAC). A school must have sufficient structures and resources to carry out its financial governance well. This entails notably:

- a general and cost accounting.
- a well- defined financial and accounting department.
- a transparent system for internal allocation of resources.
- partial or total accounting cost
- a policy of amortization
- internal billing rates
- management indicators related to projected priorities and performance indicators
- insurance policy and usage of resources; and
- a unit for the management of capital

Every school has to define a budgetary and financial control policy which puts in place a follow-up system and an instrument to control the management of the budget.

### **D- Digital Governance**

HEIs should have digital governance strategy for the modernization and visibility of their practices. HEIs must have up-to-date infrastructure. The question of network, quality, availability, and security as well as access to campus or mobility on campus has to be taken

into account in the development of projects and services. They must adapt their information system management and piloting to paperless internal processes in an efficient manner. For this to be possible it will rely as much as possible on the solutions thought about beforehand with regard to all HEIs in Cameroon. HEIs must ensure and facilitate access to content and services through coherent innovative platforms which are adapted to current technologies and key developments interim of content personalization and mobility. A HEI must set up a distinct and an exemplary management approach to students and university life. This allows the institution to have unique and personalized information in the system of management of relationship between students as well as follow-up of students.

HEI must incorporate innovative services in the realm of promoting training and research. This is done through a digital knowledge manufacturing bank of the production of teachers, researchers, and students as well as the digital library which integrates the resources acquired or produced by the institution itself. The essence of this is to institute, manage and enhance the digital heritage of the institution.

#### **E- Social Governance**

The current context of globalization, socio-linguistic disparities and socio-economic vulnerability of many necessitates HEIs in Cameroon, anxious to be part of the modernity, certain requirements of social governance. A HEI should have at least a university hall of residence, which is functional, with enough capacity as regards enrolment. Every school should define a policy for housing students which encourages agreements and conventions with private operators. A HEI should make available a quota of the rooms of their Halls of Residence to vulnerable students (physically and socially challenged students, foreign students...). A HEI should have at least a restaurant which is functional and ensures strict respect for hygiene and cleanliness.

#### **I- Health**

On health infrastructure, every HEI should have a Community Health Centre (CHC) which has a capacity of at least five halls wherein general services and consultation take place. A HEI which has an enrolment of at least seven thousand (7000) students should have:

- emergency service;
- a laboratory;
- an audience and counseling unit;

- a pro-pharmacy with basic drugs;
- an observation hall with a minimum of eight (8) beds; and
- a radiography unit.

A HEI, which has an enrolment of less than seven thousand (7000) students, should have a well-equipped infirmary. In terms of functioning, a HEI should have a health insurance service for everybody involved in the running of the HEI (lecturers, students and support staff):

- The CHC should offer, on a monthly basis, specialized consultations in ophthalmology, gynecology, etc);
- The Radiology Unit of the CHC should employ a part-time radiologist to read radiological snapshots.

In terms of human resources, the CHC should have at least:

- a full-time general practitioner for a student population of seven thousand (7000);
- Two additional general practitioners for a student population of more the seven thousand (7000+);
- at least, a State Registered Nurse and qualified nurses or nursing auxiliaries for a student population of seven thousand (7000):
- a laboratory technician and a laboratory auxiliary;
- a radiology technician and a radiology auxiliary;
- a part-time doctor in radiology;
- a part-time doctor and a nurse for the infirmary;
- a full-time psychologist and a female social worker for the psycho-social aspect.

In terms of financial resources, a budgetary line of up to 40% of the medical fee paid by the students should be allocated to the functioning of the CHC

## **II- Lodging**

In terms of infrastructure, HEIs must define a futuristic environment for students' housing which is substantial with catering, sports facilities, shopping centers and leisure centers. Government or private student halls of residence should be built in relation to students' enrolment and the standards which have taken the disabled students into account. All the disabled students, especially those with motor disability, should be offered accommodation if they ask for one. The quality of the rooms should meet the standards set by

the Ministry of Commerce. For security reasons, all HEIs of learning should make provision for campus police. HELs should ensure a balanced and quality catering. The space for the disabled students in the restaurants and elsewhere should be materialized by creating parking space, space for conviviality, and movement that guarantees access to disabled students.

In terms of functioning and with regard to hygiene and cleanliness, the Steward should carry out an assessment or a control on the accommodation situation, at the beginning of every semester and for restaurants, once a semester. The employee must do a medical examination every semester with a full-Time general practitioner in the CHC.

### **III - Sports**

In terms of sports facilities, HEIs Should have a multi-sports complex (basketball, handball, volleyball, tennis, etc.) and a playground which is in accordance with official standards with regard to sports education as defined by the Ministry of Sports. In terms of functioning, HEIs should:

- organize a sporting activity at least once a year;
- check sports facilities in a systematic manner to ensure a fortnightly maintenance, a biannual inspection and an annual rehabilitation;
- Organize annual sports competition which ends up with a cup in the most practiced sports disciplines.

In terms of human resources, HEIs should have at least:

- two qualified physical education educators who hold a certificate in Physical Education;
- a sports doctor;
- a physiotherapist;
- a psychologist./ Counsellor

During the university games, additional doctors should be recruited with regard to the heavy workload.

In terms of financial resources, a budgetary line for sports activities should be included in the budget of HEIs.

#### **IV- Culture**

In terms of infrastructure, each university must have a multicultural hall of at least a thousand seats. This hall should be equipped, air conditioned with a mobile screen, and have a sound system. In terms of functioning, HEIs must organize, at least, one cultural activity each term. Every HEI must have an Open Day at least once a year. In terms of human resources, each HEI should have a qualified main coordinator with a certificate of Senior Coordinator and Youth Counselor (CPAJ).

#### **V- Assistance**

Every HEI should define a policy of multiform assistance to students for a quota at least 1% of the total number (Scholarships, internships, and Discounts of various types).

#### **University Governance in Africa**

The creation of the Pan African Institute of university governance attached to the University of Yaoundé II Cameroon in 2010 is in a bid to improve and modernize practices for the competent running of Higher Education institutions throughout sub-Saharan Africa. The institute that was first announced in the UNESCO World conference on Higher Education is a joint initiative led by the Agence Universitaire de la Francophonie (AUF) and the Association of Commonwealth Universities (ACU) as well as UNESCO. The institute has as partners; the government of Cameroon, the African union, the Association of Africa universities, to accompany initiatives and to realize actions which can contribute to the functioning of higher education in Africa and to work for the emergence of the Africa of tomorrow.

Findings from the ‘Agence Universitaire de la Francophonie’ noted that African universities have difficulties in achieving their goals because of substantial problems due in part to unsuitable governance; “Their management methods no longer correspond to the challenges of contemporary society”. Thus this institute is a unique facility on the Africa continent with a vocation to modernized governance in universities through the establishment of expert assessment, training modules, seminars, workshops and above all specific tools for management, analysis and evaluation. The institute takes key interest in all areas of governance; academic, administrative, financial, social, digital and scientific and functions as an observatory of higher Education in Africa. The authorities responsible for Higher

Education in Africa; Vice Chancellors, Deans, Secretary Generals and Administrators, as well as support organizations, public and state bodies are all implicated in this great initiative to improve University governance in Africa.

The institute's action is founded on five measure challenges;

1. A challenge of efficiency to develop university practices of governance and make them real actors of development
2. A technical challenge to help university rationalize their resources and to better realize their missions
3. A strategic challenge by the pooling of tools and the exchange of good practices
4. An African challenge to realize an African community of higher education which transcends language and political barriers.
5. A political challenge through its network of partners and experts

The activities of the institute in 2009-2010 articulated around three types of actions:

- a) The effective launch of the institute
- b) The knowledge on the mechanism of university governance
- c) Initiatives of training, information and promotion

### **Missions of the Pan African Institute of University Governance**

The philosophy of the institute expands on dialogue and shared experience between African university leaders on issues related to university governance. Methods will step out from the classical models of cooperation in which the "expertise" of the North are transmitted to the "addressee" and "consignee" of the South leading to the principals and altitude of copyright. African university can only develop only when they succeed in inventing their own policies and procedures, all by taking into consideration international standards. Its missions include:

1. To assist universities in the accomplishment of their missions in an efficient and modern way. The Pan African Institute of university governance makes use of the relationship it has with partners such as the Agence Universitaire de la Francophonie (AUF) and the Association of Common Wealth Universities (ACU).
2. The AUF-ACU partnership: It consists of two joint visions. Rounding on common objectives and shared missions, Anglophones, Francophones, Lusophones, and Arabic speakers will better enrich discussions on how to develop higher educational system. This

illustrate the importance taken by cultural diversity in the world today, being an essential basic tool for development inside a more harmonized globalization which takes into account each person's identity and values. Therefore its approach is that of the exchange of experience and good practices likely to be widespread within the framework of its institutions that most frequently lack real communication.

3. About governance: two approaches shall enable it to tackle the problems of higher education governance in Africa. The first one is current. It consists of rationalizing, valorizing and modernizing both the university foundations and their various systems of functioning. It supposes a better university structure: better management, transparency in decision-making and the participation of all actors in the decision-making. The second approach of governance fundamentally questions the efficiency of the systems of functioning of universities, too much centered on the hierarchical authority of the state, and on that of the university academic administration, on issues of financing, programs, the qualification and even the courses of training. The governance of higher education will succeed only if it creates a common space of meeting between the actors: political, socio-economic, students, teaching and civil society.

### **2.2.8. Higher Education Professionalization in Africa**

Higher education is receiving increasing attention from governments thanks to growing awareness of the need for highly qualified human resources to play leadership roles in every sector of social and economic life. Projects like the Tuning Africa (2013) attest to this growing interest in Higher Education's role. In Cameroon, for example, the role of Higher Education in development, poverty reduction and employability of graduates has been clearly spelled out in the Growth and Employment Strategy Paper, which was a followed up of the Poverty Reduction Strategy Paper. Consultations were made with the business world to get their responses and contributions in a process aimed at improving higher education curricula to respond to the demands of the labor market. There is a Vice Rector in each State University in Cameroon in charge of Cooperation with the Business World.

Taking into consideration the exponential growth of higher education in African countries, with some growing faster than the populations, it is only but logical for countries to respond in ways that can bring lasting solutions to the consequences of this growth in enrolments. Awono in Tuning Africa (2013;35), while writing the concluding statements of the project, notes:

More than fifty years after the independence of African States, higher education in the continent has greatly evolved. There are more than 1,000 universities in Africa and one of the problems raised by this exponential growth in higher education include the professionalization of teaching to ensure that they are in accordance with the needs of the countries. In fact, higher education in Africa now has to face the contradictions it has developed and fostered over years. Various forums organized on the issue of graduates' employability adequately show the importance of this issue for the relevance of higher education in Africa. African states face these adverse consequences of uncontrolled development of higher education which leads to increasingly visible unemployment of youths who are yet to graduate (p. 35).

Developing countries therefore, need well-resourced universities to generate their own knowledge base and to avoid relying entirely on knowledge produced for a different context. Developing countries need strong academic programs that are able to sustain themselves and meet the needs of the labour market. Higher education institutions should in addition provide a forum of critical thinking and cutting edge research to break new ground.

During the 4<sup>th</sup> International Conference of Education, Research and Innovation, in Madrid-Spain Leroux, (2011: 49), speaking on the professionalization of degree courses, and presenting the case of France, said:

The question of the professionalization of university courses is not new. It has been an issue since the modern systems of higher education were set up in the last third of the 19<sup>th</sup> century. In broad outline, there are conflicting views. According to the first of these, universities are firstly places of culture whereas the second considers that courses in higher education should provide the productive system with a flow of high-skilled workers that is in phase with the demand for labour (p.49).



Leroux's conceptualization of professionalization of graduates in terms of better equipping them with skills and competences through learning, so as to better adapt them with the labour market will be the principal focus of this research. The rationale for adopting Leroux's conceptualization is because we think that professionalization of higher education courses should lead to high employability of graduates by responding to the demands of the labour market. This may lead to employment either by the private sector, the government or self-employment of holders of professional degrees and diplomas.

The expansion of knowledge in the 21<sup>st</sup> century with constant technological advancements and quick changes in the economy, are indications that higher education curricula have to be updated accordingly. The rapid changes in technological advances also cause the demand for specialized and more professional higher labor, driving individuals to return to universities and other professional higher education institutes in order to acquire the new technical and professional skills to improve their employability. The pressure on universities to include professionalization in their curricula is growing, since universities are looked upon as producers of innovative and specialized knowledge that can become driving forces of national growth and prosperity, ( Moreau & Leathwood, 2006).

Economic and technological changes in the 21<sup>st</sup> century have given rise to expectations that higher education should become more complex, instead of building only academic knowledge, it is supposed to build personal traits and professional skills in students to make them adaptable and employable in the job market. This can be accomplished in different means, (Knight & Yorke, 2003), suggested creating a work experience, entrepreneurship program, improving careers advice and the use of portfolios. This new turn of events in the 21<sup>st</sup> century has caused many countries in the world and particularly in Africa to mainstream their higher education in their economic development strategies. Examples of such African countries include Zambia, Malawi and Cameroon which have highlighted the use of higher education in their economic development strategies, employability and poverty reduction strategy papers. Cameroon and Ethiopia saw an increase in their higher education budgets to correspond to the new vision. This was reflected in Cameroon's current Growth and Employment strategy Paper (GESP) of 2009. According to SUPINFOS (2010), the engagement and new role of higher education in Cameroon seemed to be the necessity to increase the socio-economic, socio-professional and market-friendliness of the higher education curriculum as well as their restructuring and reorganization.

### **2.2.9. Higher Education Professionalization in Cameroon**

In 1993, the government of Cameroon carried out major structural reforms in the country's higher education system. The main features of these reform were; the creation of six new universities, the introduction of the course credit or modular system, the revamping of syllabuses to reflect professionalization, the introduction of registration fees, and abolition of government stipends or subventions to individual students. The year 2008, marks a land mark in the history of higher education in Cameroon with the introduction of the Bachelor-Masters-PhD (BMP) system in conformity with the Declaration of CEMAC Heads of States on the 11<sup>th</sup> of February 2005, in Libreville Gabon. The aim of the BMP is a sectorial strategy in education to ameliorate access and quality assurance of education. It is also in a bid to assure young people to study and follow up training in regard to the socio-professional milieu and the exigencies of employability and competition.

The BMD is a change in the paradigm of learning which obliges the teacher or researcher to question the professional finality of the training which is offered to students. It goes beyond the traditional classical transmission of knowledge between teachers and students. Thus henceforth, the student is place at the centre and to help to prepare him/her for future professional insertion by transmission of competences (know-how knowledge and scientific knowledge), this new approach calls for multi-disciplinary learning of courses in departments of the school. Hence much is been done by Rectors, Deans and Directors to reform the programs in the best manner to enhanced the professionalization process especially in the faculties which trains the greatest number of students. It is in a bid to help teachers and researchers in this heavy task of reforming the curricular that the French cooperation in 2007 and 2008 organized four sessions on the theme““How to construct a professional training program based or centered on the acquisition of competences”. The training that held in Yaoundé, Ngaoundere, Douala and Dschang had as participants', teachers and researchers of the various faculties of state universities and professional schools such as IVT and ENSET. The biggest question now is how do we transform the traditional system of training where trainers offer to the students' knowledge and know-how and allowed the students to carry his/her knowledge and struggle to integrate in a job market to the new paradigm (BMP) where the trainer look for competence to be acquired by the learner (student) to permit him/her to integrate in or many professional domains. Now, what are the

methodological tools to accomplish this mission without which we risked to fall back in a simply reforming the same existing training.

The modernization of higher education in Cameroon in 2008 was geared towards the New University Governance Policy prescribed by the Head of State, which permitted the government to effectively kick start the BMP system. The training curricular was tailored to match the development needs of an emerging Cameroon by 2035. One of the permanent missions of the ministry of higher education enshrined in the Action program of 2008 and specifically in the global objectives of the ministry was to ameliorate the governance and management of the university system. An underlining objective of the reforms was to make higher education more responsive to the world of work, which is to professionalize university training. 22 years have elapsed since the reforms were launched. Several batches of students have graduated from the reformed universities. It is pertinent to examine what impact the reforms have had in the professionalization of the teaching-learning process in the university.

The strength of the above is mirrored in the “New University Governance Policy” (NUGP) (cf.1.1.2), in line with the new university reforms of the Bachelor, Master and Doctorate (BMD) with the objective being that of professionalizing higher education courses, with the aim of producing a skilled and innovative human capital that is more employable and able to pilot the emergence of the nation by 2035, (Operational strategy of the NUGP up to 2010). There is increasing pressure on Cameroonian universities to produce skilled and knowledgeable graduates and establishing stronger mutual beneficial partnerships with all stakeholders in the public and private sector.

#### **2.2.10. Factors behind the Professionalization policy of Higher Education in Cameroon**

The factors that have claimed priority for the professionalization of higher education in Cameroon are situated within the broader problems of application and relevance of higher education in Cameroon and the peculiarity of Sub-Saharan Africa in general. The recent and strong emphasis on professional higher education in Cameroon is a revolutionary move resulting from the observed weaknesses regarding the developmental role of higher education in Cameroon and the sub- regions. It is also seen through the Support Program to the Technological and Professional Components of Higher Education (SPTPCHE) that the orientation attempts to correct both the conceptual weakness of the Cameroonian higher education system from its early foundation in the 1960s and also those of the 1993 reforms.

The conception of Cameroonian higher education in 1960s was such that directly applied professional and technological education in professional schools, institutes and centers away from the main university. It turned out that why the main university became congested and produced a huge number of less qualified and unemployable graduates in the 1980s, the above professional establishments remained highly selective, elitist and with very limited capacity. These two ways of arranging classical, liberal and general higher education and the elitist perspectives about applied, professional and technological education has been seen as the root cause of the present problems of relevance in Cameroon higher education (Njeuma et al., 1999).

In 1993, university reforms in Cameroon seemed to have attempted to solve the problem of increasing numbers and to correct the conceptual difficulties stemming from the former higher education structure. Some light professional (mostly business-oriented) programs were developed in the new universities but they remained quite limited in capacity. Besides a few cases, like the teacher's training colleges which expanded by opening their doors for privately –sponsored students, it must be noted that most of those specialized direct-development tailored institutes maintained their selective and elitist identities in the main universities but with insignificant expansion in terms of capacities. As such, the problems of professional and direct development relevance continued. In addition, the newly integrated institutes, centers and schools in to the universities, following the 1993 reforms remained mostly in the classic professional programs (translation, journalism, international relations etc). Those traditional professional programs were not diversified and expanded enough to meet student demands and the current changes in societal needs. All of the above limitations therefore support the assertion that the creation of five universities (following the 1993 reforms) tackled the problem of access (increased demand for university education) but the challenge of applied professional and technological knowledge remained.

The prioritization of the technology and professional component could also be seen as another implementation and finalization phase of the 1993 reforms. This is because most of the new professional and technological establishments and programs in the SPTPCHE had been earmarked in the 1993 reforms but probably lacked the necessary resources to be implemented. This is the case with the College of Technology and Faculty of Medicine in the University of Buea which has been earmarked in a separate decree creating the institution. There is also the fact that the post 1993 years which followed the economic crisis of the

1980s, in addition to the stance of development partners on higher education, was a period of financial slow down and therefore a serious obstacle to the evolution of applied training in Cameroon HE. These crises can be seen to have left very little room for the higher education to expand in terms of the technological and professional programs and given their cost-intensive nature and the needs for infrastructure and teaching staff. With new funding opportunities which emerged after the completion point of the Higher Indebted Poor Countries Initiative (HIPC), a good deal of advantage seems to have been taken by the authorities in Cameroon to develop the technological and professional components of the higher education sector in Cameroon.

It may also be said that the problems of relevance and applied higher education may not be confined to Cameroon but a characteristic of the sub-region and other developing countries. It has been observed in the ongoing process of massification in higher education that, unlike in industrialized countries, the increases in students' numbers and expansion in Africa takes place more in traditional disciplines and subsequent careers with limited relevance for the nations' development. While their training function would seem to be making some progress, the science and knowledge production, technical and vocational domains increasingly lag behind (Castells, 2001). To these may be attributed other quality-related issues like lack of qualified teaching staff and funding among others. It is also necessary to look at the change towards more professional and technological programs from the broader national framework. This is, in terms of the changes in the structure of the economy and development perspectives, to which may be added the advent and evolution of the private sector as a potential major employer of university graduates in Cameroon.

During the first decades after independence, the economic development of Cameroon was essentially based either on export of natural products/resources and then civil service/public sector economy. From the end of the 1970s to beginning of 1980, the growth rate of Cameroon was above 5 percent. It was realized at the end of the 1980s and early 1990s that the growth rate was continuously regressing. The policy makers have the feeling that the previous model of growth was attaining its limit. It was therefore necessary to give it a new trajectory. This new trajectory involved perspectives other than dependence on natural resources and then to create and expand the private sector. Later, especially around the early 2000, there was more awareness about the transition from resource to knowledge economic development. Developing the nations innovative capacity was beginning to be seen in

Cameroon as the means to sustain the growth rate. The need to develop this national innovative capacity therefore reinforced perspectives about the importance of the national knowledge infrastructures. Higher Education was seen as one of those major knowledge infrastructures for provision of related skills into the economy. The recent professionalization drive in higher education is in a bid to rethink strategies in science and technology culture to which higher education is seen as highly relevant.

### **Disciplinization and professionalization**

Within the context of this study, disciplinization refers to the choices that are made by students when entering the university with respect to the different disciplines or specialties offered by the undergraduate degree program. Disciplinization confess a disciplinary status on how a subject area is gain and maintain. One key issue in the context of professionalization and interdisciplinary is that the informal processes which impact on academic professionalization are well entrenched and established at the level of individual, traditional discipline, but do not exist in the same way in interdisciplinary context since these usually lack the disciplinary infrastructure in the same way.

Choice of discipline in the university is usually influence by the professional orientation of the students. For example, it is common to fine students who read history, law, and political science having a delight to choose an administrative or diplomatic career. Whilst it is true to say that most students opt for disciplinization in their academic career, others prefer interdisciplinary degree programs so as to increase their chances of employment in the job market. This is a common practice in the Anglo-Saxon University of Buea were students opt for interdisciplinary degree program. For example a student reading chemistry as a major subject takes up a minor in Medical Laboratory Technology (MLT), as well as a student reading linguistics as a major subject and taking a minor in journalism and mass communication. This approach to learning makes the students dynamic and diversified to meet the challenges of the job market.

### **Professionalization Policy and University Curriculum**

One of the principal orientations for the socio-economic strategy of higher education in Cameroon is a focus on the labor market and graduate employability. This agenda was seen to be conveyed in an ambitious policy to attain a 100% employment status for all Cameroonian University graduates through a slogan “*One Student One job*”. This perspective

would seem to be consistent with the poverty reduction document, the GESP which places the reduction of unemployment and creation of job at the center of the immediate and long term vision. The professional orientation was portrayed to be strongly based on the wisdom that “charity Begins at Home” and considering that it was more important to address the students/graduates by adapting their training and rendering them more relevant to the needs of the job market, thereby mitigating the causes of unemployment before addressing other societal problems. This is to make higher education fulfill its initial mission or else it would not be higher education since the best means for evaluating the contributions and efficiency of higher education is in terms of a graduate’s relevance and used in its national system. This implies that graduates should be able to;

1. Have jobs.
2. Contributes to the creating of new wealth.

Granted that unemployment rate among university graduates from technological programs may be low, that of graduates from classical or liberal programs which dominate the system were seen to be generally high and thus a call for major concern (Samfoga, 2012). The need for the professionalization of university education in the new university governance program was therefore urgent to address the problem of graduate unemployment.

The term Urgent Development Program (UDP) is used to describe the first dimension and most prioritized package of the recent professionalization policy in Cameroon labeled “*Support Program to the Technological Components of Higher Education*” (SPTPCHE). These refer to programs aimed at driving the government objectives to improve the capacity of the technological and professional fields of study and to respond to the country’s urgent socio-economic needs. These programs are seen as potentially bridging not only the developmental gaps but of the rapidly widening technological and knowledge gaps between developed and developing countries, hence the urgency. The programs may also serve as major instruments to accompany certain social developmental trends. Within this SPTPCHE, the most prioritize are medical, teacher training and technological education.

The attention given through the SPTPCHE was seen to span over three objectives to consolidate, develop and expand the technological and professional components of higher educational system. The implementation of this UDP was evident in the creation of the medical cycle, to the Faculty of Health Science, University of Buea (UB) in 2006, and the Universities of Douala and Dschang in 2006 and 2007 respectively. There was also the

expansion of the Faculty of Health and Bio-Medical Sciences of the University of Yaoundé I. There was in addition, the creation of the Technology College and School at the Universities of Buea and Douala respectively, the school of mining of the University of Ngaoundere located at Meiganga as well as the expansion of the National Advanced School of Engineering at the University of Yaoundé I. Finally, the teacher training component of the SPTPCHE can be seen through the expansion of the first and second cycles of the Advanced Teachers' Training School ENS Bambili of the University of Bamenda, the creation of the Advance Teachers' Training College at the University of Maroua and the Higher Technical Teachers' Training Schools in Bambili and Kumba for Anglophones.

The selection of the above priority program through the SPTPCHE is driven by the necessity for the higher educational system to address certain urgent social development needs of the country during the post crisis and post Structural Adjustment Program (SAP) years. This was evident in the health and educational sector which by the year 2000 had a gross deficit of medical and paramedical staffs and teachers in Cameroon. One of the reasons for this deficit was that during the SAP years, the numbers of schools training these medical paramedical staffs and teachers of the secondary educational cycle were reduced. Besides, a good number of the teaching and medical graduates had immigrated abroad because of the poor working conditions resulting from the crises and the SAP. Also, as a signatory to conventions related to Millennium Development objectives where youths from primary education had to go to school, the educational sector in Cameroon soon found itself in a situation of capacity imbalance a few years later. There were so many students moving from the primary to secondary schools but which did not have sufficient teachers who had to be trained in the higher education sub-sector. The priority to the health and teacher education, according to the Education Sector Policy Document of 2006, could also be an urgent response to the millennium Development Goals.

As to the other professional and technological programs in the SPTPCHE, the needs from various national circles indicated that higher education needs to be more responsive to technological changes. Having acquired the new perspective about development path and with structural projects being conceived during post structural adjustment years, the Cameroon government in 2005 assigned certain new missions to higher education. It was perceived that for the higher education system to be more responsive, the training should be organized in such a way that the human capital produced should be useful to the national



development strategy. These needs are equally articulated by the Growth and employment Strategy Paper (GESP).

The choice of the policy makers was to give priority to technological and professional trainers. Before the year 2000, fewer than 5% of students were on technological and professional programs and 95% in the whole system on classical liberal programs. In order to expand the system capacity in professional and technological programs, new professional and technological schools were created by the government and attached to some of the state universities. The current objective, according to the SPTPCHE is to increase the components to between 25% and 30% by 2015(MINESUP, 2010).

Having attained the completion of the HIPC in the mid-2000 and with new structured projects in infrastructure, mining and energy in perspective, the Cameroonian government decided to redefine the role the higher education was to play to permit the economy to meet the pre 1980 growth rate of 5% to 6%. One of the expectations inevitably concerned adequate and relevant human capital supply. In a bid to improving and expanding the capacities of the technological and professional components of higher education, the Cameroon Ministry of Higher Education competed for and was granted the sum of 31billion to 45million francs CFA from funds accruing from the Highly Indebted Poor Countries' (HIPC) initiatives. The sum was meant to finance the Support Program to the Technological and Professional Components of Higher Education (SPTPCHE, 2007). The allocation was for the first phase of the project from 2007 to 2012. The money has as objective to enhance the capacity of the health, engineering and teaching components of higher education in Cameroon. The expected results for the first phase are to increase the number of graduates in these privatized areas as follows:

**Table 3: Priorities of the Support Program to the Technological and professional Components (PRO-ACT), 2007-2012**

No	Graduates/professional	Increase/ Year	%increase/ Year	Increase/ 5year	Total in years
1.	Physicians.	85-450	429.4%	1,825	2,250
2.	Pharmacists	0-125	/	625	625
3.	Dental surgeons	0-125	/	625	625
4.	Health technicians.	140-200	42%	300	1,000
5.	Engineers.	500-1,000	100%	2,500	5,000
6.	Teaching.	2,500-3,260	30.4%	3,800	16,300
Total.				9,675	25,800

**Source: Program Document, 2007.**

### **2.2.11. Professionalization of the Bachelor degree**

There is much discussion throughout Europe on whether the Bachelor degree is primarily meant as an intermediate degree to be followed by a subsequent master or also has a labour market value in its own right. As indicated before, policy developments in France and Germany show that the Bachelor degree should have a labour market relevant qualification. Empirical research reveals that this is increasingly the case and that Bachelor graduates find their way into employment. One reason may be that the labor market in continental Europe gradually gets adjusted to this degree like this is a very standard qualification in Anglo-Saxon countries. Another reason is that the Bachelor degree can be reformed to enhance the employability of graduates. Such a ‘professionalization’ of the bachelor degree has been pushed forward in France, for example by including work-relevant components such as internships or other practical elements in the curriculum. A consistent orientation on key competences and skills that are deemed useful in the workforce is believed to complement this. These include personal skills, capability to analyze practical problems,

computer and language skills, disciplinary and employment-related knowledge. The distinction made in France between vocational and general/academic seems to be dissolved.

In Germany the discussion on the ‚Bachelor professional‘ may still tend in two directions. In order to increase educational provisions with clear differentiated profiles, the German Ministry launched the title ‘Bachelor Professional’ as a new qualification in the professional continuing education (‘beruflichen Weiterbildung’). This provoked much controversy between the different stakeholders. The employers advocate the term ‘Bachelor professional’ as this signals the equality - not the similarity – with the general Bachelor degree in terms of the attained competence level. The Bachelor professional degree would graduates guarantee an adequate entrance to professional areas. Employers consider the addition ‘Professional’ an excellent distinction from the academic Bachelor degree.

Although the German Rectors’ Conference (HRK) and German employers are committed to the policy agenda to achieve more permeability between vocational/professional and academic education, they disagree about the application of the qualification ‘Bachelor Professional’ in professional continuing education. The HRK takes the position that the ‘Bachelor professional’ would not contribute to the goals to strengthen the employability of Bachelor degree programmes. The Bachelor-degree refers to an academic degree and the ‘professional Bachelor’ would lead to much confusion and does not contribute to the (international) transparency of the degree system. For the HRK this is a hindrance for the permeability of the educational system as a whole. Connections between continuing education and the Bachelor and Master programmes are not to be achieved through introducing a new title, but only by a comparison of competences.

#### **2.2.12. Professional Masters in Universities of Applied Sciences**

In European countries with a binary system, professional Masters have increasingly been established at Universities of Applied Sciences (UAS). A fundamental principle in most countries is that Master programmes should respond to clear labour market demands and that employers and/ or professional bodies should be involved in the organisation and recognition of these programmes. However, these demands appear to be difficult to estimate when these masters programmes do not yet exist and so far no experience is available. Among the methods used to identify the demand are pilot studies, employers’ surveys, working groups and committees consisting of experts from the respective professional fields about their needs

for such programmes. Some labour market analyses indeed showed that in some domains there is a need for a limited number of programmes in specific areas.

In Finland pilot projects about the demand for professional Masters concluded that there is a demand for higher level competencies in the predetermined fields (Technology, Health, and Business). In Switzerland a number of analyses were conducted as well and the conclusion was that in some domains there is a need for a limited number of Master programmes that offer more specialisation and in-depth study, for example in the health sector. Switzerland has a clear position that professional Master programmes should respond to a clear labour market demand.

Although these studies and expert group meetings are positive to establish professional master programmes in particular areas, the question whether there is a real demand by the labour market has not convincingly and unanimously been demonstrated. There is no clear evidence that certain positions cannot be filled with people with other training qualifications and/ or practical experiences. Arguments often ventilated were that professional fields are continuously changing and professionals are under pressure to develop their expertise on a continuous basis and enlarge the scope of their working tasks. Introducing new methods and new technology would require a continuous development of professional expertise.

Professional masters are mostly designed for people who have three years of working experience and professional networks are important for the recruitment of students (Finland, Switzerland and Germany). Representatives from the professional field are involved in the curriculum design and quality control/ evaluation. Student theses are practice-oriented and come about mostly in cooperation with the employment organisation.

In countries with a unitary system professional masters that lead to particular professions are accredited by the respective professional bodies. In Sweden the professional qualifications (contrary to the general qualifications) are usually awarded within regulated professions (e.g. nursing, special education specialist) and the programme requirements and qualifications are often specified by the State. In the UK the professional, statutory and regulatory bodies, such as the Professional Sector Councils contribute significantly to the development of professional curricula, determine course criteria, and accredit the programmes that give an entry to the respective profession. These strong ties assure that

graduates from professional degrees possess the skills and competences required in the profession. The funding of most professional Masters basically does not differ from the funding of the other degree programmes. Private funding (except from tuition fees) does not occur. An exception is the so-called *Weiterbildungs Masters* in Germany which is privately funded.

### **2.2.13. Doctoral education and the labour market**

Traditionally the doctoral degree is mainly destined for careers in academic and other publicly funded research institutes, but PhD holders have increasingly to look to the private sector in order to widen their employment prospects. However, many surveys across the world revealed growing problems PhDs are experiencing in obtaining stable employment and difficulties in finding employment outside academe. It is questioned whether doctoral students are well prepared for this broader labour market. The question is linked to a growing concern about their high level of specialisation: doctoral students are believed to be educated and trained too narrowly, they lack key professional skills to be attractive to future employers, and they are ill-informed about employment opportunities outside academia. In order to cope with these criticisms doctoral studies have been reshaped and there is increasingly more attention to broaden doctoral studies and to include employability and ‘transferable skills’ acquisition in programmes. The following case from France illustrates how government used outcomes of labour market studies to bridge the gap between PhD studies and the labour market.

At the request of the Departments for Higher Education, Research and Technology of the French Ministry of Education, *Le Centre d’études et de recherches sur les qualifications (Céreq)* has carried out five waves of surveys since 1997 on the labour market entry of PhD. The various Generation surveys show that the conditions under which PhDs entered the labour market varied considerably. Céreq data show that this entry depends largely on the circumstances under which doctorates complete their degree. Apart from the discipline, the nature of funding and the type of research institute that hosts them are important factors that determine the success of their entry into the labour market. It turned out that those PhDs who were in receipt of a state research grant or who undertook their research under the so-called CIFRE scheme (industrial agreements for training) entered the labour market on better terms than the average PhDs. This is due to the nature of the CIFRE scheme which requires doctoral students to carry out a large part of their doctoral work in firms. In many cases, the

procedure for obtaining funding through an industrial agreement is similar to the procedure for applying for a job: candidates have to outline their career objectives and provide evidence of their competences to the employer.

In response to the difficulties PhDs are experiencing on the labour market, the French government has put in place measures to bridge the gap between business and doctoral programmes. Arrangements have been put in place that are supporting and diversifying PhD programmes, such as extending the CIFRE schemes and the organisation of training seminars aimed at improving doctoral students' employment opportunities and to facilitate the transition to the private labour market. Co-operative forms of doctoral training also exist elsewhere. For example, in Denmark PhD studies within a joint project between private actors and a university exist for a long time. Working time between the partners is equally divided, enabling the student to transfer knowledge between the two environments. The university can also be a foreign one, as long as a Danish university is then involved in the project as a third partner. Similar kinds of arrangements exist in other countries, as they do in the Netherlands. These are considered very useful in bridging the gap between doctoral education and the labour market.

#### **2.2.14. Employer engagement in Higher Education learning**

In some countries, most notably in the Anglo-Saxon countries the term 'employer engagement' has become into vogue. Essentially, the term refers to the collaborative relationship between employers and the HE sector in developing awards that meet both academic needs and the practical needs of the industry. In its widest sense it encompasses collaboration regarding research, knowledge transfer, placements and internship, workplace learning, as well as involving employers in the design and delivery of programmes. Employer engagement includes governing structures, such as representation of employers in governing bodies of the university, advisory boards, or university councils. Faculties may also involve employer representatives in Committees, for example in programme approval committees.

Another way very common in Austria - is the organisation of regional meetings between staff of HE institutions and employers to discuss developments in Bachelor and Master Programmes, quality and employability issues, internships and final work of students. This leads frequently to revisions in programme organisation and content. In Cameroon the Ministry of Higher Education has made several consultative talks with GICAM ( Association

of Cameroonian Economic Operators/ Private Sector Employers) on how to tailor higher education training in Cameroon to match with needs of economy. Employer-responsive provision is more narrowly defined when provision is developed for and in conjunction with particular employers, such as tailored courses for particular employers or sectors, in-house learning. Employer engagement is a multi-faceted topic meaning different things to different actors. There are two distinct reasons for the Government to increase the engagement of employers with higher education:

- **Better skills planning:** if the courses offered by the HE institutions can be better aligned with the needs of employers it might be thought that productivity will improve,
- **Cheap growth:** if employers can be persuaded to contribute financially, there is the prospect of increasing the pool of highly qualified people at reduced cost to the state budget.

To employers it means ensuring that they get well prepared HE graduates that they need, to universities and other (private) providers ensuring that their graduates and research are what employers need, and to students to enhance their career opportunities.

### **2.3. The University of Yaoundé (Structure and Functioning)**

The University of Yaoundé I is a state-owned institution created in Cameroon by presidential decree n° 93/026 of 19<sup>th</sup> January 1993 and was organised by decree n° 93/036 of 29<sup>th</sup> January 1993 (Annual Statistics 2015 MINESUP). Today, it has 05 campuses (Ngoa-Ekelle, District of the municipal lake, Mbalmayo, Higher Teachers Training College Yaoundé (H.T.T.C), and Nkolbisson). The Ngoa-Ekelle campus covers a total surface area of 105, 37 hectares. It is a somewhat bilingual institution (French/English) with 7 faculties/schools, 4 specialised centres, 02 virtual universities and 65 laboratory of research, 64 major courses in 54 departments, served by 1121 permanent lecturers and 604 administrative and supporting staff (<http://www.uy1.uninet.cm>) as per 12<sup>th</sup> August 2018, (University Annual statistics, 2015). This main campus is made up of Science and Arts faculties which contain about 70% of the student population both national and international students. The State also guarantees to the personnel of the University of Yaoundé within the frame work of the law, their rights and obligations provided to all state civil servants.

This institution has missions;

- ❖ To elaborate and transmit knowledge.
- ❖ Train humans and develop research.
- ❖ Provide access to higher education training to all who have the capacity and vocation.
- ❖ To compete and support socio-cultural development.
- ❖ To encourage the practice of bilingualism.

### **Personnel management**

The University of Yaoundé I work in collaboration with other universities and other scientific research institutes by aligning common research facilities programs in departments of the faculties, research teams' laboratories and research centers.

### **Supervisory Authority**

The Minister of Higher Education is depository of State authority over all state Universities. He is the Chancellor of Academic Order

- ❖ He harmonizes university training in accordance with the socio-cultural and economic exigencies of the nation.
- ❖ He controls the training offered by the different university institutions through control and evaluation mission.
- ❖ He co-signs all certificates delivered by the different university institutions.
- ❖ He approves and orders the execution of the university council decisions as well as integrates them on questions deem necessary.
- ❖ He pronounces sanctions based on the recommendations of the head of the university previewed by the regulation in force.
- ❖ He presides over the coordination commission of universities and also presides over the conference of rectors of state universities.

### **Administration**

The University of Ngaoundere is composed of;

- ❖ Board of Directors
- ❖ A University Council



- ❖ The Rector
- ❖ Vice Rectors
- ❖ A Technical Adviser
- ❖ Special commissions and councils
- ❖ Central Administration
- ❖ Accounting and Financial Commission Special Commissions and Councils
- ❖ Specialized Laboratories and Centers
- ❖ The Different Institutions.

### **The Board of Directors**

According to Article 35 of the 1993 Presidential Decree creating the University of Yaoundé I, the Board of Directors is the supreme organ of the university and it is headed by the Rector. This body assures the execution of the development of the university as defined by the Higher Education Scientific Council and Technical research as ordered by the Head of State. It also debates on the university budget base on the financial resources made available and adopts the resolutions of the University Council; the Board of Directors is consulted on matters of;

- ❖ The creation of schools, departments
- ❖ Laboratories, specialized centers and the orientations and choice of university cooperation.

Finally, it examines matters submitted to the University, President, or Rector of the university institution. it also looks into the organization of programs of learning and research as well as issues submitted to it by the minister or rector relating to the life and interest of the university.

### **The University Council**

The University Council is a competent body which handles academic and scientific issues of the university. It is presided over by the Rector and composed of Scientific Commissions which are organized and ordered of the Minister of Higher on the proposal of the Rector. In this respects;

- ❖ It accords the recruitment and advancement of teachers as adopted by the board of directors.

- ❖ It approves the teaching and learning programs and research activities ordered by the ministry of higher education.
- ❖ It determines the modalities for the selection of students in the different cycles of training.
- ❖ It accords on the creation of faculties, departments and training units or research and specialized centers.
- ❖ It examines all questions submitted to it by the ministry-in-charge or the rector

### **Administrative Governance**

The Rector is the Head of the University appointed by president decree. He is chosen among the teaching staff of the University and having a long experience as well as exhibit a good moral and scientific experience. He is assisted by one of the Vice Rector(s). In the administrative domain the Rector;

- ❖ Assures the execution of the resolutions of the board of directors.
- ❖ He is responsible for external relations and receives correspondences addressed to the university.
- ❖ He controls the budget of the university.
- ❖ He receives reports of the different establishment and presides over their different councils and orientation.
- ❖ He recruits support staff and non-civil servants.
- ❖ He assures the recruitment of teachers on the recommendation of the university assembly or competent body.
- ❖ He disposes power to sanction indiscipline in the university community in conformity with the regulation in force. He authorizes internal and external missions of relevant personnel of the university.
- ❖ He assures good administration of the different faculties and schools and hand down instructions to their respective heads and organizes meetings with heads of establishments.
- ❖ In emergency situations, he can take proper measures to restore order before referring to the ministry of higher education.
- ❖ He can delegate his signature to the Secretary General and Head of establishments if need arises.

In the academic domain, the Rector;

- ❖ Presides over the University Council and assures the execution of its resolutions.
- ❖ He assures the promotion of teachers' grades and titles and signs with the Minister of Higher Education certificates issued by the university.
- ❖ He organizes and manages the development of university cooperation.
- ❖ He represents the university in any legal action and all circumstances.
- ❖ He manages the career profile of lecturers and takes measures that contribute to their promotions, scientific and professional evolution.
- ❖ He follows up the elaboration and execution of the teaching and learning programs.

The central administration which under the authority of the Rector is composed of;

- ❖ The General Secretariat.
- ❖ The division of academic affairs and cooperation.
- ❖ The division of infrastructure, planning and development.
- ❖ The center of university publications.
- ❖ The division for administrative and financial affairs.
- ❖ The social and medical center

## **Pedagogic Governance**

### **The Division for Academic Affairs and Cooperation**

The division of academic affairs and cooperation is composed;

- The Division of teaching personnel and teaching.
- The Division of University Cooperation
- The Division of Research and Publication

It is placed under the authority of a Director, eventually assisted by a vice, the division for academic affairs and cooperation is charged with issues related to teaching, learning, research, evaluation of teaching/learning, the academic life of the school and the students. To this effect, this division is occupied with;

- Pedagogic programs, all matters relating to studies, exams and methods of teaching.
- Evaluation of teaching and the teaching core.
- The attribution of certificates, titles and university grades.

- The follow-up of teaching.
- The registration and follow-up of students into the various faculties.
- The output of the faculties.
- Scientific research, technical and pedagogy.
- The development of faculties in the university campus notably the creation of cycles of studies, fields of studies and certificates.
- Problems relating to the career of teachers.

### **2.3.1. Division of Teaching and Personnel**

Placed under the authority of a head of division, the division for teaching and teaching personnel is charged with the follow-up and execution of program and management of the career of teachers. This involves;

- The service of programs
- The service for follow-up teaching personnel. The service for programs is placed under a chief of service and is charged with;
- The writing, codification and execution of decisions, teaching hours taken in the domain of programs between adequate training and employment, three offices are handed to this service; the pedagogic office, the office for programs and the office for professional orientation and development assistance.

### **2.3.2. Division for Cooperation**

It is placed under the authority of a head of division, the division for cooperation is charged with handling relations between the university and other institutions in the national and international scene having a cultural and scientific character. It is further subdivided into the service for national and inter-African cooperation and the service for extra-African cooperation headed by a chief of service. The service for Inter- African cooperation is charged with problems relating cooperation with Cameroonian university institutions and between the university and organizations with a scientific, technical and cultural character, while the service in charge of extra-African cooperation responsible for problems relating to cooperation between the university and institutions and organizations of an extra-African technical, scientific and cultural character.

### **2.3.3. The Division of Research and Development**

This Department is placed under the authority of a Head of Division. This section is in charge of;

- Fundamental University research.
- Valorizing technical and scientific potentials of the institution
- The centralization of research projects before it is examined by the scientific committee.
- The follow-up and evaluation of research teams and laboratories in the faculties.
- Studies the internal output of the schools and the output of the certificates of the university in relation to the world of work.
- Regulating and follow up of the execution of university research.
- Cooperating with research units, their financing and putting in place of research teams.
- Constituting and protecting the scientific patrimony of the university.

Under this division, there are two services in charge of Research and Publication headed by chiefs of services. They are in charge of the promotion and valorization of research and making prospection on the needs of potential careers. The publication service is charged with matters relating to university publications.

### **Division of infrastructure, planning and development**

This Department is placed under the authority of Head of Division. It is in charge of;

- Studying issues related to infrastructure and university development.
- Follow up the execution of all infrastructural work and expertise in maintenance and equipment.

This Division is further divided into two services. One for construction and equipment and the other for maintenance, with each headed by a Chief of Service. The service for construction and equipment is charged with all issues related to construction and equipment while the service for maintenance is charged with all problems related to the maintenance of buildings, materials, gardens, parking, sports infrastructure, communication installations and the garage.

## **Division of planning and development**

This Division is placed under the authority of a Head of Division. It is charged with issues related to planning and development. This includes;

- The statistics of students' enrolment and teachers in conformity with the training needs.
- Making studies on access into the faculties of the university and students enrolment in the short and long term.
- Studies on the accommodation capacity of the faculties.
- Documents on the fields of studies and the needs of the job market.
- Development of the university campus and especially the creation of structures and schools.

This Division is sub divided into Planning, statistics and professional orientation. All these are placed under the control of their respective chiefs of services. The latter is in charge of matters related to University planning, professional training, yearly census of students, and programming students' intake enrolment in consideration with the accommodation capacity of the faculties. To this effect;

- It elaborates annual reports on problems faced by new students, repeating, examination results and competitive entrance exams.
- It proposes adequate measures to control the influx of students in the faculties and professional schools.
- It ensures conformity between the students' enrolment and the conditions of their training in the different schools.
- It studies problems related to accommodation of students and their placement in the faculties.
- It elaborates leaflets and prospectus on fields of studies and available training and also the certificates issued by the university.
- It elaborates documents for admission conditions into the University for Public Usage specifying the different cycles.
- It follows the work and problems related to the orientation of the different faculties.
- It studies the output of the different fields of studies available and the perspectives of opening new ones.

The professional orientation service handles issues related to employment, the creation of small and medium sized enterprises, openings in the job market and in general, integration of university graduates into the world of work.

It is also charged with;

- Updating statistical documents on university documents on an annual basis with respect to the different faculties.
- Maintain permanent contact with employers of the public and private sector.
- It elaborates and diffuses all information to students related to perspectives of fields of studies and employment opportunities.

### **The Faculty**

This structure is headed by a Dean appointed by Ministerial Decree. He depends on the hierarchy of the Rector and is assisted by one or more Vice Deans. The Dean coordinates all the Departments and Services under his Faculty and represents them at the level of the Rectorate. Every faculty has an academic and administrative structure. The academic structure is composed of the different departments, Research Centers and laboratories. The number and nature of departments of the faculties are fixed by ministerial order of the Ministry of Higher Education.

The administrative set-up of the faculty is composed of;

- The faculty assembly
- The faculty council
- The Dean
- Administrative services

A consultative scientific committee is created in every faculty, whose attributions, composition and functional modalities are fixed by a decision of the Rector of the University.

The faculty assembly is made up of;

- The Dean as president.
- One or more Vice Deans
- Heads of Departments
- The President and Vice of the student unions.

To this effect;

- He protects the faculty
- He represents the teaching core of the faculty in all circumstances
- He calls up and presides over the assembly and council of the faculty.
- He controls the budget of the faculty.
- He assures maintenance and equipment of the faculty.
- The faculty library.
- Computer unit
- University cooperation and Reproduction centre.

### **The Department**

It is placed under the authority of a Head of Department. He coordinates and controls academic activities. To this effect he elaborates, executes and follows up the teaching programs and research activities of the Department. He also manages academic exams and evaluation of knowledge.

### **Division of Academic Affairs and Research**

Placed under authority of a Vice Dean, this division is responsible for;

- The coordination of the activities of the different departments placed under its control.
- The execution of teaching and research programs.
- The regularity and punctuality of pedagogic activities.
- Academic management of students.
- Statistics

This division further divided into two services; the admission office and statistics and teaching programs and research. Each of this service is headed by a chief of service. The admission and statistics service is in charge of;

- Receiving and providing information to persons in the fields of studies of the faculty.
- Registration of students.
- Handling of documents of students registered in the faculty.



- The registration archives of the admission office
- School time table
- Controls the regularity of teachers and activities of students
- The application of the text in respect of admissions into the faculty.
- Handling and securing the registration registers
- Establishing documents attesting the quality of the students or an old student
- Transferring if need the documents of students of the faculty in any institution of higher learning in Cameroon or any foreign country
- Elaborating and providing statistics of faculty information.

## **CHAPTER 3: THE DEFINITION OF CONCEPTS AND REFERENTIEL THEORIES**

### **3.1 Employability**

The concept of employability affects both individuals and the society at large. It has been subjected to many studies and it is at the center of this study. There are many recent studies in this area, among which we have; Kight & Yorke, 2004 Pool & Sewell, 2008. This shows clearly that the concept is nothing new and has been subjected to several studies during last five decades. Although this concept has been under study for the last five decades, researchers and educationist seem to be “flogging a dead horse” because youths unemployment rate keep increasing especially in developing countries. A majority of these studies were based on case studies approach and findings could not be generalized mainly because they lacked quantitative evidence and gave only prescriptive advice (Wickramasinghe&Parara, 2010) and most planners and employers seem to understand this concept differently, this makes this study timely and relevant to the Cameroonian society.

According to Macrothink Institute (2015), in a Journal of Studies in Education (2015, vol.5), many governments, Universities, Employers and other stakeholders have given suggestions on increasing graduates employability. Despite this extensive developments and evidence of innovative practices to increase employability within universities, employability still remains to be a complex problematic area without much clarity or complete direction (Rae, 2007). According to Cotton’s model, employability skills were recognized into three types: basic skills, higher other thinking skills, effective skills and traits. Skills models is considered by many as one of the earliest models of employability which is based on the notion that employability depends on the notion that skills level of the individual without any mention of factors such as attitude, behaviour and experience will limits its broad usage (Catton, 1993). However, overreliance on skills has been criticized as the main weakness of employability, that skill models are not adequate for meaningful employment (Knight & Yorke, 2004),

According to Holmas (2001), since most employability studies are based on skills approach, there is an alternative approach that recognizes the complexity of human behaviour. This identity approach for employability leads to a suggestion that undergraduate curriculum must be enhanced. The series of studies done by Knight and Yorke (2002) was instrumental in shaping the concept of employability from its early ideas. According to “Skill

plus” employability is a far more complicated than just key skills as proposed by many academics and is clearly different from graduate employment (Knight & Yorke, 2002). The criticisms of Skill model led to the discovery of the USEM model which is widely considered as a major development in employability research since for the first time employability was conceptualized in relation to other constructs such as skills, subject understanding, meta-cognition and personal qualities. But the model too was seen as highly theoretical and lacked research evidence which did not allowed practical use of this model to explain the concept to parents and students (Pool & Sewel, 2007).

This criticism also gave a way for the birth of the Career EDGE model which combined all the factors of USEM and employability skills model while bringing much needed clarity and simplicity. The model explains how the five other lower like: career development learning, experience, degree subject knowledge understanding, generic skills and emotional intelligence that allow students to reflect and evaluate these experiences, and the complex interactions with social concepts such as self-esteems, self-efficacy and self-confidence (Pool and Sowel, 2007). The CareerEDGE also suffered the limitations as was considered as a snap-short view of employability that limits its application (Smith et al. 2014).

Other notable employability model include the Journey of Employment (JET) proposed by Copps & Clummer, (2013) that states that employment processes is not linear and many factors contributes towards it. It is mentioned that since everyone’s journey is different, there is no guarantee that one single factor will ensure employability for all. The JET model agrees with the satisfying definition of employability presented by Harvey (2010) and states that the job outcome does not just represents getting and sustaining employability, it also include the quality of work and satisfaction gained (Copps and Plommer, 2013). In the review of literature on graduates employability reveals that the concept has several interpretations based on stakeholder’s perception of employability.

Employability depends not just on the individual graduates such as subject knowledge, experience, skills and personality traits but also on the university, policy, curriculum, pedagogy, personnel and infrastructure in the school system and also on the employers who hire the graduates and their expectations. That notwithstanding, the four operational factors of employability proposed by Finch et al., (2013) like: soft skills, problem solving skills, pre-graduation experience and academic reputation were not taken for granted.

This is because it played a principal role in the establishment of the confirmatory factors analysis used to measure the provenance and utility of six factors namely: life-long learning, professional practice and standards, informed decision making, commencement readiness collaboration, collaboration and integration of theory and practice (Smith et al., 2014), which appear to bring new ideas about employability which confirms our idea that there should be clear communication and consensus amongst stake holders in employability in order to successfully promote as a worthwhile and useful outcome of higher education, Macrothink Institute, (2015).

### **3.2 Education**

The word “Education” originated in the 16th century from two Latin words “educatio” (“A breeding, a bringing up, a rearing”) from “ēdūcō” (“I educate, I train”) and later “educare”. It is from these Latin’s names that the English word ‘education’ came into lime light. Tambo, (2003:4) defines education as the sum total of person’s experiences during his/her lifetime.

According to Stronge (2003), education is a set of information, knowledge, messages and representations that are conveyed to young and adult individuals of the society either through established institutions as schools or through non formal educational programs and the media. According to Amin, (2005, p.23) education can be defined as “the process that involves acquiring and imparting knowledge, skills, and values which society needs and utilize”. This definition by Amin centers on our research focus which is how educational system can be planned to enhance youth’s employability. Drawing from this definition, the teaching learning process becomes a chain. The staff is trained and they in turn train the students ensuring that the knowledge transferred is relevant to the demands of the job market. It is in the bases of its returns that the education is tested, invested upon or demanded.

Also, Mbua, (2002, p.2) defines education as “the process by which every society attempts to preserve and upgrade the accumulated knowledge, skills and attitudes, its cultural settings and heritage in order to continue the well-being of mankind.” Mbua’s definition is somewhat important in this study as it recommends skills and attitudes to keep up the well-being of mankind. This in other words implies the ability to utilize the direct and indirect returns of education to improve living standards and good health, which is my view of the concept of educational planning and youth’s employability.

The last definition may be comparatively the most appropriate having the connotation for this research struggle. It upholds the notion of teaching and learning to improve knowledge and develop skills and knowledge, ideas shared by Amin. Skills in every area of life that can permit a graduate boast of what he or she can do that can win those jobs. Skill is what the job market requires from young graduates without which they have no place in the job market and are bound to remain unemployed. That is why most youths in Cameroon have turned to the National Employment Fund for advice and training on specific skills to enhance employability. On this note, the researcher is tempted to think that every educational system that is not skill-based nowadays is probably a waste of resources and time thus detrimental to economic growth and development.

### **3.3 Measuring employability**

According to Knight & Yorke (2002). The concepts of employment and employability are not interchangeable. To them, when we talk of employability, we are just concert with employment or just talking about developing the skills that many employers want to see in graduates recruited. In addition, Hallet (2012) says that, employability is involved with a much broader development of students into graduates who feel ready to prepare for what life holds for them beyond University, “it is refreshing to think that life might grow into something broader than a particular set of skills and competences into a richer idea of graduate readiness....(p.30). Meanwhile, employment is mostly the relationship between two parties usually based on contract where work is paid for, where one party is which may be a corporation, for profit, not-for-profit, organisation, co-operative or other entities is the employer and the other is the employee. Employability is best measured in terms of outcome of the recent graduate’s employment rates and as an institutional achievement. Individual employability implies the propensity for a graduate to get a job. According to (Flanders, 1995), as cited by Harvey (2000), this involves different indicators like;

- The job type: this entails graduate job. For others, it implies getting a graduate-level job. They may be referred to as ‘fulfilling work’, or as a job that ‘requires graduate skills and abilities’ or as a ‘career-oriented’ job.

- Timing: Here, employability is signalled by getting a job within a specified time after graduating, or by doing so before there is any need for retraining.

- Graduates attributes: this implies that graduates have and are able to demonstrate these attributes in order to get a job and the employers are fully aware of the effective attributes that are necessary for effective functioning of their organisations (Harvey, 2001)

Institutions are ranked in terms of the employability rate of its graduates. Higher institutions can do no more than play their part, through the experience they provide for their students, in encouraging and enabling students to become employable. In some institutions or parts of institutions this employability development is explicit and integral to the education provided and in others it is not. Faculties like Medicine, journalism and initial teacher training have programmes of study closely linked to learning in practice settings that are directly related to future employment. Most philosophy, literature, and social science programmes, on the other hand, tend not to be closely linked with specific employment. Nevertheless, in those areas that do not include statutory professional practice employability is, in some cases, built into programmes through devices such as placement opportunities, employer-linked projects, visits and work-shadowing. In employability measurement, the following indicators are most appropriate; Institutional effectiveness (by the proportion of graduates who gain employment), institutional effectiveness might be indicated by an audit of developmental opportunities of the institution, the survey of graduates satisfaction with their program of study and the extent to which it prepares them for the job market (Harvey et al. 1996).

Employability is also measured at the level of employers. Harvey assumes that graduates recruitment procedure may be based on rational appraisal of rational attributes of the individual- by-individual bases in which case the employment of graduates may superficially be seen as an indicator of graduate's employability and rather tenuously of the indicative of the employability enhancement activities of the institution. This however may be influenced by some factors which mediate employment such as; type of higher education institution, mode of study, students location and mobility, subject of study, previous work experience, age, gender, ethnicity and social class ( Brennan et al. 1996). These indicators either enhance or discourage graduates employment by the employer.

### **3.4 Pedagogy for employability**

Employability is a set of achievements-skills, understanding and personal attributes that makes graduates more likely to gain employment and be successful in their occupation

which benefits themselves, the work force, the community and the economy Yorke (2006). Employability is not just about getting a job. Conversely, not just because a student is on vocational course does not mean that somehow employability is automatic. Employability is more than developing attributes, techniques or experience just to enable a student gain a job or to progress within a current career. It is about learning and the emphasis is less on “employ” and more on ability. In essence, the emphasis is on developing critical, reflexive abilities with a view to empowering and enhancing the learner Harvey (2003). The issue of graduate’s employability should be at the centre of planning the economic, geographical, social, political and environmental activities of the faculties. According to HEFCE (2006) embedding employability into the core of higher education should be a key priority of the government, universities, colleges and employers. This will bring significant private and public benefits demonstrating higher education broader role in contributing to economic growth as well as its vital role in social and cultural development.

The key challenge the university system is facing is how can the university best integrate and balance the different ways of teaching and learning that underpins both effective learning and employability for students. The quality of pedagogy needed to be enhanced in: the quality of delivery, how to deliver (both theory and practice), personnel qualification and mastery of subject matter, learner’s assessment vis-a-vis available jobs for employment in variety of settings and disciplines (Pegg et al. 2006) there is possibly the need to restructure the pedagogy, the practices of teaching learning in direct interaction with students, bracketing on initiatives like: faire access to the profession, widening participation in higher education, development of employer/university partnership, credit per course 40% theory and 60% practice, application of competence base approach (CBA) basing on the culture of Cameroon.

Furthermore, pedagogy is an indispensable medium through which employability can be developed amongst diverse university students. Emphasis evolving around personal development planning tools and career advice to assist students in making connections between their career intensions and their learning, working, curricular and extra-curricular activities. This approach connects labour market opportunities, personal development and aspirations, skill development, career management and learning to support and inform students about the possibilities that exist for them. The widening rate at which the young people are entering the higher education with the primary aim of obtaining a well-paid job

upon graduation is alarming and should be put to check. The need for greater gains is at the core of youth's high enrolments and enormous sacrifice (on the forgone activities and finance) put in suggest that; competence base approach (CBA) order skill and competences needed for the job market should be accompanied by the ability to articulate learning and raising confidence, self-esteem and aspirations (Little, 2011). All these depend largely on the teaching method. If the lecturers are trained on a unique approach that chains up theory with practice, with focus on the learners (competence and the job market, the problem of youth's unemployment would be tackled positively.

According to Wilson (2015), through pedagogy, there should be capacity building where both educators and employers will respond to one another's needs. While Universities should provide customise training and skilled job candidates to the job market, the employers should assist with equipment, space, loan employees and other supports to the college. Employers lecture and even teach an adjunct course in the college while college instructors bring courses to worksite. Kolb (1984) develops the experiential learning theory to describe how pedagogy and didactics should be undertaken in the university during knowledge transmission and training. To David Kolb, useful learning mostly takes place through experience in terms of work related situations, and simulations in teaching learning process. Importantly, examples of best practices are to be provided in class work so as to instigate the happenings of a job market in the students. In the University of Yaoundé I, teaching learning should be rendered more practical and experiential so as to equip the learners with necessary skills to be absorbed by the job market.

### **3.5 Government Educational Policies and reforms**

For every nation to adhere to economic growth and development, the government's policies on economic, political and socio-cultural domains are of primordial importance. Higher education (HE) in Cameroon is steered by policies and conditions which overlap at the national and international levels (Samfoga 2012). For over the years, the government of Cameroon has strived to meet up with the challenges of higher education and youth's employability in the country. Cameroon uses national and international policies principally and has as well solidified her status as an active member of the international community with the signing of many international cooperation and solidarity conventions in the educational sector with the World Bank, The United Nations Development Program (UNDP), the International Monetary Fund (IMF) the African Development Bank (ADB), United Nations



Education and Cultural Organisation (UNESCO) and United Nations Organisation (UNO) which have been most resourceful in promoting HE in Cameroon.

According to Callaway (1971) educational policy warrants that policy makers and educational planners of every country should know more about the culture, beliefs and peculiarities of that society, the work force, the job-seekers, (young people in ages, sex, level and types of education, needs, positions in families, background and living condition, migratory movements, aspirations), unemployment, as well as incidence of underemployment in different parts of the country. This declaration matches indiscriminately with the urge to have citizens educated in higher institutions, acquire the skills and own a job each. The rate of youths (graduates) unemployment from state Universities in Cameroon has increasing kept policy makers thinking and has as well triggered a good number of policies since 1990s to roll back the surging trend (Samfoga, 2012). In this vain, very meaningful and life-changing national and international policies have recently been adapted to the higher educational in Cameroon with the aim of bringing more meaning to higher education and creating a responsive outlet to graduates employment possibility.

### **3.6 Professionalization of higher education**

In Africa and elsewhere, university systems face challenges of professionalism. Some of these challenges recently are being tackled disproportionately depending on the region and country concern. The challenges of higher education in Cameroon are at the crossroads of profound transformation, shaped by the theatre political, economic, cultural and social changes. This is viewed through soaring number of graduates associated with quality and relevance of training needs of the job market. This is why the ministry of higher education in Cameroon embarked on the program to professionalise Cameroon higher education in a bit to modernise and render it the competitive and performant, Cameroon tribune, 12<sup>th</sup> October 2016, a conference on the professionalization of higher education of 11<sup>th</sup> October 2016, the “higher education and social demands”, the higher education law of 16<sup>th</sup> April 2016, the emphasis of higher education in Cameroon. While little or no planning was done on how the higher education influences the job market and vice-versa, higher education law no 005 of 16<sup>th</sup> April 2016 emphasises on the objectives of higher education in Cameroon in article 6, it says “social promotion with the participation of competent national bodies and socio professional circles especially as concerns the drawing-up of programmes as well as the organisation of theoretical courses, practical and internship”.

This timely and accurate policy is more or less in active. If this was actually practiced, the job-to-market transition in this university would have been regularised. The policies are generally stated theoretically, no effective follow up is made to ensure the policies are applied to the schools. On the contrary to the dictates of the above policies, there is no clear connection between these policies and student's job market relationship. This is because the state does not consider employer's engagements during the educational planning and policy making process. R. Wilson stipulates 5 levels of employer's role to harness the cooperation between schools and the labour market. He advanced: advising, capacity building, co-designing, convening and leading.

### **3.7 The concepts analysis**

- **Governance**

The Canadian Institute of Governance (2002), defines governance as a process whereby societies and organizations make important decisions, determine whom they involved and how they render account. According to (Pierre and Peters.2005) "governance refers to sustaining coordination and coherence among a wide variety of actors with different purposes and objectives". Such actors may include political actors and institutions, interest groups, civil society, non- governmental and transnational organizations. This definition ties with governance in the context of our study because the forces of change as a result of globalization and competition in Higher Education have increased pressure for reform. The need to professionalized HE has influenced the new trend of governance policies . The governing machinery in our State Universities enables them to set policies and objectives and to monitor its progress toward their achievement. Simply, university governance is the way universities are organized and managed. In Cameroon, governance of public universities is significantly influenced by government policy, with particular emphasis on efficiency, (MINESUP 2012). The New University Governance Policy in Cameroon instituted in 2008, lays emphases on; the democratization of access to Universities, the professionalization of teaching/learning process and modernizing university governance at the administrative, managerial, academic and social levels, (NUGP,2008).

- **Infrastructures and equipment**

The Higher Education Guild (2015), defines infrastructure and equipment as the state-of-the-art facilities and technology aim at meeting student demand, deliver excellent research

and facilitate transfer and industry links. The buildings and estate of an institution, from the lecture theatres and libraries to laboratories, studios and ICT equipment, are central to high quality teaching and learning environment and a student's university experience. This definition is important to the study because Professionalization of Higher Education is dependent on the quality and quantity of human and material resources put in place in institutions of higher learning. The presence of these material resources to match the growing student population makes the goal of professionalization easier to accomplish as previewed in 2007 BMD/LMD Reform and the 2008 New University Governance Program.

- **Employability**

The concept of employability affects both individuals and the society at large. It has been subjected to many studies and it is at the center of this study. There are many recent studies in this area, among which we have; Kight & Yorke, 2004 Pool & Sewell, 2008. This shows clearly that the concept is nothing new and has been subjected to several studies during last five decades. Although this concept has been under study for the last five decades, researchers and educationist seem to be "flogging a dead horse" because youths unemployment rate keep increasing especially in developing countries. A majority of these studies were based on case studies approach and findings could not be generalized mainly because they lacked quantitative evidence and gave only prescriptive advice (Wickramasinghe & Parara, 2010) and most planners and employers seem to understand this concept differently, this makes this study timely and relevant to the Cameroonian society.

According to Macrothink Institute (2015), in a Journal of Studies in Education (2015, vol.5), many governments, Universities, Employers and other stakeholders have given suggestions on increasing graduates employability. Despite this extensive developments and evidence of innovative practices to increase employability within universities, employability still remains to be a complex problematic area without much clarity or complete direction (Rae, 2007). According to Cotton's model, employability skills were recognized into three types: basic skills, higher other thinking skills, effective skills and traits. Skills models is considered by many as one of the earliest models of employability which is based on the notion that employability depends on the notion that skills level of the individual without any mention of factors such as attitude, behaviour and experience will limits its broad usage (Catton, 1993). However, overreliance on skills has been criticized as the main weakness of

employability, that skill models are not adequate for meaningful employment (Knight & Yorke, 2004),

- **Professionalization**

Agelli (2003), defines professionalization in education as ‘a learning process aimed at a clearly defined actual or practical goal. This parallels the traditional notion of the aim of education and science and the new objectives now being defined in terms of social needs and labour market demands’. The Finnish authors (Keskinen and Silius,2005), refer to professionalization as the kind of knowledge expected from university programs that suit the recent changes of university research which introduces market-based interest through applied research and closer contacts with trade and industry. Defining professionalization in the Cameroonian context, (Titanji,2003), described it as “the incorporation of vocational training in to the academic programs” of universities. Thus ‘professionalization’ in the Cameroonian sense refers to all strategies in education that adapt graduates to the job market.The above definition is therefore very relevant to this research as it places professionalization in context of the acquisition of skills and competences in specific subject knowledge during one’s studies in the university, for eventual integration into the employment market. Therefore, the process begins in the university and developed throughout one’s working life.

### **3.8 The referential theories**

Although there is a plethora of theories of governance and professionalization which help to explain the nature of the variables previously mentioned, the present study focuses on the more prominent theories. At the end of the chapter, the theoretical framework as well as other reviewed concepts will be summarized and analyzed.

#### **3.8.1. Theories of governance**

##### **a. Resource Dependence Theory**

The Resource Dependence Theory of Pfeffer & Salancik (1978) is a well-known theory in the social sciences to understand the organization-environment relations, which relies on a particular view of inter- and intra- organizational interactions. Its main purpose is to show how organizations act strategically and make active choices to manage their dependency on the part of their environment that control important resources (Gorntzka,

1999; Leisyte, 2007). This theory further suggests that organizations make strategic choices to adapt to their environments. In other words, organizations face a set of possible alternatives in dealing with their environment. They are likely to respond directly or indirectly since they need the resources from their environment and it is necessary to adapt to environmental uncertainty (Leisyte, 2007; Hall, 1999). In general, the resource dependence theory stresses the dependency relations between organizations and their environment, power positions of different organizations, and strategic alternatives of those in organizational leadership (Pfeffer & Salancik, 1978).

There are few assumptions on the importance of resource dependence theory.

- The first assumption is that no organizations are able to generate all resources they need. Consequently, organizations are dependent on their environment for resources. Raw materials, infrastructure, finances, personnel, services, or production operations that organizations cannot or do not perform themselves are some of the resources (Pfeffer & Salancik, 1978). These resource providers in the environment are other organizations. Therefore, if there are several providers of resources, organizations may have choices and consequently they are less dependent on one resource provider in the environment. On the other hand, if there is only a single provider, organizations have little power to negotiate and their dependency on such a focal organization is supposed to be very high (Kezar & Eckel, 2004). In other words, such organizations are characterized by low autonomy.
- The second assumption is that the more independent institutions are on resources, the less powerful they are in controlling their affairs. Basically, organizations strive to obtain power, maintain autonomy, and reduce uncertainty in the context of external pressures and demands (Pfeffer & Salancik, 1978).
- The third assumption of resource dependency theory is that organizational decision-makers have certain autonomy (Hall & Symes, 2005). It is believed that actors can create new niches and change dependences themselves. For instance, when universities face decreasing state funding, they try to look for new niches by diversifying their funding sources. In other words, leaders of universities start to use their power to decrease their environment uncertainties. However, organizations can also influence their environments by making others dependent on their resources. This

may be considered as another strategic choice that organizations employ to influence their environments.

### **Implication of the Resource Dependency Theory to the Study**

The resource dependence theory assumes that the university depends on its environment for vital resources to better function. State Universities in Cameroon depend on the government for its funding and governance. Some of the obstacles to the implementation of the university governance program on the professionalization of higher education in the faculties Medicine of the University of Yaoundé I are insufficient infrastructural, material, financial and human resources to accompany the process. Since the state is the sole resource provider in their environments, universities will have very little power to negotiate with external partners who can come to provide the needed resources to accompany the professionalization process in university education; hence their dependency on state resources will be very high. Hence the need for divergent partnerships with organizations, industries and enterprises can help reduce the over dependence on state resources. This can make universities generate their own initiatives to better advance the professionalization process in university education. Thus this theory is of relevance to the study because policy makers should put in place governance policies that can permit universities act strategically in making active choices to manage their dependency on the part of their environment that control important resources so as to better enhance the professionalization of the teaching learning process.

#### **b. The stakeholder Theory**

Freeman (1987) seems to have formed the bases of today's argument regarding stakeholders and stakeholders' theory which was developed purely for private sector organizations. In the narrower sense stakeholders are "any group of individuals who can affect or are affected by the achievement of the organization's objectives. From this perspective, stakeholders in an organization will include stockholders, employees, the management, customers, supplier, the government and partners.

Since stakeholders' theory is primarily a private sector firm theory, it challenges the neo-classical economic theory of the firm and maintains that firms that are managed for the good of stakeholders' satisfaction strive better than those firms that only pursue purely profit motive. Stakeholders in the university will include students, teaching and research staff,

industries and companies, the community, development partners, government and regulatory bodies. All these stakeholders have different interest and expectations but work for the harmonious survival of the university. The recent reforms on the BMD (2007) system and New University Governance Program (2008), demonstrates the determination of key stakeholders in the higher education sector to improve on governance policies which reinforces the professionalization of higher education in Cameroon.

Although each university has its own key stakeholders depending on whether it is public or private, the fact that all universities exist in order to generate and disseminate knowledge, there is some kind of a common pattern on who appears on the list of stakeholders. A study by Mainardes et al; (2012) shows that when university key stakeholders were ranked in order of importance, out of twenty stakeholders, students appeared ten times higher than other stakeholders, followed by teaching and research staff, employers, research institutions, development partners and regulatory bodies. It therefore means that students occupy an important position in our study of university governance and professionalization of higher education because the quality of governance and the professionalization of degree courses has a direct impact on students who are products of the university expected to boom the job market and boost the economy of the country. In this new scenario and in order for universities to face this new vision, and consequently design new institutional strategies it is necessary to know the expectations of stakeholders.

## **Stakeholders Expectations**

### **1 Students**

Students are ranked number one stake holder expecting universities to provide quality and relevant education, accorded participation in university activities and more voice. Below are some key areas of interest.

#### **Student's expectations from university education**

- Better quality and more practical teaching adapted to social realities
- Career orientation and access to future labour market.
- Greater cooperation between university and more exchanges.
- Improved communication between students. Publications of university initiatives.
- Greater participation of students in university life and in decision-making.

- Education in human values: open-mindedness, freedom, critical spirit, motivation
- Effective allocation of resources according to real needs and improvement of infrastructures.
- Promotion of ethical awareness both in teaching and in research.
- Practical research responding to the needs of society.
- Permanent link between current and formal students.post-graduate education adapted to the needs of formal students.

Reading from the spectrum of students' expectations, it appears that their concerns cut across the expectations of every key stakeholder outside the university and therefore in a way suggesting that perhaps a major indicator of university good governance is the extent to which students expectations are met. Greater participation in university life and in decision making, better quality and more practical teaching adapted to social reality, to better prepare students have access to future labour market. This has a direct bearing on the type of university governance put in place to enhance the professionalization of the teaching/learning programs, so as render training adaptable to the needs of the job market.

## **2. Teaching and research staff**

Teaching and research staff have expectations which cut across academic role of the university in teaching, research and community service as well as general welfare. Concerns for good governance are respected through the values attached to academic freedom and good governance. Below there is a brief summary.

### **The expectations from teaching and research staff**

- A university model in terms of respect for workers' rights: stability, assessment, promotion, salaries, collective agreements, professional development, balance between work and family life, working environment.
- Improvement in material resources and their distribution between different areas. Rational allocation of resources in teaching and research
- Improvement in environmental management.
- Improvement in the recognition of the activity of teaching and research.
- Health and safety at work.
- Fulfilment of the social function of the universities (independence, opinion forming).



- Encouraging ethical values, good behaviour, respect, good manners among students
- Transfer of research to society.
- Measures to promote equality.
- Continuous in-service training for teaching staff

Observations from the above equally confirm the common notion that teaching and research staff are a college of scholars who are mostly interested in meeting their own job related needs and therefore strategies that will focus on change of mindset may make a difference in improving university governance and professionalization of higher education.

### **3. Administrative staff**

Administrative staffs in universities have expectations which reflect more of the values of general organization which are basically about general management as indicated below.

#### **University administrative staff expectations**

- Plan for equality and family life
- Long-term human resources planning
- Transparency in management and publication of information
- Plan for professional development
- Improvement of human resources management processes
- Greater recognition and involvement in decision making
- Plan for in-service training
- Fair and rational distribution of material resources
- Creation of a greater university social awareness and a closer relationship with society.
- Definition of a catalogue of university services

From the list of ten areas identify, aspects of good governance future clearly on code of good practice and more participation in decision making which extent beyond the university boundaries.

## **4. Companies**

Companies are consumers of university products and services. The need for professional skills and competences and making learning more practical to meet up with the needs and challenges of the job market calls for a partnership between companies and experts in higher education to constantly concert in designing the curriculum for higher education. Professional competences, more information, more affordable fees and linkage with industries are amongst the important expectations of companies.

### **Expectations from companies**

- Educating students in terms of abilities and skills. Graduates who are more employable.
- Selection and hiring of suppliers following socializing criteria
- Speeding up administrative procedures.
- More information and transparency about procedures
- Continuous education
- Transfer of knowledge generated by university research to companies
- Stronger relationship between universities and local companies
- Educating students in business ethics and social responsibility
- Information about the cost associated with education
- Better planning of teacher and students placement in companies.

Data from companies show the pressing needs for universities to establish strong links with industries through curriculum review, internships, students' supervisions, joint teaching and research and product development

## **5. The community**

The community has expectations which are mostly producing responsible citizens in their working places and in the general community

### **Wider community expectations**

- Transparent, efficient, and effective management of universities. Exemplary conduct in terms of responsibility

- Respect for social responsibility shown by clients and suppliers
- Responsible research in line with social agreements
- Education of students to integrate them in modern society
- Knowledge of business management and social skills. Creation of companies and self-employment.
- Overall education and values: a sense of ethics and social commitment
- Fulfilment of role as a dynamic force for change in society
- Code of ethical behaviour to be accepted by all of the university
- Code of ethical behaviour to be accepted by all of the university

From the above, it is observed that of all the stakeholders, the community wishes to have almost everything that links university education and the wider society which covers a myriad of stakeholders. This is an area which will affect the extent to which universities will adopt professionalization and market models of governance in the provision of education which is more of a public than private good and hence under the influence of state bureaucracy.

### **Implication of the Stakeholder Theory to the Study**

The need for professionalization in university education compels universities to interact with numerous and more varied stakeholders. Therefore, in order to assure their role in modern society, universities are obliged to completely reconsider their mission and vision as well as expectations and paying attention to stakeholder theory. Although the expectations of the different stakeholders were grouped under their own particular interests, they equally had a universal nature as they were linked to issues such as governance, continuous improvement of the study environment, university-industry interaction, improvement in communication between universities and stakeholders, greater involvement in decision making, greater transparency in university management, provision of education that improves on the job prospects of students, education in value and ethics in degree programs and other specific demands that affect other stakeholders.

The involvement of companies and enterprises in the conception of degree programs can lead to a framework of social responsibility in universities based on the stakeholder theory. The need for universities to contribute to the socio-economic development of their environments (third mission), is reflected in the expectations of the above stakeholders.

Benneworth and Jongbloed (2010) started with the hypothesis that those academic disciplines that belong to the arts, humanities and social sciences have a clear disadvantage regarding technological and scientific areas in terms of the interest shown by political authorities and their willingness to provide research funding. In addition to that, they are undervalued as they cannot contribute in the same way to the third mission of universities if this is understood in terms of patents, spin-offs and technology transfer.

Some of the expectations cited by stakeholders above constitute some of the problems affecting the smooth implementation of professionalization in our universities in Cameroon. Thus introducing university initiatives aim at charting the professional progress of graduates, offering courses adapted to the needs of the society, educating students in terms of abilities and skills to ease employability chances, encouraging subjects related to social responsibility, business ethics and entrepreneurial culture. Furthermore universities should involve companies and enterprising in designing degree programs and innovative services created by companies should be given recognition by universities. Our findings in the field reveal that the some departments of the faculties in a bid to professionalized training are involving other stakeholders (companies, enterprises, corporations) in the conception of training programs, part time teaching and practical internships. This is the case with the faculty of Economic Sciences and Management where the department of Transport and Logistics has a partnership with the Group Bolore in the training of students of this department. Also bankers and finance experts also teach part time courses in the the departments of banking and finance, management and marketing. This is to permit them bring their experiences and practical knowledge into the classroom.

Finally, university governance policies on professionalization should permit university students, whatever degree they are studying, should acquire more practical skills, learn about how to set up and manage an enterprise and develop social abilities. It is interesting to know that students in the department of history take up courses in enterprise creation and animal husbandry. This to bring some professionalization in their training thereby making them diversified in the job market as well as being self employed after the completion of their degree program.

### **c. Models of University Governance**

University governance lies at the highest bench of power holders in the university management system which oversees and supervises the general direction of growth and development of the university in relation to internal and external communities that the university serves. Usually, a university constitution stipulates the power limit and roles of the people who act as university governors (in the case of Cameroon board members of the university council), who know what they have and how to act, not to the extent of micro-managing the departments and faculties in the university, especially in academic matters which are in domains of the faculty and the senate.

A number of scholarly articles have been done on the concept of university governance (Asimiran, 2009). Relevant to our research work, seven specific models were adapted to this study, namely the academic staff model, faculty governance model, shared model, collegial model, political model, corporate model and bureaucratic model of governance. This study builds on the mentioned university governance models and organizational management theories as they relate to practical governance of university.

#### **✓ Academic Staff Model**

The most traditional model of university governance assumes that universities should principally be governed by academic staff, which is sometimes identified as collegial model. This usually occurs either by granting expansive governance powers to university senates or by significant faculty representation on board of directors and university council (Miller, 1999; Jordan, 2001). A pervasive reason for this model is that academic staff ordinarily is best equipped to understand the academic goals and aspirations of the university and how to achieved them (Evans, 1999). In Cameroon, most appointments in the departments, Faculties and Rectorates are headed by academic staffs that have evolved in the higher education system and can better understand the complexities in the academic governance process.

#### **✓ Faculty Governance Model**

The faculty governance model is subject to different pressures. On one hand, it is the most attacked of the governance models (Burgan, 1998). On the other hand, it is the governance model that universities most frequently return to, even if only in part, in the face of difficulties with the alternatives. Frequent criticisms directed at an extensive reliance on a

faculty governance model are those that pertain to the academic staff often lacking governance skill or interest. It determines governance policy, relating to stakeholders who are directly involved in teaching or research and in assuming responsibilities for finances and personnel within complex management and financial systems (Lewis, 2000). Nevertheless, despite these criticisms, the support for faculty governance remains strong.

From a philosophical perspective, faculty governance is associated with ‘academic democracy’ (Hall & Symes, 2005). Typifying such a governance model is the academic democracy associated with Cambridge University. Under its status, the governing body of Cambridge University is the Regent House, consisting of over three thousand university officers and college fellows that are responsible for the university. The concern that academic staff is untrained in governance and financial management does not infer that such governance is permanently tainted. Training selected members of academic staff to assumed governance roles as faculty Deans, faculty officials, is increasingly practiced. Almost all universities rely on academic governance to some degree. However, significant differences arise as to the exclusivity of this model if it is limited to academic governance as distinct from other forms of governance notably financial (Keller, 1997).

Dismissing faculty governance model will mean throwing the baby out with bathwater. Faculty governance have produced positive result in selected areas of governance such as in-building governance structures and strengthening relationships with important constituencies such as Unions and students (Ramol, 1997 & 2001). It is a model that academic staff can learn to understand, developed and implement.

#### ✓ **Shared Model**

Shared governance is based on the core values of informal and inclusive decision-making, transparency and clarity of operations and decision-making, open lines of communication between and among all components and members of the university, accountability, mutual respect and trust (Lapworth, 2004). Shared governance incorporates four respective bodies: the university council, the faculty council, the faculty senate, the staff senate, and the students’ governance association. Shared governance also reflects and enhances mutual respect and trust in the university community for the contribution that its members bring to the educational enterprise (Kezer & Eckel, 2004; Shattock, 2005).

#### ✓ **Collegial Model**

Trackman (2008) considered the collegial model as the most reasonable instrument for a university. This model looks at consensus in decision making, professionalism of authority in academics of human education. This model rest on the assumption that a university is a collegium or a community of scholars and is to be govern according to collegiality principles and freedom that is given to university members. (Kezer & Eckel, 2004) postulate that effective success of university governance depends on collegial relationship and mutual respect amongst the faculty, professionals, support staff, students, administrators and representatives of external entities.

#### ✓ **Political Model**

According to Altbach (2005), a political model is based on three theoretical sources, namely conflict theory, community power theory and interest group theory. This model suggest that in analyzing governance, the focus should be on organizational social structure, on interest articulation dynamics, on the legislative process and on the execution of policy. There are political activities operating, especially in the policy making processes within the university which shape and influence university performance (Altbach, 2005).

#### ✓ **Corporate Model**

Baird (2007) postulated that the corporate model views the university as a business entity. This model looks at a university from the perspective of market orientation that is the university is established to respond to the needs of the world around it. Chandan (2005) and Baird (2007) suggested that a university is established as cooperation and university education is regarded as a business in which the offered programs are related to the industrial demands and market needs. The profit making objects guide a university's functions and academics facilitate this objective.

A primary criticism of the corporate governance model is that it will lead to the 'communication' of education, displacing academic distinctiveness in the pursuit of corporate efficiency. The classic argument is that universities do not buy and sell 'widgets' (Washburn, 2005). Since state universities in Cameroon depend on state funding to a greater extent, the application of corporate governance is very limited. However there is increasing need to associate the university at the center of socio-economic development. The BMD 2007 Reform had as one of its goal the professionalization of university education thereby bringing

it closer to job market orientation of academic programs. This is in a bid to reduce the problem of graduate unemployment.

#### ✓ **Bureaucratic Model**

Trackman (2008) citing (Lambardi et al., 2002) argued that one of the traditional models describing university governance is the bureaucratic model. This model hinges on the bureaucratic model of Max Weber and focuses on hierarchy, tied together by formal chains of command, communication; organizational goals, or pre-determined rules and regulations, and on maximizing efficiency (Hall & Symes, 2005). They suggest that bureaucracy should focus on the tenure system, methods of appointment, salary as rational form of payment, career-exclusiveness, and lifestyle centered in the organizational culture, acceptance of rank and file, and competency as the basis for promotion.

These seven mentioned models were derived by scholars to portray governance as exercised and comparatively perceived. Each model has its theoretical argument based on scholarly work.

#### **Implication of the Governance Models to the Study**

Governance models need to be responsive to the governance context to which they are applied, though not being subjugated by that context (Miller, 1999). Governance models may also need repairing or replacement. Governance relationships become fractured and need healing. Universities that are attuned to these changes may be able to remodel their governance structures incrementally, accommodating evolving relationship between those who govern and those who are governed and in respond to cultural, social, political and economic change (Miller, 1999).

In applying governance models, a first principle is to determine what is sort through that model and as a matter of application, how and when to do so. This consideration requires an understanding of what the pre-existing governance lacks and what a particular modification might accomplished. For example, is the problem financial, a corporate model might be more appropriate, if there is conflict of authority, a political model will be sought, if the issue necessitates consensus in decision making, a collegial model will be apply, if the problem relates to building quality academic programs, a faculty governance model may be



best. Governance modeling requires careful and periodic review including identifying how they are working in practice and how they might be modified to work better.

Good university governance also does not simply happen; it is usually the products of painstaking effort to arrive at sustainable governance structures, protocols and processes. Good governance is also about timing and judgment: it requires the university council to recognize when a governance model is not working, why and how to repair it. Ultimately, governance models are created by people to govern people. They are only as good as they who, devise and apply them, as well as those who live by them. Hence, since our studies focus on university governance policies on the professionalization of the teaching/learning programs, the academic staff model and faculty model of governance is directly relevant to the context of the present study.

### **3.8.2 Theories of Professionalization**

Since our work is focused on university governance policies on the professionalization of higher education, the first perspective of our theories on professionalization present education as a way of conveying and promoting competence in order to promote individual opportunities for participation in society and to increase individual effectiveness and productivity in the world of work. Education is view in terms of an investment in human capital or as a way of qualifying or socializing individuals. Parallels can be drawn between the economists' view of education as a way of increasing human capital and sociological theories of the socializing function of education. Also since the study focuses on the professionalization of the teaching/learning program, the curriculum theory will be relevant to this work.

#### **a. The Curriculum Theory**

The term 'program' and 'curriculum' are often used interchangeably, while curriculum is often used to describe a wider conceptual process and context. In the UK, Fraser and Bosanquet (2006) highlighted that staff working in higher education have very different understandings of the term 'curriculum, as various as:

- The structure and content of a unit (subject)
- The structure and content of a programme of study
- The students' experience of learning

- A dynamic and interactive process of teaching and learning.

Fraser and Bosanquet (2006), in their extensive work on curriculum, highlighted that staff used similar breakdowns of this term. This lack of a shared understanding of the term 'curriculum' can be problematic when staff gather together to do shared curriculum design activity. Lattuca and Stark (2009) advocate that a useful framework for all curriculum stakeholders is the use of the concept of an 'Academic Plan', which focuses on the planning process. This includes eight elements, 1) Purposes, 2) Content, 3) Sequence, 4) Learners, 5) Instructional Processes, 6) Instructional Resources, 7.) Evaluation, 8) Adjustment. They highlight that the plan is done in the sociocultural context.

Higher education curriculum is highly influenced by the social, physical, economic and cultural environment. Stark's study in the USA found that 'staff beliefs' were the first part of what she called her 'contextual filter model. In the process of course planning, however, these assumptions are 'filtered through' and modestly affected by, various influences in the college context, (Stark, 2000, p430). She goes on to describe how context strongly influences what is incorporated into the curriculum, in particular in terms of the students characteristics. Her study identified nine key contextual filters that influence staff decisions.

1. Student characteristics
2. Student goals
3. External influences
4. Program goals
5. College goals
6. Pragmatic factors
7. Pedagogical literature
8. Advice available on campus
9. Facilities and opportunities

These different and other contextual filters can be divided into the International, National, Programmed/Discipline context and Social context which influence the curriculum planning process. The difficulty of understanding contextual influences is that they are constantly changing and are unique to the program, time, place and the persons involved. The context component of curriculum is the framework within which the design and development component exist and it is a differentiating or individualizing factor of complex which

produces specific characteristics of design or styles of development. Thus, it is the context of the design and the environment in which the design is developed.

- **International Context: The Global World**

The international context is ever changing. The concept of preparing students for a more complex changing world is the forefront for many programme teams. The University of Edinburgh has put together a very recent resource which highlights this changing world and how academic staff might respond to it. A recent comprehensive publication on ‘The shape of things to come: higher education global trends and emerging opportunities to 2020: Going Global 2012’ by the British Council (2012) highlights some of the key contextual challenges in international higher education. They summarize some of the key higher education opportunities for global engagement, in particular:

- International student mobility
- Size and growth of domestic education systems.

D’Andrea and Gosling (2010) summarize some of the international trends in higher education as: a diverse student profile; globalization; flexibility in modes of delivery; marketization; funding; accountability. In addition, the Bologna process is an example of a reform that has impacted on curricula in Europe and beyond. This view ties with our study as one of the aims of the BMD reform and New University Governance Policy was to render the teaching/learning programs of the university system in Cameroon professionalize so as to make graduates acquire skills and competences relevant to transit them into the job market. The learning has to be planned and guided to meet the needs of the learners, which in our case is the acquisition of the relevance skills and competences to make them suitable to the modern exigencies of the national and international job market.

- **National Context**

In general analytical terms, all the recent curriculum reforms in relation to the labor market or the world of work in Cameroon can be seen to revolve around “professionalization” and along different paths and itineraries. The Cameroonian professionalization policy can be seen as a broader package covering all the programs, from new professional and direct development programs to traditionally-known professional,

vocational, business, market-friendly to the classical and other non-market-friendly programs. The package may well constitute related issues of skill development, entrepreneurial (creative), teaching and learning and credit systems. The reason for this generic classification is that they are all seen as strategies to adapt higher education to application. The objectives as stated by the Sectorial Policy Document (SPD, 2010) are that “All the programs are professionalized”. The idea is that even the driest (classical liberal) should be able to receive some professional components internally or externally from other disciplines to ease students’ placement into the world of work.

- **Social Context**

This refers to the society of which the educational system is part. It comprises a variety of interrelated factors, each of which in some way or the other contributes to the complex structures and functions which we call society and to the specific character of the educational system which serves it. These interrelated factors include; the geographical, historical, demographical, political, economic, social, intellectual and moral factors. These factors are inter related and operate in normative and sociological levels, (Holmes in Smith, 2000).

There are forces impelling curriculum to reflect the society as it really is and on the other hand there are equally strong pressures for curriculum to be built across the ideals of the society and even to become an instrument for the reconstruction of the society according to particular perceptions of the ideal (Smith, 2005). Due to the high unemployment situation in Cameroon today, universities are under pressure to professionalize training and to produce curricula oriented towards the labour market expectation. In the context of our study, university reforms of late in Cameroon notably the BMD CEMAC 2007 reform and the 2008 New University Governance Policy all laid emphasis on the revision and professionalization of university curricula, so as to enable graduates obtain training that permits to adapt to the exigencies of the job market and the national economy in general. Till date most universities in Cameroon have attempted to restructure and revise existing curricula to match the ‘One Student-One Job’ slogan. In our research case the University of Ngaoundere, departments of the various faculties constituted teams and attempted to restructure the teaching programs to match with the exigencies of the BMD reform and even still much is still to be done to render training more professionalized.

- **Program and Discipline Context**

Resources at School/Department and program level also influence the nature of the programmes, for example, the nature and number of staff teaching on the Programmes. In addition, many programme are strongly situated in the discipline and cognate discipline context. There is a 'growing recognition over the last decade of the importance of maintaining strong, yet permeable, disciplinary boundaries in higher education' (O'Neill & McNamara, 2015, p7). This is also advocated by some key writers in this area (Becher & Trowler, 2001; Neuman, 2001). However, there is also a cautionary view that the professions of today are not the professions of tomorrow and that programme teams also need to explore inter-disciplinary connections. As a way forward from this tension, Trowler suggest that the 'family resemblances concept allows us to adopt a view of disciplines which is not restrictive' (Trowler, 2013, p6).

### **Implication of the Curriculum Theory to the Study**

Professions of today are not the professions of tomorrow and that programs of learning need to explore inter-disciplinary connections. Trower (2013), suggests that the 'family resemblances concept allows us to adopt a view of disciplines which is not respective.

The theory is thus relevant to the professionalization of university education where the objectives and aims are to develop specific skills, competences and knowledge so that graduates can become employed using the skills they have learnt in productive ways in the labour market or creating employment for themselves. It is in this light that we think the Faculty of Medicine of the University of Yaoundé I can meet the ever changing needs of the labour market and society by producing curricular that will lead to producing graduates who can easily transit to the world of work and maintain their employability while in the job market. The curricula of universities should possess packages of skills and competences in the learning programs as previewed by the BMD 2007 reform to enable graduates adapt to the needs national economy and employment market.

The competence base approach of professionalization places students at the center of learning and helps to prepare them for future professional insertion by transmitting competences (know-how knowledge and scientific knowledge). This new approach calls for multi-disciplinary learning of courses in the different departments of the faculty so as to

enable graduates adaptable and flexible in the job market. Successful Higher Education teaching supports the production of employable graduate. This can serve as a valuable starting point for enhancing professionalization skills in the curriculum thereby achieving graduate socio-professional insertion.

### **b. Human Capital Theory of Knowledge**

In the human capital theory, the underlying assumption is that there is a casual relationship between human capital and economic productivity. Furthermore individual productivity is assumed to increase as a result of educational achievements. Education is regarded as the most important part of the investment in human capital as it conveys competences, which increases the individual's economic potential and can be transformed into production. Human capital theory focuses on the productivity effects of education and the individual is view as production factor (Shullhman, 1999).

A central question, in the human capital hypothesis is what qualification the educational system imparts and how these are related to productivity. However there is little empirical evidence for exactly how or in what way education increases the individual productivity (which should be the individual's capacity to produce goods and services in an educational system) and vocational success (Wolf, 2002). Education is presumed to change the individual, increase his / her productive capacities and ensures that she/he can perform the same tasks with greater efficiency or be able to perform more complicated tasks and solve new problems. Education is assumed to make individuals more flexible and adaptive to novel circumstances and technical change. Furthermore, the knowledge acquired by students of the Faculty of Medicine of the University of Yaoundé I through their education increases the individual ability to find and absorb new knowledge, and convey their knowledge into the job market. However from the perspective of this study we are interested in what students can learn or knowledge, that increase their productive capacities in terms of acquisition of skills and competences in their programs of learning that will make them flexible to adapt to the exigencies of the employment market.

Education is viewed as an investment on productive workers and differences in individual income are a direct result solely of the individual investments in human capital. It is a materialistic perspective and the world is viewed as meritocracy where social structures and power relationships are subordinate. In this perspective, education is reduced to

preparation for labor market and the benefit of education is seen solely in economic terms (Brown, Bull, & Pendlebury, 1997).

The human capital perspective is concern with qualification and is characterized by a technological-functional perspective based on a rationalistic and instrumental view of education. Education is a means of conveying knowledge and increasing competence amongst the participants which, in turn leads to increased productivity and prosperity. A fundamental premise of human capital theory is that the demands in the world of work are constantly increasing on account of technological developments and organizational change. Education then serves as a way of accommodating these demands. Education is perceived to, in a relatively unproblematic way, convey knowledge to the participants through learning and this causal process can be steered by means of educational planning and evaluated by measuring educational effects. However when the technological-functional perspective is applied to the development of competence of employees in organizations, the focus is on specific rather than general qualifications and involves an adaptive perspective on qualification. Learning is perceived as a passive process where the object is supposed to solve specific problems according to prescribed procedures and research expected results (Ellstrom & Nilsson, 1998).

Every modern economy need highly train and competent human resources to innovate and deliver high-level added goods and services. Universities are recognized as central actors in human capital development but there is a growing international discourse on the role of higher education in social development (GUNI, 2008). Investments in higher education institutions (HEIs) are required to produce qualified graduates to meet the needs of the job market and national economy. The industries define the characteristics and skills requirements of its labor force which may or may not be matched by graduates produced by HEIs.

### **Implication of the Human Capital Theory to the Study**

Economic determinism and human capital theory have had a significant influence on educational policy and the higher education curriculum. There is still a predominant notion (amongst politicians and representatives from the world of work as well as from academics at different times) that higher education should primarily be viewed in economic terms and as a preparation for the world of work, where the educational system should adapt to the demands

from employers, and that the curriculum should be based on the potential economic impact and cost effectiveness (Morley, 2001).

All forms of education, which are not presumed to directly increase the productive capabilities of workers, are regarded as consumption. This explains why the recent reforms in our higher education, notably the BMD 2007 and 2008 New University Governance program are all aimed at professionalizing our university education so as to make graduates adequately equipped to meet the exigencies of the present dispensation of the job market and world of work. The partnerships between some departments of the Faculty of Medicine of the University of Yaoundé I and enterprises and corporations to enhance professionalization in their training programs are geared towards improving on the human capital knowledge acquisition which makes education to be seen as an investment in human capital. These graduates at the end of their training are embedded with skills and competences that make them the knowledge based workers needed for the 21<sup>st</sup> century.

### **3.8.3 Theories on training and formation**

Training and development can be referred to as obtaining or transferring knowledge, skills and abilities process needed to carry out a specific activity or functions. The benefits of training and development both for organization and individual are more strategic in nature and hence much wider. To meet the current and future challenges of organizations, training and development assume a wide range of learning actions, ranging from training of the individual for their present tasks and moreover, knowledge sharing to improve the organization horizon and customers service. Which focus on their career development and enrichment, thus expanding individual, group and organizational effectiveness (Niazi, 2011).

According to the dynamic developments of all work fields, the organization must develop their HR to strategic HR, because organizations cannot apply a strategic training plan unless they have a strategic human resource management system in place. In the strategic human resource management literature, strategic training is regarded as a vital way of raising employee efficiency (Richard et al., 2009). Human Resource Management is a way of connecting the human resource function with the strategic goals of the organization in order to raise productivity (Bratton, 2003). Although financial return from training is difficult to determine, it can be measured in some instances. However, the evaluation of training is carried out not only in money terms, but also in terms of people, work, and power. A



comprehensive assessment of training outcomes also involves assessing trainee reactions, its impact on the workplace, operating and financial outcomes, and its perceived usefulness in assisting people to carry out changes.

In addition to that, theories help us understand the real world by creating the relationships between the different aspects from the theorist's perspective (Dubin, 1976, p. 26). A theory can also be defined as a fundamental collection of statements, which has been subjected to regular testing on how the world functions. Many innovative, sophisticated, influential theoretical frameworks in the field of training have been developed since 1992. These more meaningful, subtle, comprehensive and focused theories have led considerable empirical study to be carried out in the field of training (Salas & Cannon-Bowers, 2001).

Training is defined as “a planned process to modify attitude, knowledge, skill or behaviour through learning experience to achieve effective performance in an activity or range of activities. Its aim in working situations is to develop the abilities of the individuals and to satisfy the current and future needs of the organization” (Wilson, 1999, p. 4). Beardwell and Holden (2001) stated that training is a planned process that is used to change knowledge, attitudes, skills and behaviour through the learning experience in order to achieve effective performance in a specific activity or range of activities. Its purpose, in the work context, is to develop the abilities of individuals and to satisfy the current and future needs of the organization. This particular definition links training and planning process with training as a planned operation that aims at modifying skills through the application of experience and education. Training is an ongoing planned process that replicates many of the stages involved in the task in order to achieve the intended benefit. Bratton and Gold (2007, p. 197) define Human Resource (HR) planning as ‘the process of systematically forecasting the future demand and supply for employees and deployment of their skills within the strategic objectives of the organization’.

According to Werner and DeSimone (2006, p. 10), HR planning helps companies predict how changes in their strategy will affect their HR needs. According to Armstrong (2000), strategic human resource management (SHRM) emphasizes longer-term issues of people and consequently long-term training strategies. SHRM should provide appropriate support mechanisms and address personal attitudes and motivation within organizations to ensure participation and support. However, organizations can also achieve immediate

improvements in performance by using short-term management approaches for effective training programs (Thomas, 2000).

As the strategic planning process contributes to the development of specific functional strategies needed to achieve business objectives, strategy formulation is important in the development of HR strategies needed to attract and retain the human capital required for gaining competitive advantage (Poole & Jenkins, 1996). Therefore, it is clear that strengths-weaknesses-opportunities-threats (SWOT) analysis will be an essential and important approach and a strategic tool, which enhance all organization activities including all HR activities.

### **3.8.3.1. The SWOT Analysis**

As defined by David (2007), the (SWOT) matrix is an important matching technique that enables management to develop strategic SO (strengths-opportunities), WO (weaknesses-opportunities), ST (strengths-threats), and WT (weaknesses-threats) solutions. Matching important external and internal factors is the most difficult aspect of creating a SWOT matrix and requires wise judgment. According to Pealow (2011), SWOT provides a systematic way of pinpointing strengths, weaknesses, opportunities and threats.

SWOT analysis is considered as a vital instrument for successful organizations, which nowadays depend less on analyzing an organization's external market position and more on a precise analysis of its skills, and capabilities, which competitors find it difficult to copy. In terms of a straightforward SWOT analysis, the resource-based approach stresses the strategic importance of exploiting internal strengths and neutralizing weaknesses (Barney, 1991). According to Bratton in 2003, strategic SWOT factors are vital to an organization future.

a. The Four Strategic Solutions Based on SWOT Matrix are:

- 1) The strengths and opportunities (SO) solution that focuses on internal strengths to take advantage of available opportunities in the organization.
- 2) The strengths and threats (ST) solution that examines internal strengths to reduce the effect of external threats.
- 3) The weaknesses and opportunities (WO) solution which focuses on opportunities to help deal with internal weaknesses.

4) The weaknesses and threats (WT) solution that minimizes weaknesses and avoids external threats, which negatively affect the organization progress (David, 2007).

Using these four SWOT solutions will give organizations a more obvious understanding of their situation and enable them to plan effectively. Given the external (threats and opportunities) and the internal environment (weaknesses and strengths), the information garnered from this analysis can be used to create a more effective strategic framework for the organization, department and team (Norton et al., 2008). Related to that, strategic human resource management represents a relatively new transformation in the HRM field. (Çalışkan, 2010). As it is known, organizations cannot apply a strategic training plan unless they have a strategic human resource management (Richard et al., 2009).

Additionally, as there are clear positive relationships between training and development strategies, the organizational performances, job satisfaction, competitive advantage and measured performances are the important levers to attain individuals' good performance. Performance guide was included as an important association in training in a number of studies (Aycan, 2003; House et al., 2004; Javidan, 2004). Training has its strategic positioning and it directly contributes for organizational business goals and objectives (Niazi, 2011).

### **3.8.3.2 Step-by-Step Strategies**

Bahlis and Tourville (2005) presented six different strategies that can enhance a training program's overall effectiveness during the front-end planning stage. The first three strategies focus on increasing the benefit and value of training programs, while the other three are concerned with lowering training costs.

#### **a. Strategy 1: Align Training with Mission Goals**

To determine the concrete benefits of training, clear connections between training and goals firstly need to be established. To establish these linkages something similar to a training needs analysis is required. It is necessary to identify the mission and objectives related to performance. The work required to accomplish these objectives as well as to determine the knowledge, skills, and attitudes (KSAs) needed to perform these functions effectively. This involves defining and prioritizing the organization's mission and the training unit's mission and performance objectives. Identifying the mission tasks needs to accomplish

comprehensive performance objectives, allocating tasks to different groups and jobs, determining the required functions, prioritizing the necessary KSAs, identifying knowledge and skill gaps, identifying execution procedures and problems and finally drawing up an action plan that prioritizes activities (Bahlis & Tourville, 2005). Therefore, a direct linkage between the organization's mission and its learning culture benefits both the organizations and individuals with highlighting the positive associations of learning, development, motivation and organizational performance (Niazi, 2011).

#### **b. Strategy 2: Improve Employee's Performance**

Training transferring ultimately aims at employee's performance improvements through learning and taking action on that learning (Weldy, 2009), so when a performance gap occurs, the typical and easiest solution in the majority of organizations is training. However, if the gap is not caused by a lack of skill or knowledge, training is not necessary. To achieve the desired performance levels and carry out the actions recommended for maximizing return on investment (ROI) on training, it is necessary to collect and analyze information to find out the reason of the problem. It is also important and necessary to identify realistic solutions to fill the performance gap, to identify those implementation problems, to calculate the direct costs and benefits of possible solutions, to prioritize recommendations and draw up an action plan for the future.

#### **c. Strategy 3: Reduce Time to Competency**

The final objective of training programs should be to develop KSAs in order to fix a performance problem and to achieve training unit and organizational objectives. The following steps will help to determine the benefit of reducing time to competency, the feasibility of using alternative delivery systems and to choose the delivery option with the greatest impact:

- To identify future gains and list out the possible measurable benefits of reducing time to competency.
- To calculate the potential benefits by calculating the expected minimum and maximum benefits per employee per day due to cutting time to competency.
- To assemble information, particularly related to used curricula, target audience, and environmental factors in order to determine the most effective delivery options.

- To identify realistic delivery options by analyzing the collected information to find out how effectively the options meet organizational, learning, and learner requirements.
- To estimate the time taken to accomplish the competency solution and estimate the required time to draw up, develop and deliver the training program for each possible delivery option.
- To calculate the possible benefits to demonstrate the advantages of cutting time to competency, which are captured by converting time saved into monetary value in relation to organizational expenditure.
- To calculate and to compare the cost of realistic options, with the net benefit of each delivery option being found by subtracting expected cost from potential benefit.
- To draw up recommendations and make a comparison of the cost and benefit of realistic delivery options to obtain an exact and an accurate picture of the most effective alternative (Bahlis & Tourville, 2005).

To conclude, the acquisition of knowledge, skills, behaviours, and attitudes through training has little value if the learned characteristics are not generalized to the job and not maintained over time (Yamhill & McLean, 2001).

#### **d. Strategy 4: Choose the Correct Combination of Delivery Options**

The following step-by-step selection process gives an important insight into which specific factors should be given the highest priority and ways of gathering the information required to deal with the final recommended solution. It involves;

- Identifying delivery options currently used by the training department and organization.
- Gathering information on training content, target audience and environmental factors to select possible delivery options
- Dividing training programs into modules
- Identifying potential delivery options
- Making a comparison of the cost of realistic delivery options
- Considering a mixed delivery strategy
- Identifying possible implementation problems and
- Drawing up recommendations.

#### **e. Strategy 5: Consider Internal Versus External Options**

This strategy is worth considering, as at certain times and under certain conditions, external training consultants can be more (cost) effective than internal training personnel. When considering the advantages and disadvantages of each training option, it is necessary to define requirements, assess the experience and skills of internal training staff, assess available material, calculate possible benefits, determine time to achieve competency, calculate potential benefits, make a comparison of costs and draw up recommendations (Bahlis & Tourville, 2005).

#### **f. Strategy 6: Duplicate Effective Training Programs and Identify Issues**

This strategy for selecting effective training programs and determining the cost and the needed resources involves comparing different training programs in order to find out what has worked and why, identifying and resolving problems and reducing duplication to a minimum. To duplicate effective training programs and to detect problem areas, organizations need to roll-up training program information, allocate privileges to show who has official access to which information, grade and evaluate the information, draw up a priority list of recommendations and design an action plan to compare levels of effectiveness (Bahlis & Tourville, 2005).

So, we can say if training is to increase organizational effectiveness, it must be of strategic importance to the organization, it must be effectively designed and delivered, and it must be transferred to the job. Transferring of training is thought to be the primary leverage point by which training influences organizational-level outcomes (Kozlowski et al., 2000).

These step-by-step strategies and methodologies provide an opportunity for those in charge of training to follow a training strategy and to increase efficiency and reduce costs as well as provide performance-based measurements. Increased performance is one of the most important reasons for conducting training programs. These strategies also facilitate the monitoring of progress during the implementation phase of the training process, the achievement of desired outcomes and the avoidance of random training programs and their negative consequences.

### **3.8.3.3. Training theories**

#### **a. Scenistic Methods**

Much progress has been made in training and development methodologies, some of which has occurred in the area of scenistic methods, a set of approaches or processes focusing on situations, events, case-studies, and narratives that furnish a specific setting for performance issues, needs, deficiencies and scripted actions for particular situations (Paul, 2010).

However, due to the social participation and consolidation practice involved and given factors of cost and effectiveness, the scenistic methodology would be more appropriate for team training rather than for individual instruction. The theoretical and conceptual foundation of scenistic methodology includes situated learning/cognition, constructivism, experiential learning, transformative learning theory, and action theory.

- **Situated Learning or Cognition**

Situated learning is one of the most important features of the scenistic method. Theoretically, the materials we create or use, such as cases, basically situate the trainee in his/her operational context. This material is the starting point of the methodology and is followed by the identification of issues and problems, where the trainee is, to a certain extent, familiar with and involved in a specific context. According to Anderson et al. (1996), situated learning is based on situations in which trainees are involved on a regular basis. The situational skills that trainees receive are supposed to be used in similar situations. Training activities are shared and are, to some extent, actively created in cooperation with other trainees working together to identify and resolve issues.

- **Constructivism and Experiential Learning Theory**

A constructivist learning perspective implies that knowledge and skills can be improved in different ways without necessarily any one ideal solution (Jonassen, 1991). Constructivism is well suited to the situated and scenistic methods as it stresses comprehensible real-world functions in organizational environments. In skills moulding in a specific environment, the various aspects of performance need to be defined, demonstrated, and comprehended (Jonassen, 1994). This will enable people and groups to pinpoint gaps and deficiencies in performance in a specific skill area. This type of dynamic social participation should also accelerate the learning process. The multidisciplinary theory of experiential

learning is, to a great extent, based on constructivism and uses psychology, philosophy, sociology, anthropology, and cognitive sciences to gain a greater insight into the learning process (Carver, 1996).

- **Transformative Learning Theory**

Transformative learning in combination with scientific methods enables and encourages trainees to participate actively in shaping the content and application of learning activities, and many will accept possibility of being empowered and actively involved in decision making. Personal job satisfaction and commitment are also crucial aspects of this type of empowered learning (Devanna, 1986; Bryman et al., 1996). Marcinelli (1997), analyzing employee creativity and discovering the possibility of making decisions and risks that affect motivation and productivity in a positive way. Transformative and experiential learning is concerned with using discretion, delegation, and participation in decision-making processes.

- **Action Theory**

As described by Michael Frese (2007), action theory attempts to explain how learning is regulated and how people can change their behaviour to dynamically meet objectives in normal and/or unusual situations. Situated and scientific learning methods involve novel situations and require trainees to be creative to some extent. Contrary to many cognitive and information processing theories, action theory is linked to behaviour and specific working contexts and outcomes. It is also concerned with the processes involved in the interaction between environmental inputs and behaviour in the one hand and how cognition regulates behaviour and performance on the other hand (Paul, 2010).

According to Salisbury (2008), action theory is a systematic tool for understanding how knowledge of cognitive processes in a performance situation is regulated by using the focus, sequence, action structure components (Frese, 2007) and the foundations of the theory that interact dynamically. The action structure is the most important component in relation to scientific processes. Through sensitivity to the complexity of the learning process, instructors can manage learner expectations to reduce information overload. After trainees feel more comfortable with the scientific model, they often try to apply it to other problems in the workplace (Paul, 2010).



## **b. Human Capital Theory**

Human capital theories have developed rapidly since Mincer (1958, 1962), Schultz (1960, 1961), Becker (1962) and Ben-Porath (1967), laid their foundations. Since training is regarded as an investment, it involves costs and benefits, which can be assessed by using financial criteria such as present value and the internal rate of return. Initially, Becker (1962) studied the impact on wage levels of two types of human capital operating in a perfectly competitive labour market that had no imperfections or distortions. One type of human capital can be transferred to other organizations, which encourages employees to cover the costs and to obtain all the benefits of training. The second type of human capital is regarded as specific to a company and cannot be transferred to other companies, which incentivizes employers and employees to share the costs and benefits of training (Becker, 1962).

Human capital theory is based on neo-classical theories of labour markets, education and economic growth. It takes for granted that employees are productive resources and attempts to find out whether highly trained staffs are more productive than other personnel (Simon, 2008). According to Garcia (2005), as employees do not obtain considerable pay increases due to increased productivity after attending specific training sessions, they will not be motivated to finance their own training requirements. On the other hand, companies will be keen to cover these training costs, as they will obtain almost all the returns from the enhanced productivity produced by the new skills generated (Garcia, 2005, p. 1693-1694).

- **Return on Training Investment for Employer-Empirical Evidence**

In the United States, Bishop (1994), after studying information on 2594 companies, found that there was a marginal rate of return on the initial 3 months of training from the 2-year increase in employee productivity. After 100 hours of training, productivity increased between 11% and 38%. Bartel (2000) also found that training courses in 495 companies increased productivity by approximately 18% over 3 years.

Ballot et al. (2006) found that training increased value added per worker in France by 17.3% and in Sweden by 7.3%. In the United Kingdom, based on British industry data for 1983–1996, Dearden et al. (2006) discovered that a 1% rise in workrelated training increased added value per hour by roughly 0.6% and hourly wages by approximately 0.3%.

## **c. Summary of Theories**

Based on above, training theories, particularly those since 1992 have made a significant contribution to understanding the training process. The scientific method is considered as one of the most important contributors to improving the value and effectiveness of corporate training, and it represents an alternative to team training and has had a major impact on the workplace.

According to training theories, it is necessary to choose the type of training model that is most fit and most appropriate to the nature of the work being carried out. Training model has implications for other branches like Situated learning or cognition. It attempts to determine the appropriate training processes according to the nature of the trainee's work and also looks at the training process, the type of skills to be provided, and ensures that team work is encouraged among trainees.

The appropriateness of trainees in relation to the training process is important as well as their contribution to training effectiveness. This depends on their creativity and their ability to enhance their role in decision-making and delegation, which is improved by transformative learning theory. In general, action theory has helped to regulate the behaviour of individuals and to achieve training objectives.

Theories and literature relating to human resources and human resource management emphasize the importance of human capital in organizations. According to human capital theory, human capital is the most important form of capital in organizations and can be enhanced through training. Human capital theory is concerned with the return on training investment, and there is much evidence from various countries to show that an increase in training reflects positively on performance.

#### **3.8.3.4. Types of training**

##### **a. On-The-Job and Off-The-Job Training**

On-the-job training (OJT) is carried out in the workplace during the working day; off-the-job training (OFJT) is carried out off-site and off-line. OFJT is the most common form of training. It accounts for three to six times more expenditures than that spent on OJT (Rothwell & Kazanas, 2004).

Unplanned OJT often merely helps to shorten the breaking-in period that follows new employee hiring, transfer, or promotion. Unplanned OFJT can involve in-service training where staff “huddle” down with their supervisors or colleagues to deal with common problems. Planned OFJT, like planned OJT, is carefully designed to utilize the time spent away from the job to a maximum. This type of training is suitable when a large number of employees have a similar training requirement (Rothwell, 2005).

- **On-The-Job Training**

On-the-job training is planned, structured, and mostly carried out at the trainee’s workplace. It is sometimes carried out in a special on-site training area. In on-the-job training, managers, supervisors, trainers and colleagues spend a large amount of time with trainees to teach previously determined skill sets. It can also involve training that has no significant impact on productivity (Holden, 2001). In on-the-job training (OJT), the work itself becomes an integral part of the training provided (Bas, 1989; Tews & Tracet, 2008). 70% of Chinese managers receive on-the-job training as compared with 55% in North America, 45% in Great Britain and 21% in France (Cegos Group, 2011, 2012).

According to HR consultants SMR Tech Group, in Asian countries such as Malaysia, 70% of instruction is conducted in the workplace, which indicates a shift to more flexible, inexpensive, and high value training provision methods (Cegos Group, 2011, 2012). Petrescu and Simmons (2004) report that, the on-the-job training has a considerable impact on job satisfaction, employee motivation and commitment.

- **Off-The-Job Training**

Off-the-job training can involve group discussions, one-to-one tutorials, lectures, reading, training courses and workshops (Kempton, 1995). According to Kempton (1995), this type of training enables trainees to learn and apply new skills and knowledge in a safe working context.

Not all performance problems can be solved by training that should not be a substitute for motivation, the right tools or equipment, and the right supervision. Training needs to be provided when employees lack the skills or information to work productively when the right resources exist to draw up, impart, and follow up the training and when training resolves performance problems. It is worthwhile providing off-the-job training when a large number of staff have a similar training requirement and when there are adequate skills and resources

for the design and provision of training (Rothwell, 2005). Planned OJT is appropriate when the criteria above are complied with and when it is possible to minimize work distractions, when training at work will not represent a threat to health, safety, or productivity and when there are benefits to be obtained from training in real time.

## **b. Training delivery methods**

- **Team Training**

Through team training, people are trained to problem-solve more effectively in groups, where observation and feedback are required during the training process (Rasmussen, 1982; Forbush & Morgan, 2004). Team training is often used in the industrial sector, government, and the army (Tannenbaum & Yukl, 1992). Specific team training strategies have been developed such as cross-training, coordination training (Prince & Salas, 1993), leadership training (Tannenbaum et al., 1998), self-correction (Smith-Jentsch et al., 1998), and distributed team training (Dwyer et al., 1999). Evidence shows that team training functions well when it is theoretically driven. It concentrates on the necessary skills, and gives trainees realistic opportunities for feedback (Salas & Cannon-Bowers, 2001).

- **Mentoring**

Training can also be delivered through mentoring. Mentors possess specific knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, defining objectives and planning (Hartenian, 2003).

- **Simulation**

This is a popular way of delivering training and is commonly used by businesses, educational establishments, and military (Jacobs & Dempsey 1993). Many simulators and virtual environments are able to mimic terrain, equipment breakdowns, and movement, as well as vibratory and visual cues (Salas & Cannon-Bowers, 2001).

- **Seminars**

These bring trainees together in small groups for regular meetings, which focus on a specific topic, with trainees being expected to get actively involved (Webster's dictionary, 1992). Seminars help staff to become more familiar with their job functions and more

actively involved in them. They also enable them to handle problems that arise on a regular basis (Holladay & Quinones, 2003).

- **Field Trips and Tours**

These give staff the opportunity to experience situations away from the workplace and to obtain practical information about their job functions (Kaushik, 1996). Few organizations use field trips as a component of training due to logistical limitations, shortage of appropriate training materials, and unfamiliarity with the outdoors as a suitable training environment (Mirka, 1970; Fido & Gayford, 1982). However, they can be useful for increasing motivation, performance and skills. They can help employees to get a more obvious understanding of job requirements (Kaushik, 1996).

- **E-Learning**

This refers to the use of information technology to enhance and support education and learning processes and provides a variety of learning strategies and applications to exchange information and acquire skills (Candice, Sandra & John, 1998; Sife, Lwonga & Sanga, 2007). Practical e-learning enables people to access to computer and internet to access e-learning programs, course material, academic and non academic staff and to obtain high quality information and qualifications at an appropriate time and place (Safavi, 2008).

The appearance of e-learning at the beginning of the 21st century has encouraged HR departments to provide very specific learning that effectively and directly benefits learners. Through access to training from their computers, trainees can also adapt training to their daily lives (Cegos Group, 2011, 2012).

E-learning is normally less expensive than other kinds of training. It is self-paced, the content is consistent, it can be used anywhere in any time, it is easy to update, manage and control for large numbers of people, and can assist organizations in enhancing performance (Cantoni, Cellario & Ports, 2004).

In relation to the E-learning there are many academic and corporate training institutions around the world currently employ learning management systems (LMS) to enhance existing training methodologies with the introduction of virtual and mobile learning environments (Gaurav Kumar & Anu Suneja, 2011). LMS involve a complex combination of

participant administration, lessons, courses, curriculum and file management, certifications and report builders, recovery solutions, exams, quiz and assignment design, evaluation, communication tools, progress monitoring and reports, authentication and enrollment methodologies, extension modules, payment integration, social network tools, and email notification systems (Gaurav Kumar & Anu Suneja, 2011).

According to the 2009 American Society for Training and Development (ASTD), 91% of those surveyed learning management systems in their companies. There is considerable expansion in e-learning which is expected to continue in the foreseeable future. Studies carried out by Ambient Insight show that e-learning represented spending of \$27.1 billion in 2009, which was expected to double by 2014 (ASTD/i4CP, 2009). Spending on e-learning technology was devoted to packaged content, custom content development, training platforms and tool hosting, authoring software and tools, and installation of training platforms (The Worldwide Market, 2010).

Although the range of technologies available has widened, the majority of training continues to be instructor-led and based in the classroom. However, organizations plan to increase the amount of training delivered via virtual classrooms, self-paced e-learning, simulations and new collaborative training systems. ASTD and i4CP have reported that 38% of companies have expanded their use of e-learning and virtual provision and almost 60% expect to increase the proportion of e-learning in their training provision (ASTD/i4CP, 2009).

### **3.8.4 Employee skills**

This part focuses on the two main themes of this research, employee skills and management skills. It introduces the main facts and ideas that are relevant to this research and are the source of inspiration and information. From each theme, general information and two different frameworks are presented in order to add understanding about the themes of the research. Frameworks presented in the literature review are the basis of the employee and management skills focused on in the research.

There is a conception, which suggests that within a company, managers should have all the needed skills for the company to perform well and their responsibility is to use their skills to make the company successful and to guide employees in performing well in their duties. This idea, which highly emphasizes the role of managers and disparages the role of employees, was dominant until late 1990's. From 1970's onwards, the role of employees has

been seen more and more important and valuable to organizations. This has led to the idea, which suggests that management happens not by one man's actions as a leader but by interaction between people within a company. Therefore, employees need to be open-minded towards communication from their managers and respect the direction they are striving towards while clearly communicating their opinions as well. This way the best possible management is created. (Puusa et al. 2012.)

As employees play a huge role in a company's overall performance, they need to possess certain skills in order to produce the best possible results in their own duties. Consequently, as mentioned by Puusa et al. (2012), nowadays employees are thought to be the most valuable asset of a company, also referred to as immaterial capital. The idea of employees being the most valuable immaterial capital has led to ever increasing and diverse discussion about employee skills. As managers have realized the importance of having valuable employees, new frameworks on the topic have been created and the topic has been researched more. Nowadays there is so much information available about the subject, that no manager can either ignore the topic or avoid focusing on it. It is also suggested by Carnevale et al. that there is a clear link between employee skills and the competitive cycle of a new strategy, technology, product or service within a company. If the cycle of a process runs smoothly and quickly, it can bring competitive advantage to a company. On the contrary, if the competitive cycle is gone through slowly, it shows employers that employees do not have all the needed skills in order for the cycle to run quickly. This can cause delays and loss of market opportunities. Therefore, it is crucial for a company's level of performance that employee skills are up to date. Employee skills affect all stages of the cycle and therefore good level of skills can lead to shorter production times, better products and higher quality. (Carnevale et al. 1990.)

There are certain skills that employees should have regardless of workplace or duties. These skills are thought to be essential for employees to perform in the best possible way at work. Still, Matsumoto et al. (2005) suggest that all employees do not have to and sometimes are not able to possess all the employee skills as long as the team is balanced in terms of needed skills. Colleagues' performance and skills also have an effect on an employees' personal performance since the team is only as strong as its weakest link.

### **3.8.4.1 The changing nature of employee skills**

Because of new technology and other changing features of the 21st century world, employee skills also need to keep up alongside the changes to stay updated and sufficient. This leads to the inevitable fact that employees need to be able to understand and obtain new different kinds of skills. Since basic skills like reading and writing are not nearly sufficient enough anymore, skills like problem solving, motivation and creative thinking are nowadays not only valued and aimed towards but also seen as essential employee skills. Because of the decentralization of organizations caused by technological changes, hierarchy within companies has flattened a lot in the last few years. This change in hierarchy leads to more responsibilities and autonomy for individual employees and working teams, requiring them to possess a new scale of skills such as self-management skills, leadership skills and higher organizational and team-work skills. (Carnevale et al. 1990.)

The importance of on-the-job-training as well as other forms of training has increased due to higher emphasis on employee skills. As employee training is a more profitable and reasonable choice than replacement of deficient employees, employers usually aim at creating good employees from the existing ones rather than replacing them. This in turn has led to the fact that employees are nowadays more responsible for their own career development and learning at work. Because employees constantly learn new skills at their workplace, they have more opportunities when it comes to different kinds of jobs. Therefore, employees move on to jobs that are more complex after they have learned more skills while working in one company. This has led to a culture where the relationship between a company and an employee is no longer valued as much as before but instead employees aim to develop their own careers by learning in each job and then moving on to the next one. For that reason, it can be said that the decentralized organizational model has led to increased individual opportunity. (Carnevale et al. 1990.)

Even though employers value good employee skills and seek for employees who have more than just the basic skills, Bishop (1987) claims (see Carnevale et al. 1990, 13) that they are still not rewarding employees based on their skills as much as on experience, education and other factors alike. Employees with a high level of employee skills and a wide set of them do not usually get any monetary appraisal whereas experienced and highly educated individuals are rewarded in this way. (Carnevale et al. 1990.)



The changing nature of the 21st century organizations inevitably leads to the questions: Should employee skills be valued and rewarded as much as experience or education? Or even more?

#### **3.8.4.2 Employee skills theories**

There are many different frameworks describing employee skills. In this research, two types of employee skills-frameworks are focused on. These two frameworks by Carnevale et al. (1990) and by Linjassa Oy (2013) were chosen because the other one is written in the 90's and the other one is from 2013, therefore an interesting comparison can be made between an older and a more recent framework. Additionally, these two frameworks have many similar characteristics even though they are not identical and they both fit to this research about employee skills. In addition, the other one by Carnevale et al. is written in English and is therefore more international than Linjassa Oy's framework which is in Finnish. Therefore, it is interesting to view both kinds of frameworks. Even if they have some similarities, there is a clear difference between these two approaches. The framework by Carnevale et al (1990) focuses on so-called employability skills, the varying skills an employee should possess even before chosen for a job. The other by Linjassa Oy (2013), instead, focuses on the attitude, motivation and development potential of employees, therefore valuing the characteristics of a person over preobtained skills.

#### **3.8.4.3 The Seven Skill Groups by Carnevale et al.**

A framework by Carnevale et al. (1990) suggests that employee skills can be divided into seven skill groups. The following skills are the ones employers pay attention to when hiring new employees. These skills are the ones employers wish to see in all hired employees even before they start working and therefore can be called "employability skills".

According to Carnevale et al. (1990), the most important skill employers want from employees is the ability to learn. "Learning to learn" is the skill that makes it possible for employees to learn other important skills. If employees have the ability to learn, it saves time and training costs and also makes them more adaptable to changes occurring within the company caused by changes in economy or other reasons.

Additionally, if the employee can handle the basic skills; reading, writing, and computation well, it again saves the company time and money. For example, even if an

employee knows how to write a report but does not manage the skill well enough, their work needs constant correction and re-doing, which of course is not either cost-effective or time-effective for the company. Since employees are said to be the most valuable asset for a company, these basic skills need to be handled well to obtain the maximum benefit an employee can give to an organization. Since this framework was created in 1990's, the role of these skills, especially computation, has changed. Even if the skill is seen differently in 2014, it is in fact nowadays even more important for employees than in 1990.

The third group of skills mentioned by Carnevale et al (1990) is communication skills including listening and oral communication. If employees' oral communication is weak, it makes understanding more difficult since they are not able to ask the right questions they need the answers to in order to understand better. It also increases the risk of misunderstandings among colleagues, which can easily lead to mistakes. The same goes with listening skills; if employees are not able to effectively listen and memorize information told to them, the likelihood of mistakes and time-consuming repetition grows. These skills are also vital when an organization is going through a change and new tasks or guidance is given to employees. Additionally, these communication skills are the key for an employee's personal development at work. When it comes to customer-service jobs, communication skills are the key to good results and customer satisfaction. Since in the business world nowadays the key element in customer service is actually selling a long relationship with the company instead of one item or service, communication skills of employees in these situations play a huge role.

Another important set of employee skills included in this framework is creative thinking and problem solving. They are the key to enhanced productivity. As Carnevale et al. state: "Problem-solving skills include the ability to recognize and define problems, invent and implement solutions, and track and evaluate results. Creative thinking requires the ability to understand problem-solving techniques but also to transcend logical and sequential thinking and make the leap to innovation." Therefore, it can be said that creative problem solving is the skill that strives a company towards its strategic goals even when circumstances and the surrounding economy change. Problem recognition, creative solutions and effective evaluation all stem from individual's creative thinking and problem solving skills, which employers highly value.

Personal management skills are also important for employees because they include factors like self-esteem, motivation, goal setting, employability and career development skills. These skills affect almost all actions taken in a workplace. Even if an employee would hold many other important employee skills, without personal management they could not be utilized as effectively as possible. Employees are not able to work up to their full potential if they do not have the skill of personal management and therefore it is crucial to develop it constantly.

Finally, as stated by Carnevale et al. (1990), negotiation and teamwork skills are crucial to employees. In the past few decades, the use of working teams has increased considerably. Productivity levels of companies have risen through team work and it has also been noticed that when a company is facing changes, team work is what keeps productivity up and also helps individual employees to adjust to changes via the support of their colleagues. Teamwork skills also enhance productivity in the sense that it allows employees to work together smoothly by decreasing the risk of disturbance caused by social friction. Negotiation skills, in turn, are the key to effective teamwork and thereby are linked with that skill. Negotiation skills are also linked to the problem solving process as they allow quicker decisions and keep the wheels turning

In addition to the frameworks that focus on employability skills, such as the ‘‘Seven Skill Groups’’ – framework, there are other kinds of approaches, which focus more on the development potential of employees rather than finding employees with complete set of wanted skills. Linjassa Oy (2013) presents one of these frameworks on their website [esimies.info](http://esimies.info). Even though the framework emphasizes the importance of the right mindset and attitude of employees, there are some similarities to the employability skills-based frameworks as well. Because employees in almost all work places need to learn new skills at some point, no matter how educated they are in the beginning, the willingness to learn and an eager mindset is important.

In other words, as stated by Linjassa Oy (2013), one way of looking at employee skills is defining what things employers can reasonably expect from employees when interacting with them. These things relate to skills that all employees in all workplaces and duties should develop; basic skills, attitude and self-understanding.

The first of these skills mentioned in the framework is interest towards the organization, its strategy and values. An employee should be familiar with and interested in the value-adding factors of the company. Additionally, employees should know what the future goals of the company are and what the strategies for reaching them are. (Linjassa Oy 2013.)

Another thing employers want from employees is the skill of understanding their own role within the company they are working in. They should have an understanding of how their duties and personal goals support company strategy and how they can develop their skills so that they will best support the company's strategic long-term objectives. The skill of lining personal career development aims and company aims is also crucial for a well-functioning work force. Career and to know whether their skills and abilities are in line and best utilized in the current company or whether they should consider other options. It is also important that employees know their own resources and limits and by monitoring them take care of their well-being at work. Motivation, which is crucial to good results and well-being, is also a part of personal management skills and should be monitored by employees themselves. These personal management skills are the ones giving employees the tools to give their best possible output at work while taking care of their own professional career and well-being and therefore are important and highly valued. (Linjassa Oy 2013.)

#### **3.8.4.4 Employee skills focused on in this research**

The employee skills focused on in this research were ones the commissioner of the research wanted to get information about, regarding her employees. She finds these skills most relevant for her employees to possess and know about. The skills researched are a combination of both framework types described earlier, including employability skills and general qualities. The skills studied in this research are professional qualifications, motivation, commitment, initiative taking, teamwork skills, interaction skills and mutual trust.

*Professional qualifications* are one of the most important parts of employee skills. Professional qualifications are the skills obtained by completing a degree or learned at work or are a combination of both factors. These skills are one of the prerequisites for high quality work output but are often not enough. (Keskinen 2005, 32.)

*Commitment* in workplace has been repeatedly researched and it has been noticed that commitment is a precondition for good quality of work. In addition, employees often illustrate commitment as motivation at work and the willingness to develop one's workplace and own work output. In other words, commitment is in connection not only to employee's motivation but also to initiative taking at work. These three skills are all linked together and therefore are all focused on in this research. (Keskinen 2005, 25.)

*Interaction skills* here will refer to a broad set of social skills needed on the workplace. These skills are needed especially when working in teams. Mohrman and Cohen (1995) state (see Morgeson et al. 2005, 585) that social skills include for example the following factors: the ability to communicate with others, listen to others and influence others. Affective teamwork requires good interaction skills from employees and is strongly linked to them. Therefore, teamwork skills are another area of focus in this research.

*Mutual trust* between management and an employee is a valuable asset to a company as it plays a huge role in a company's culture and atmosphere (Fain 2013).

#### **3.8.4.5 Management skills**

When it comes to management, in this research the focus is on middle managers. As Kotler et al. (2009) mention, when talking about management in organizations, the traditional view on managers' duties is usually focused on planning, organizing, leading and controlling. This kind of view is linked with the hierarchical mindset, which usually results in separation of departments and strict protocols.

As Robbins and Coulter state, this kind of theory is also called the functions approach. Even if managers do not always perform these activities in this order, these four functions are a part of managers' work in one way or another. Still, it is argued by some researchers that this kind of approach is not relevant. (Robbins and Coulter 2012.)

Modern management differs from the traditional assumption. Due to the massive changes in the business world, which include amongst others globalization of business, increase in information and communication technologies, management has begun to focus more on the importance of networks, teams, collaboration and integration processes rather than defined roles, protocols and hierarchies. Unlike in the old approach, where employees

were seen as servants of the company, employees are seen as valuable assets for the organization. (Kotler et al. 2009)

Even if management is the cornerstone of a company's effectiveness, organizational objectives can only be reached through the efforts of coordinated employees. Therefore, effective human resource management is crucial. Consequently, there is a great responsibility of managers to choose the right management styles, which are best suitable for the organization. Even if the management and employees would agree on ways of conducting, the actual implementation can cause dissatisfaction among employees if the manner in which it is done is not carefully considered. The aim is to be able to create a working environment that motivates and allows employees to work effectively and willingly. In regards to this, management styles, processes and implementation of ways of conducting and changes play a significant role. (Mullins 2007.) As Kotler et al. (2009) state, management today is highly demanding. Another demanding task is to coordinate all entities under different managers within an organization. Therefore, managers are required to have specific skills in order to create effective management.

#### **a) Importance of management skills**

Drucker illustrates how management is a system that includes multiple different elements, which are all connected to each other. Management also affects many areas of business operations, like organizational results and social impacts, as seen in the figure. In this research, the focus is on the element of managerial skills. As the figure above illustrates, managerial skills are an essential part of the big picture and success of a company. According to Drucker (2011) there are three kinds of components within the element of management.

- Specific skills managers must acquire to be effective as leaders
- Particular tasks that managers must perform to lead their organizations to effectiveness
- Personal skills and practices that make individuals effective both in life and in managerial practice.

All of these components play an equally important role when creating effective management but in this research, the focus is on the component of managerial skills.

As Huselid (2014) states, management practices also have an influence on employee skills and motivation. First, recruiting decisions define what kind of skills the selected employees have. Second, management is largely responsible for employee development, so providing coaching, mentoring, skills training and so on can enhance the quality of employee skills within a company. Motivation is the factor that brings out the best in employees and therefore managers need to motivate their subordinates by encouraging them, appraising performance and by other activities to best utilize employee skills for the success of an organization. Further, even if employees are highly skilled and motivated, they need to be allowed to develop how their jobs are done. Managers need to encourage employee participation in improving their jobs so that they can fully utilize all their skills and abilities and not create structured, programmed inflexible jobs. (Huselid, 2014.)

### **b) Management skills theories**

There are many frameworks defining managerial skills. As an illustration, the ones that affected this research and were a source of inspiration are described below. They represent different kinds of approaches to management skills. There are similarities between these two frameworks and the list of managerial skills included in them. However, the first one by Drucker (2011) focuses more on specific and technical skills, whereas McNamara's (2010) deals with more general topics and ways of managerial thinking. The commissioner of this research found both specific and general skills important and therefore this thesis includes elements from both frameworks.

### **c) Managerial Skills by Peter Drucker**

According to Drucker, management is specific work and therefore managers need to possess certain specific skills. The most important skills Drucker mentions are effective decision making, making successful people-decisions, communication within and without the organization, the proper use of controls and measurements, skill in budgeting and in planning work and skill in using modern tools and concepts of information technology. He also suggests that all managers are usually not able to master all the mentioned skills, or do they need to. Nevertheless, all managers should be aware of all these skills and understand what they are and what they require from the manager. (Drucker 2011, 293.)

Firstly, making effective decisions is one of the most important tasks of a manager, because they are the only ones responsible for making important decisions within an

organization, although it is not their only responsibility. Good managers only make decisions that need to be made, the ones that make a difference. There is no need for decision-making if there are no existing problems. The most important and difficult part of effective decision-making is defining the problem correctly. Good decision makers know how to do that and acknowledge the hazards of not taking enough time to make sure their decision concerns the right problem. In addition, good decision makers know that decision-making is a risky process, which is not finished until the decision is implemented effectively. Decisions are often commitments to actions concerning many people. Therefore, managers need to make sure their decisions fit their employees and the company they are working in. As the final responsibility of decisions within a company is usually on managers, effective decision-making is one of the most important basic skills a successful manager needs to have, whether the decisions are major ones or related to different viewpoints on everyday ways of working. (Drucker 2011, 295.)

Secondly, the skill of making successful people decisions is crucial. It includes decisions like hiring, assigning duties and tasks, promoting, firing, and so on. The reason this is so important is that without good people decisions, the other decisions made by managers will not be successful. This fact needs to be understood and taken seriously. Drucker (2011, 311) mentions five ground rules for making effective people decisions, inspired by the successful actions of General Marshall during World War II. The five ground rules are accepting responsibility for placement failures, removing people who do not perform, re-assigning people after removal, trying to make the right people decision for every single position and putting newcomers to clear established positions where help is available. An important part of this skill is also to estimate and control the people decisions. Drucker (2011, 315) suggests that this is done most effectively by writing down the expectations and wanted results regarding every people decision, communicating them to the employee and after a while comparing the actual performance to the expected one.

Thirdly, managerial communications is one of the essential skills mentioned by Drucker. Even if nowadays we have more ways of communication and research results about effective communication than ever before, it still seems to be a major problem in most companies. Even if the problem would not be the lack of communication, it is often the way it is done. As Drucker states: ‘If communication fits in with the aspirations, values, and purposes of the recipient, it is powerful. If it goes against them, it is likely not to be received



at all.” Therefore, managers need to estimate what is the best way of communicating in each case because individuals have different perceptions to information based on their experiences, expectations, values and so on. Additionally, when it comes to managerial communications, it needs to be kept in mind that communication is not from “me” to “you” but instead has to be seen as interaction within the concept of “us” in an organization. (Drucker, 2011, 317-320.)

The next managerial skill included in this framework is the proper use of controls and measurements. This includes not only control, that focus on future expectations and what ought to be but also controls, meaning measurements of the past and present. Control means the needed end of a measurement process, as controls are the means. Controls of any social institution generally have three defining characteristics. Firstly, controls cannot be neutral or objective. Instead, they are subjective and often biased because the event of measuring inevitably changes both the event measured and the observer. In a totally neutral and objective measurement-situation, like measuring a physical phenomenon, the controller is completely outside the event and does not change it nor does the situation change the observer. This is not possible when it comes to controlling in social institutions because of the nature of controlled targets. In addition, the fact that the controlled events are already chosen out for measurement indicates that they are important. When controlling events within and organization, managers need to be aware of this fact so that they are able to understand measurement processes and their results fully. Secondly, controls need to focus on results, which are obviously the cornerstone of an effective business. The third characteristic is that controls are needed for measurable as well as non-measurable events, which all institutions have. This being said, a successful manager knows the importance of both kinds of events and results and knows, if not perfectly how to, at least, the importance of balancing these results when drawing conclusions. (Drucker 2011, 321-323.)

The fifth skill in this framework is the skill of budgeting and planning. Skill in budgeting is essential for managers because almost every organization of any kind has some kind of budget that the manager needs to handle. A budget is not only a comprehensive financial document and guideline for the entire company, but it also serves to enable managers to keep their commitments and pull together plans and projects. (Drucker 2011, 330.) This feature connects the skill of budgeting to the skill of planning.

A very important part of budgeting is human resources. Financial budgets only include facts and figures but complete and successful budgeting also includes making decisions about which employee should be accountable for each expected result. (Drucker 2011, 335.) Therefore, the skill of budgeting is strongly related to the skill of making effective people-decisions as well as the skill of planning.

Lastly, Drucker (2011, 341) mentions the skill in using modern tools and concepts of information technology. This is, obviously, crucial to managers because they need tools and concepts to generate information. Managers generally need three types of information; what goes on inside the enterprise, across organizations and external information, which often is the source of organizational changes. Modern tools and concepts cause managers, and employees, to see the organization differently as they provide ways and information that the original ones did not. To be up-to-date and keep their company there as well, managers must have the needed skills to manage these tools and concepts especially when information technology is developing in a rapid speed.

#### **d) Management skills focused on in this research**

Eight management skills that are focused on in this study were appointed out. These skills are: intelligence, keeping up welfare at work, development of jobs, and controlling of own work. These skills are technical skills, organizational skills, problem solving skills, interaction skills, emotional the ones that are seen important for managers to possess and develop. In addition, employees should see these skills utilized in managerial work.

*Technical skills* refer to the knowhow of modern technologies and tools needed in managerial duties. As Drucker (2011) also mentions in his framework of managerial skills, the skills of mastering modern tools and concepts enables managers to stay efficient and provides information and new ways of conducting which keeps the company up-to-date. Additionally, if managers do not possess sufficient technical skills, how are they able to guide their subordinates to work efficiently? One of manager's roles is to set an example for employees and the authority of a manager is easily decreased if technical skills are not mastered well. It is crucial for managers to update their technical skills in a regular basis in order to guide employees successfully. This enables employees to do their jobs efficiently.

In this research, *organizational skills* as a part of management skills refer to the skill of managing yourself, as described earlier in the management skills framework by

McNamara (2010). It also includes managing subordinates, in other words making successful people decisions in Drucker's framework (2011). As mentioned before, without good people decisions, other managerial decisions will not be successful.

*Problem solving skill*, as mentioned McNamara's framework (2010), is an essential one because a large part of manager's job is related to solving problems, whether they are small or big ones. Managers are also the ones who hold the responsibility of solving problems within an organization and therefore they need to master the skill of problem solving.

*Interaction skills* in this research refer to the social skills of interacting with subordinates, other managers and customers. These include all three social skills mentioned by Riggio and Reichard (2008) in the article "The emotional and social intelligences of effective leadership: An emotional and social skill approach": social expressiveness, social sensitivity and social control. In other words, the abilities to communicate verbally, engage others in social interaction, listen to others, "read" social situations and tact in social situations. (Riggio and Reichard 2008.) Interaction skills are highly important for managers who are, as stated by McNamara (2010), "stuck in the middle" as they have to communicate both to subordinates and upper management.

Riggio and Reichard (2008) also mention three *emotional skills*: emotional expressiveness, emotional sensitivity and emotional control, meaning the ability to communicate non-verbally, receive and interpret nonverbal or emotional expressions of others and regulate nonverbal and emotional actions. All of these skills are included in the "emotional intelligence" –skill studied in this research and are considered important management skills by the commissioner of this research.

Keeping up welfare at a workplace is weighty and large concept that affects the quality of employees' work more than many other factors. According to Suomen Taloustutkimus (Turun Sanomat 2013) the three factors that most affect employees' welfare at work when it comes to office work, are a motivating job, relationships within the workplace and a good manager. Consequently, it can be said that a manager's role in creating welfare within an office is major. Therefore, a manager should master the skill of positively affecting the atmosphere of the workplace and hence keep up the welfare of employees.

## **Relevance of Theoretical Framework**

The research is built on the resource dependence theory of governance, stakeholder theory, human capital theory, curriculum theory and theories on training and formation. The Resource dependence theory of Pfeiffer&Salancik, (1978), assumes that the university depends on its environment for vital resources to better function. State Universities in Cameroon depend on the government for its funding and governance. Some of the obstacles to the implementation of the university governance program on the professionalization of university education are insufficient infrastructural, material, financial and human resources to accompany the process. Since the state is the sole resource provider in their environments, universities will have very little power to negotiate with external partners who can assist to provide the needed resources to accompany the professionalization process in university education; hence their dependency on state resources will be very high. Hence the need for divergent partnerships with organizations, industries and enterprises that can help reduce the over dependence on state resources. This therefore brings to light the stakeholder theory of (Freeman, 1987) which emphasizes on the role of the different stakeholders in the governance and professionalization process of higher education. This can make universities generate their own initiatives to better advance the professionalization process in university education. Thus this theory is of relevance to the study because policy makers should put in place governance policies that can permit universities act strategically in making active choices to manage their dependency on the part of their environment that control important resources so as to better enhance the professionalization of the teaching learning process.

The human capital theory seen from the perspective of (Suhman, 1996), who stresses that there exists a causal relationship between human capital and economic productivity. Individual productivity is assumed to increase as a result of educational achievements. Education is regarded as the most important part of the investment in human capital as it conveys skills and competences which increases the individual's economic potential and can be transformed into production. Human capital theory is part of the systematic theoretical context in which increase investment in human represent a trend in the development of society. Consequently, society should invest specifically in education that increases individual productivity and not in just any education in general. All forms of education, which are not presumed to directly increase the productive capabilities of workers, are regarded as consumption. This explains why the recent reforms in our higher education,

notably the BMD 2007 and 2008 New University Governance program are all aimed at professionalizing our university education so as to make graduates adequately equipped to meet the exigencies of the present dispensation of the job market and world of work. Thus, the relevance of this theory to the study cannot be overemphasized.

The curriculum theory in relation to this work is built on the ideals of (Smith, 2005), who hold that curriculum should be built across the ideals of the society and to serve as an instrument for the reconstruction of the society. This is further reinforced by (Diamond, 1998) who hold that curriculum should be conceived by taking into consideration the needs of the society in what he termed “Needs analysis” sufficiency of resources to succeed with a new program, a feedback from the stakeholders of the existing curricula building an educational philosophy on the rationale for the new program.

According to the review of literature related to the training and strategy, it is clear that the importance of developing training program in parallel with organization strategy to achieve the desired objective of training program, in addition to that training theories may help professional to adopt the right approach of training. In the same time, it is important to choose the right way of training delivery method related to the nature of work and organization objectives, in concluding it is important to note that successful organizations usually invest more in training than other organizations (Kraiger, 2003). There is sufficient evidence that training leads to both individual and organizational outcomes (Tharenou et al., 2007). Therefore, the attention of training field must give more focus not only because the training activities are so expensive but also because the effects of training are very important to organization and to the employee in the same time.

The skill of controlling manager’s own work in this research means that the manager knows exactly what are the managerial duties, completes them on time and systematically and works efficiently even under stress. This is considered important because often employees are not able to work as well as possible if their manager does not do the same. A manager who can control their own work is also able to control the work of others. As mentioned in McNamara’s Basic Skills in Management and Leadership (2010), management can sometimes feel overwhelming, especially for new managers and therefore features like recognizing your own signs of stress, learning to delegate and recognizing what’s important from what’s urgent are very important for managers to possess.

### 3.9 Governance

Since the 1980s, and in parallel with the public sector reforms (Bevir, 2009), governance has become a key concept across social sciences. A huge amount of articles, books, monographs and issues have been published referring to this concept (Benz, 2010; Bevir, 2009, 2011; Hale & Held, 2011; Levi-Faur, 2012; Pierre, 2000; Schuppert, 2005). However the concept of g

overnance is still very ambiguous and varies depending on the discipline, the approach, and the area taken into account.

It could be argued that governance is not a new concept, it being as old as human civilization<sup>4</sup>. The roots of governance can be found in the Greek word *kybernan*, which means to steer or to pilot a ship, but the concept was also used during the Roman Empire under the Latin word *gubernare*, meaning to direct, rule and guide. Obviously, its meaning has changed throughout the centuries and, nowadays, governance can be broadly understood as the interaction between governments, business stakeholders and non-profit organizations by which and policy decisions implementation are undertaken.

The concept of governance has received various definitions depending on authors and contexts. According to the Center for Good Governance of Affiliated Network of Social Accountability - a joint venture between the World Bank and the Human Sciences Research Council - “governance refers broadly to how power is exercised through a country’s economic, social, and political institutions to use the country's resources for socio-economic development. The process of governance encompasses the political, social and economic aspects of life, which have an impact on each individual, household, village, region or the nation. Governance involves:

(1) *the State*, which is responsible for creating a political, legal and economic environment conducive for building individual capabilities and encouraging private initiative;

(2) *the civil society*, which facilitates the mobilization of public opinion and people’s participation in economic, social and political activities, and

(3) *the market*, which is expected to create opportunities for people. Governance includes therefore the sum of procedures, actions, and entities available to citizens (in order to enable

them to conduct numerous operations, such as communicating their concerns, applying their rights, satisfying their duties, and arbitrating their disputes”.

The six Good Governance Principles and the United Nations Development Program (UNDP) Principles and related UNDP text on which they are based include the following:

1. Legitimacy and Voice; Participation – it is said that all men and women should have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their intention. Such a broad participation is built on freedom of association and speech, as well as capacities to participate constructively.

2. Direction; Strategic vision – most leaders and the public have a broad and long-term perspective on good governance and on human development, along with a sense of what is needed for such development. There is also an understanding of the historical, cultural and social complexities in which that perspective is grounded.

3. Performance; Responsiveness – institutions and processes try to serve all stakeholders. Effectiveness and efficiency – processes and institutions produce results that meet needs while making the best use of resources.

4. Accountability; Accountability – decision-makers in government, the private sector and civil society organizations are accountable to the public, as well as to institutional stakeholders. This accountability differs depending on the organizations and whether the decision is internal or external.

5. Transparency; Transparency – transparency is built on the free flow of information. Processes, institutions and information are directly accessible to those concerned with them, and enough information is provided to understand and monitor them.

6. Fairness; we have *Equity* – all men and women have opportunities to improve or maintain their well being; and *Rule of Law* – legal frameworks should be fair and enforced impartially, particularly, the laws on human rights.

## **Conclusion**

This Chapter has presented a good number of theories that will help one to better understand how the university governance policies operate on the professionalization of Higher Education in the Faculty of Medicine in the University of Yaoundé I. Some detail analysis of these theories showed the dependence theory Pfeiffer and stakeholder theory of Freeman best explain how the environment and the role of stakeholders can ameliorate university governance policies on the professionalization of HE education in the Faculty of Medicine in the University of Yaoundé I. On the other hand, the human capital theory of Shulhman and the curriculum theory of Smith and Diamond shows how the higher education should develop specific skills, competences and knowledge so that graduates can be employable using the skills they have learnt in productive ways in the labour market or creating employment for themselves. There is clear evidence that training leads to both individual and organizational outcomes (Tharenou et al., 2007). Therefore, the attention of training field must give more focus not only because the training activities are so expensive but also because the effects of training are very important to organization and to the employee in the same time. However, all these theories aim at improving governance policies on professionalization and this should impel universities to possess packages of skills and competences in the programs of learning as previewed in the 2007 BMD Reform.



## **PART TWO: METHODOLOGICAL FRAMEWORK OF THE RESEARCH**

## **CHAPTER 3: PREPARATION AND ORGANISATION OF THE RESEARCH**

## **Introduction**

According to Crotty (1998: 3), a research methodology can be defined as a strategy, a plan of action underlying the process of choices and of application of working techniques specifically called methods. According to Grawitz (1981), any scientific work has to involve the collection of useful data. For an objective to be obtained, some technical means need to be used. This chapter will describe the methods and procedures used by the researcher in the study as follows: the research design, the research area, the population and the population sampling, sampling techniques, instruments for data collection, validity and reliability of instruments, methods of administering instruments, data analysis techniques and recapitulative table. The hypothesis of the study will be clearly stated also. The researcher needs to prove, verify and advance an account of the techniques used in the research. According to Weiten (1989), it can be describe as a strategy or procedure that is used for the collection of empirical data. Ogolo (1995:38) looks at research methodology as a procedure to be followed in realizing goals and objectives of a research.

### **3.1 Research Design**

According to Luma, (1983), a research design is a plan of a research project, which provides guidelines and directs the researcher towards solving the research problem. The design used was the descriptive research design precisely the Survey Research Design (SRD). This study was conducted as a mixed method research design using quantitative and qualitative research. Quantitative research is one whose data is basically descriptive in nature. This means that the data to be obtained are ordinarily expressed in non-numerical terms while qualitative research is a type of research that is based on the methodological principles of positivism and neo-positivism and adheres to the standards of strict research design developed before the research begins Amin (2005). This was the most appropriate design for this study because it included questionnaires, principals as well as teachers' observations. This method equally provided stronger evidence that confirmed results and allowed the researcher to use the strength of one method to cancel the weaknesses inherent in the other method. In this way, the researcher can base knowledge claims on realistic grounds. According to Johnson and Christenson (2004), implementing mixed method research enables researchers to gather multiple data in a way that combines results to have complementing advantages and no overlapping disadvantages.

- **Population and population sampling**

Shaughnessy and Zechomeister (1985) define population of the study as "the set of all the cases of interest". The sample size consisted of 306 young graduates with a Bachelor's Degree at least from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I and 05 Administrative staffs. Amin (2005) further stipulates that "a population need not necessarily have the demography meaning that consists of people. It may be a complete collection of ail the objects or people, students, cars, animals, heads of households, plants, books, schools, companies etc in a particular investigation".

- **Target Population**

According to Nworgu (1991) the target population is all the members of a specified group to which the investigation relates. The target population is a population to which the researcher; ultimately wants to generalize the results Amin (2005:235). The target population of this study consists of young graduates with a Bachelor's Degree at least from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I with a targeted population of 310 young graduates and 05 Administrative staffs. It is to note that the Administration in question here will consisted of school staffs and employers in the job world.

**Table 4: The distribution of students' effectiveness according to Specialty/Option on Te grades of B.A, Master and Doctorate.**

	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>M1</b>	<b>M2</b>	<b>D</b>	<b>Total</b>
	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>	<b>T</b>
<b>Etudes Medicales</b>	130	133	163	262	380	115	<b>1183</b>
<b>Etudes Medico-Bucco-Dentaires</b>	75	101	25	46	79	32	<b>358</b>
<b>Etudes Pharmaceutiques</b>	26	29	28	47	79	21	<b>230</b>
<b>Specialization</b>	126	53	56	55	0	0	<b>290</b>
<b>TOTAL</b>	<b>357</b>	<b>316</b>	<b>272</b>	<b>410</b>	<b>538</b>	<b>168</b>	<b>2061</b>

*Source: Statistiques Annuaire, 2018*

- **Sample and Sampling Techniques**

A sample is a part of the population, which is studied so that the researcher can make generalization about the whole of the original population (Nworgu, 1991). Sampling according to Amin (2005) is the process of selecting elements from a population in such a way that the sample elements selected represent the population. According to Ary, Ickobs and Asghar (1979), sampling-involves taking a portion of the population, making observations on this smaller group and then generalizing the findings to the large population. The sample size consisted of 306 young graduates with a Bachelor's Degree at least from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I and 05 Administrative staffs. It is to note that the Administration in question here consisted of school staffs and employers in the job world.

The Faculty was selected because of its long existence, population as well as academy performance. And it is known to be more professionalized as compared to other Faculties in the same University of Yaoundé I. It was used whereby all the young graduates had an equal opportunity of being selected. Amin (2005) says a simple random sampling is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected. Mbua (2003) also states that the simple random sampling technique ensures that each member of the population investigated has a chance of being selected on its own merit rather than on some predetermined criteria, which may disfavour or favour him. The researcher equally used this technique in order to eliminate bias and to provide accurate answers, by providing a chance mechanism in which the respondents were randomly selected.

### **3.2 Some recalls and the hypothesis of the research**

Here, we shall recall some important notions of our research and, we will clearly state the hypothesis of the research.

- **The recall of the problem**

The global economy is in the midst of a series of demographic and economic shifts, leading to what has been called the "Human Age" (Manpower group, 2011). And too many young people are being left behind. Africa's youth population is not only growing rapidly, it is also getting better educated while unemployment is on the increase. This reflects the

apparently contradictory situation in which a low level of demand (for) co-exists with the highest participation rates (supply) of young people. As a result, one major interest that has attracted public debate in many countries all over the world has centred on the relationship between higher education and the world of work. There is a resurgence of manpower interests, underpinned by the deepening crisis in the human capital enterprise. Higher education is traditionally viewed as the seedbed of change or societal transformation in any nation. As a result, the central goal of higher education is to prepare the student for productive employment in their transition. Such employment can be paid or self-generated. This implies that there is a connection between schools and jobs, though the connection is not automatic. Umo (2001) posits that there is a missing link between education and employment. Various reasons for this development are worth mentioning. One of which is high enrolment in higher education and a mismatch between education and employment (Akinyemi, Ofem & Ikuenomore, 2012).

➤ **The recall of the main research question**

The research question in this study intends to provide a scientific direction for this investigation. In order to carry out this research, the following question has been asked: *How does the managerial system influence students' professional achievement of the Faculty of Medicine in the University of Yaoundé I?*

➤ **The recall of the secondary research questions**

However, in order to operationalize the main question, this study envisages a factor analysis of the main factor in relation to the theme. Thus, from this factor arise the following factors:

- Employer perception;
- Variation of perception;
- Creation of partnership;
- Professional internships;
- School of thought;
- Self-employment;
- Allocation of resources;
- Social governance policies on education;
- School curriculum;

- Pedagogy;
- Personnel / manpower;
- Infrastructure facilities.

Thus inventoried, the factors mentioned above obviously condition the main factor of the main question of this study. As a result, in order to ask the specific questions, we opt for the factor analysis method, which will make it possible to identify the relevant factors from the less relevant factors. This method will first select factors that are directly correlated, or much more related to the main factor mentioned above. Then, the factors considered relevant after analysis, will constitute the specific questions of the main question of this study.

According to Fraix and Reuchlin (2004), factorial analysis is the theoretical decomposition of a factor. Its purpose is to identify relevant factors and irrelevant factors. The operationalization of the main question will be carried out according to the analytical method of the Reuchlin factor analysis.

Analysing the correlation of the secondary factors with the main factor, the pertinent factors relevant to our research were as follows:

- Social governance policies on education;
- School curriculum;
- Pedagogy;
- Personnel / manpower;
- Infrastructure facilities;
- Professional internship, thus giving forth to the following secondary research questions of the study.

**RQ1** How does the social governance on education influence the managerial system on graduate's professional achievement in the Faculty of Medicine?

**RQ2** To what extent does employers and Higher Education Institution staff's perceptions concerning the skills and knowledge help new graduates to be employable?

**RQ3** How does the school curriculum justify graduates' employability?

**RQ4** How is the formal or informal managerial method used by employers to assess graduates' employability skills as part of their recruitment process?

**RQ5** How will a generated referential for formation and competence contributes to graduates' employability?

➤ **Recall of the main objective of the study**

The principal objective of this study is to investigate the effectiveness of social governance on students' professional achievement from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I.

➤ **Recall of the specific objectives of the study**

- 1) To investigate the extent in which social governance on education has influenced the managerial system on graduate's professional achievement in the Faculty of Medicine.
- 2) To explore the extent to which employers' and Higher Education Institution staff's perceptions concerning the skills and knowledge help new graduates to be employable from the Faculty of Medicine.
- 3) To examine the extent school curriculum determines graduates' employability from the Faculty of Medicine.
- 4) To analyze how the formal or informal managerial methods used by employers to access skills impact graduates' employability as part of their recruitment process from the Faculty of Medicine.
- 5) To generate a referential for formation and competence that can contribute to graduates' employability from the Faculty of Medicine.

Having stated the above objectives, it enabled the researcher to clearly bring out the hypotheses of the study.

➤ **Formulation of the general hypothesis of the research study**

A hypothesis, according to Barry (1998:34), "is a clear, specific proposition or explanation that can be tested to determine whether or not it is true". From the above the definition, the general hypothesis can be stated as: The managerial system has a significant influence on students' professional achievement of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I.



### 3.3 The operationalization of the general hypothesis of the research study

- **The variables of the general hypothesis**

- The Independent variable (IV) is the Social Governance.
- The Dependent variable (DV) is the Graduates' Employability.

Since the dependent variable (DV) is the effect observed by the researcher, therefore the cause will be the independent variable (IV). The independent variable (IV) remains stable in its modalities. The independent variable has indicators while the research questions on the other hand, has but factors.

- **The operationalization of the variables of the general hypothesis**

The factors of the main research question are:

- ✓ The social governance on education ;
- ✓ The employers' and Higher Education Institution staff's perception ;
- ✓ School curriculum/evaluation ;
- ✓ The formal or informal managerial methods to access ;
- ✓ A generated referential for formation and competence.

**Table 5: The operationalization of variables**

Factors	Indicators	Variables
<i>The social governance on education</i>	<p>-The policy of professionalization applied in your Faculty contributes to graduate employability;</p> <p>-The LMD system permits one man one job upon graduation;</p> <p>-The ethical values, good behaviour, respect, good manner among students help them to be easily employable;</p>	<p>Social governance permits professionalization, good ethical values and behaviour in and out of the campus and bring forth good leaderships.</p>

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-Scholarship programs provided by the government in terms of degree level, funding level, academic field and study period do guarantee employability;

-Project-based grants provided by the State to researchers to collaborate at the international level contribute on their employability;

-The leadership style that reigns among the Administration and the students can help you achieve your dream.

*The employers' and Higher Education Institution staff's perception*

-A dormant of character can't be employable;

-Practical communication is best to Oral communication;

-Ready to work anywhere can favours employability;

-Team work encourage graduates' employability;

-Adaption to ongoing development project even if not actual;

-Limitation of oneself on qualifications and not

onqualities;

*School  
curriculum/evaluation*

-Policy makers, employers, parents and students participate during curriculum planning;

-Curriculum is organised according to both the employers need and the students' aspirations;

-More practical work to theory work (ratio 70:30);

-Lecturers employed through academic competence and quality;

-Enough trained and specialised lecturers in each department;

-Spacious and modern lecturing halls and well-furnished library;

*The formal or informal  
managerial methods to  
access*

-Formal sector always needs a proof of a formal academic or professional training;

-Formal sector requires professional experience;

-Marital status or age limit contribute to graduate employability;

-Informal method is unskilled

and may require just anyone;

-Informal sector have little regard for academic or professional training;

-Recruitment require a 'God father' or 'God mother' support;

*A generated referential for formation and competence*

-Better quality and practical teachings adapted to the social needs and realities;

-Transparency in management and publication of information;

-Enough knowledge on business and social skills;

-Planning placement of young graduates' placement in companies;

-Good relationship between companies/enterprises and students

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➤ **Formulation of the research hypothesis**

Based on the different research questions, the following hypothesis of the research were brought to light. They are as follows:

**H1** The social governance on education has an impact on the managerial system on graduate's professional achievement in the Faculty of Medicine.

**H2** The employers' and Higher Education Institution staff's perceptions concerning the skills and knowledge help new graduates to be employable.

**H3** School curriculum determines graduates' employability.

**H4** The formal or informal managerial methods used by employers to assess skills have an impact on graduates' employability as part of their recruitment process.

**H5** A generated referential for formation and competence will contribute to graduates' employability.

### **3.4 The Instruments for data collection**

There are different types of instruments used by researchers in carrying out researches. These instruments include: interviews, checklists, questionnaires, observation guide. For the purpose of this work, the instruments to be used are questionnaire and interview.

- **Observation**

Observation is a method of data collection that employs vision as its main means of data collection. It is the process in which one or more persons examine what is happening in certain real life situations and then classify and record pertinent happenings according to some planned schemes, Amin (2004). Beach and Reinhartz (2001) believe that the main aim of observations is to collect pertinent data about any research findings. Since social governance and graduates' employability vary, they suggest that researchers follow five general guidelines when observing. Firstly, "focus on the behaviour" of the people under study. Secondly, it is to better understand observed instructional variables. These include on-task or off-task behaviour, lecturers' attitudes towards school activities, school climate, and lecturer-student interaction. Thirdly, refrain from disturbing the natural school environment. Fourthly, observers must take clear and accurate information about the observed issues and not rely on memory for recall. Using symbols and invented shorthand phrases helps facilitate note taking and minimizes writing during observations (Beach and Reinhartz, 2001). And fifthly, analyze the data collected during observations and by so doing, look for patterns, correlations, and inconsistencies in the participant's behaviors.

The development of any questionnaire and interview must be preceded by a clear and precise formulation of the problem and of the objectives of the study because otherwise the questionnaire would be descriptive and daunting (J.C Vilatte, 2007). Thus, the analysis of the results obtained from the questionnaire will be based on the detailed explanation of the latter by highlighting the factors that determine them. In addition, the themes are the independent variables of the research hypothesis. This instrument is qualitative and descriptive. The first independent variable of the hypothesis of the research is Theme 1 in the questionnaire. The second independent variable of the hypothesis of the research is Theme 2 in the questionnaire. The third independent variable of the hypothesis of the research is Theme 3 in the questionnaire. The fourth independent variable of the hypothesis of the research is Theme 4 in the questionnaire. And the fifth independent variable of the hypothesis of the research is Theme 5 in the questionnaire. The questionnaire ends with a Theme called the identification of the respondents.

- **The Questionnaire guide**

A questionnaire or a questionnaire guide is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a correspondent. It is composed of the independent variables of the research question. In this case, the independent variables will be renamed with Themes of the questionnaire. This is how the questionnaire of the researcher will look like.

- **The construction of the Questionnaire**

### **Table 6: Filling instruction**

**Please express your opinion in the following ways:**

**1-Yes; 2-No; 3-No response**

*The numbers placed next to the boxes correspond to the different response methods (yes; no; no response) and will be used for the computer entry of responses.*

### **Theme 1: Social Governance on education**

Choose either box **1-Yes; 2-No; 3-No response**

Answering modality	Answer
1.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
2.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
3.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
4.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
5.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
6.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

**Theme 2: Student's Quality: Skills, Knowledge and Characteristics**

Answering modality	Answer
7.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
8.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
9.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
10.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
11.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
12.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

**Theme 3: Link between Curriculum, infrastructure and manpower on students' employability**

Answering modality	Answer
13.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
14.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
15.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
16.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
17.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
18.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

**Theme 4: The formal and informal managerial methods used by employers**

Answering modality	Answer

19.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
20.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
21.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
22.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
23.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
24.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

**Theme 5: A training reference: Contextualization of curriculum, Stakeholders and Partnership**

Answering modality	Answer
25.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
26.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
27.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
28.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
29.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
30.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

**Theme 6: Identification of the respondent**

Items	Answering modality	Answer
31.Sex	You are of which sex?	Male <input type="checkbox"/> Female <input type="checkbox"/>
32.Age	You are of which age interval?	20-25 <input type="checkbox"/> , 26-30 <input type="checkbox"/> 31 and above <input type="checkbox"/>
33.Qualification	Your specialty in the faculty?	Etudes médicales <input type="checkbox"/> Etudes médico-bucco-dentaires <input type="checkbox"/> Etudes Pharmaceutiques <input type="checkbox"/>



		Spécialisation <input type="checkbox"/>
34. Matrimonial situation	What is your matrimonial status?	Married <input type="checkbox"/> , Single <input type="checkbox"/> Divorced <input type="checkbox"/> Widow(widower) <input type="checkbox"/>

The above instrument is composed of a guide. The guide also known as the questionnaire is made up of variables and six themes accompanied by a modality of response and responses. The sixth theme is the identification of the respondent. The answers are numbered from 1 to 6 using the scale of Likert. The numbers refers to the level of agreement running from Yes, No and No Response. The complete questionnaire itself will be in the annex.

### 3.5 The description of the questionnaire

The questionnaire is constructed from the indicators of the variables of the work. It is made up of three main parts: a preamble, the body of the questionnaire and a phrase of gratitude.

- **The preamble**

The preamble serves as an introductory statement of the questionnaire. It presents the researcher and encourages the respondent to feel at ease while answering the questions because all answers given will be confidential. Anonymity is guaranteed.

- **The body of the questionnaire**

The body of the questionnaire is composed of 34 items distributed into six parts. The first part is the Social governance on education and with six question are attached to it (from 1 to 6). The second part is linked to the Student's Quality: Skills, Knowledge and Characteristics and there are also six questions in this part (from 7 to 12). The third is the based on the link between Curriculum, infrastructure and manpower on students' employability. Six questions are in this part (from 13 to 18). The fourth is based on the formal and informal managerial methods used by employers and are made up of six questions

(from 19 to 24). The fifth is a training reference: Contextualization of curriculum, Stakeholders and Partnership and is composed of six questions also (from 25 to 30). The sixth theme is the identification of the respondents and is made up of four questions (from 31 to 34). Questions here are linked to it are Sex, age, level of education, etc.

- **The interview guide**

Qualitative interviews are sometimes called intensive or in-depth interviews and are considered semi-structured because the researcher has a particular topic for the respondents. But questions are open-ended and may not be asked in the exact same way or order to each respondent. The primary goal here is to hear what respondents think is important about the topic at hand and to hear it in their own words.

The interview will be done with five administrators (be it University Lecturers or entrepreneurs) and a period of eight (08) months will be allocated for the collection of data. Research will be done essentially in the center region, Yaoundé. The Interview guide will be presented as follows:

**Date of the Interview:**

**Place of the Interview:**

**Time of Start:**

**Time of End:**

**Code of the Interviewee:**

**Name of the Interviewer:**

<b>Theme 1: Social Governance on education</b>		
<b>Items</b>	<b>Formulation of questions</b>	<b>Content of the speech</b>
1	Is the policy of professionalization applied in the University of Yaoundé I contribute to graduate employability?  - Relaunch	

2	<p>Does the LMD system permits one man one job upon graduation as stated by the State?</p> <ul style="list-style-type: none"> <li>- Relaunch</li> </ul>	
<b>Theme 2: Student's Quality: Skills, Knowledge and Characteristics</b>		
3	<p>When recruiting young graduates, do you limit yourself on their qualification and not on their qualities? If not, why?</p> <ul style="list-style-type: none"> <li>- Relaunch</li> </ul>	

4	<p>What are the characteristics you do observe from young graduates before employment?</p> <ul style="list-style-type: none"> <li>- Relaunch</li> </ul>	
<b>Theme 3: Link between Curriculum, infrastructure and manpower on students' employability</b>		
	Do you think Curriculum organised in Universities is according	

5	<p>to both the employers need and the students' aspirations? Why?</p> <ul style="list-style-type: none"><li>- Relaunch</li></ul>	
6	<p>All lecturers are employed through academic competence and quality? Do you agree? And why?</p> <ul style="list-style-type: none"><li>- Relaunch</li></ul>	

**Theme 4: The formal and informal managerial methods used by employers**

7	<p>The formal sector always needs a proof of a formal academic or professional training in order to recruit graduates. How true is this statement?</p> <ul style="list-style-type: none"><li>- Relaunch</li></ul>	
8	<p>Most often the skills required are learnt on the job, after recruitment. Do you agree with this? Why?</p> <ul style="list-style-type: none"><li>- Relaunch</li></ul>	

<b>Theme 5:A training reference: Stakeholders, Contextualization of curriculum and Partnership</b>		
9	<p>Are better quality and more practical teachings adapted to the social needs and realities? If yes, why do you say so?</p> <ul style="list-style-type: none"> <li>- Relaunch</li> </ul>	
10	<p>Do you think that companies/enterprises should interfere in school in curriculum for a better graduates' employability? And why?</p>	



	- Relaunch	
<b>Theme 6: Identification of the respondent</b>		
11	Your sex?	
12	Your age?	

13	Your actual post or occupation?	
14	What is your matrimonial status?	

- **A sampling table for the interviewees**

<b>Code of Interviewee</b>	<b>Date</b>	<b>Place</b>	<b>Time Start</b>	<b>Time End</b>	<b>Sex</b>	<b>Marital statut</b>	<b>Occupation</b>	<b>Age</b>
Admin 1	15/9/20	Y'dé	15h10	15h30	Male	Married	Chief of Bureau	34
Admin 2	28/8/20	Y'dé	9h10	9h23	Female	Married	Medical Doctor	34
Admin 3	15/9/20	Y'dé	8h00	8h33	female	married	Lab Technician	33
Admin 4	18/1/21	Y'dé	13h00	13h15	Male	Single	H.R Manager	36
Admin 5	02/2/21	Y'dé	16h00	16h18	Male	Single	Lab Technician	34

- **Gratitude expression**

This part is sometimes not taken into consideration. The respondents need to receive gratitude from the researcher. The respondents being not oblige to answer the question finally does it, he/she needs to thank. The gratitude expression will be formulated as follows: “Thank you for your kind collaboration”.

### **3.5.1 Validation and Reliability of Research Instrument**

Validity is the most important idea to consider when preparing or selecting an instrument for use. Validity refers to the appropriateness of the instrument while reliability refers to its consistency in measuring whatever it is intended to measure Amin (2005). Following the study and with the various validity types, one will consider three (3) types.

- **Face validity**

After constructing the questionnaire, the researcher gave some experts from the Department Curriculum and Evaluation to read and make their own comments or contributions. The researcher then handed the questionnaire to the supervisor of this project for scrutiny. He reviewed it in terms of their clarity and appropriateness to the needs of the study and that of the respondents. After due consideration, the supervisor confirmed the representativeness and relevance of the items in relation to the scope of the investigation.

- **Content validity**

It focuses upon the extent to which the content of an instrument corresponds to the content of the theoretical concept it is design to measure Amin (2004). This was to verify if items on the instrument adequately cover the content of the subject matter. The relevance of the instrument was also confirmed after correction by the supervisor to ensure that content validity was respected and some items in the questionnaire were modified.

- **Pilot Test**

A pilot study was later undertaken to test effectiveness as well as the efficiency of the methodology and to test the instrument for validity and reliability. According to Amin (2004), a pilot test is a preliminary trial of research measures and techniques essential to the development of a sound research plan. Nicky and Sue (1998) state that the pilot study should be tested out on a group of people who are typical of the ones who will be asked to answer the final questionnaire. A pilot test was carried out by the researcher using 20 respondents from schools not included in the sample especially the undergraduate students in the University of Yaoundé I and had characteristics as those of the sample. After collecting back the questionnaires from the respondents, their responses indicated that the items on the questionnaires were up to what was intended to measure. The advantages derived from the pilot test were that new insights were obtained, the errors pointed out were corrected, and the total understanding of the questionnaire was measured, which helped enrich the final questionnaires.

- **Administration and return of Instrument**

Research approval was sought from The Faculty of Education, Department of Curriculum and Evaluation; option Management of Education of the University Yaoundé I to conduct this study in the Faculty of Medicine and Bio-Medical Sciences of the same University. Once this approval was received, the researcher proceeded to administer the questionnaires. Solicited participants were given the option to voluntarily participate in this study that included observations and completing a questionnaire. The technique used by the researcher was the Direct Delivery Technique (DDT) that is; the questionnaire was filled and returned the same day. This was to ensure a 100% return rate of the questionnaire so as to avoid questionnaire mortality as all what was given out, was definitely collected as well.

After the researcher received the questions, the participants were observed by the researcher for some days which was not disclosed to participants; however, observations did not interfere with learning and did not have a span of more than a month.

- **Method of Data Analysis**

The statistical method used in analyzing the data were both descriptive and inferential statistics through the help of a program called the Statistical Packages for Social Sciences (SPSS), Version 21. Descriptive statistics is use because it provides us with an overall picture of the characteristics of the population which is presented through charts, tables, graphs etc while the inferential statistics are statistical procedures that are used to reach conclusions about assumptions between variables and equally design explicitly to test hypothesis. Data from questionnaires and interview guide were analyzed for positive correlations and relationships between the social governance on education and young graduates' employability in the faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. Data were interpreted through pie charts to express positive correlation coefficient relationships between the independent and dependent variables using the chi test for independence of two variables. In all, correlation coefficient was needed to measure relational magnitudes between the independent variable and the dependent variable. Results were quantitative and qualified and help identify positive correlations between the variables. To determine the frequency use of certain behaviors during observations, checklist results were qualitative using a rating scale of 0-20 (0-5 = *Poor*; 6-10 = *Pair*; 11 - 15 = *Good*; 16-20 = *Very good*).

- **Statistical procedure used**

In order to measure the correlation between the two variables, the chi test for independence of two variables was used. The chi square was used because it is a statistical tool which measures the relationship between variables. The formula is described as follows:

$$X^2 = \sum \frac{(F_o - F_e)^2}{F_e}$$

**F<sub>e</sub>**

Where:  $\Sigma$  = Sum

fe = Expected or theoretical frequency

fo = Observed frequency

The Degree of Freedom is described as:

$$E = \frac{Fr \times Fc}{N}$$

Where: E = Expected frequency

Fr = Frequency of rows

Fc = Frequency of columns

N = Number of frequency

After the frequencies were obtained, they were squared and divided by the expected frequency after which they were summed up. Our error margin or level of significance was 5% or an alpha of 0.05.

To calculate the Degree of Freedom, the following formula was used:

$$df = (r-1) (c-f)$$

Where df = Degree of Freedom

r = total number of rows

c = total number of columns

- **Application of chi square**

Here, the rule stipulates that if the calculated chi square value is more than the critical value of chi square or the chi square read, the null hypothesis (Ho) will be rejected and the alternative hypothesis (Ha) will be retained. But if the calculated chi square value is less than the critical value, then the alternative hypothesis (Ha) will be rejected and the null hypothesis (Ho) retained.

The contingency coefficient denoted  $C_c$  and the contingency maximum;  $C_{max}$  were calculated. This was done in order to determine the magnitude of the relationship between Social governance on education and young graduates employability.

The contingency coefficient is calculated as:

$$C_c = \sqrt{\frac{X^2}{X^2 + n}}$$

Where  $C_c$  = contingency coefficient

$X^2$  = chi square

$n$  = number of frequency

With respect to the rule, when the coefficient is at 0, it means that there is no relation between the two variables. When the coefficient is less than 0 (that is between -1 and -0.1), it means that there is a negative relationship between the variables. When the calculated coefficient falls between 0.01 and 1, then there is *a*. positive relationship. Thus, the general range lies between -1 and 1.

In order to determine the various ranges to judge the magnitude or strength of the relationship, the following scale can be computed:

$$C_{max} = \sqrt{\frac{k-1}{k}}$$

Where  $C_{max}$  = Contingency maximum

$K$  = lowest level of contingency (rows or columns)

Below is a comparison scale for correlation coefficient to measure the correlation magnitude:

0.0 - 0.59 (Low relationship)

0.59 - 0.6 (Moderate relationship)

0.6 – 1.0 (High relationship)

## **Conclusion**

This chapter has described the methods and procedures used by the researcher in the study as follows: the research design, the research area, the population and the population sampling, sampling techniques, instruments for data collection, validity and reliability of instruments, methods of administering instruments, data analysis techniques and recapitulative table. The hypothesis of the study was clearly stated also. Here, it is not known how and to what extent there is a link between the social governance on education and young graduates' employability.



**PART THREE: OPERATIONAL FRAMEWORK OF THE RESEARCH**

## **CHAPTER 4: PRESENTATION AND DATA ANALYSIS OF THE RESEARCH**

## **Introduction**

This chapter presents the results of the study from both quantitative and qualitative perspectives. According to Guy Rocher (1972:18), every scientific research consists of mental reconstruction of reality in the goal of discovering the order, next to the apparent diversity and the incoherence of the phenomena observed. The results collected with the use of questionnaires are presented here using both descriptive and inferential analysis. The collected data was analyzed with the use of the chi square test of independence for two variables to determine their relationship. The data got from observation guide was mainly for reporting. After the data collection, this chapter deals with the presentation of the results and analyzes in order to identify the peculiarity of the results achieved. To do so, this part of the study consists of two parts, which include the following: presentation of results and analysis of descriptive data and correlation analysis.

### **4.1 Data presentation and descriptive analysis**

This analysis will consist in presenting our results in a table emphasizing on the factors highlighted, the numbers and the frequencies (in percentage). The relative frequencies were presented in the form calculated by the following formula:  $f_i = \frac{n_i}{N} \times 100$  with:

$f_i$  = relative frequency

$n_i$  = effective of the modality

$N$  = effective or total number of respondents.

## Theme 1: Social Governance on education

**Table 7: repartition of respondents' appreciation made concerning the policy of professionalization applied in their Faculty and employability.**

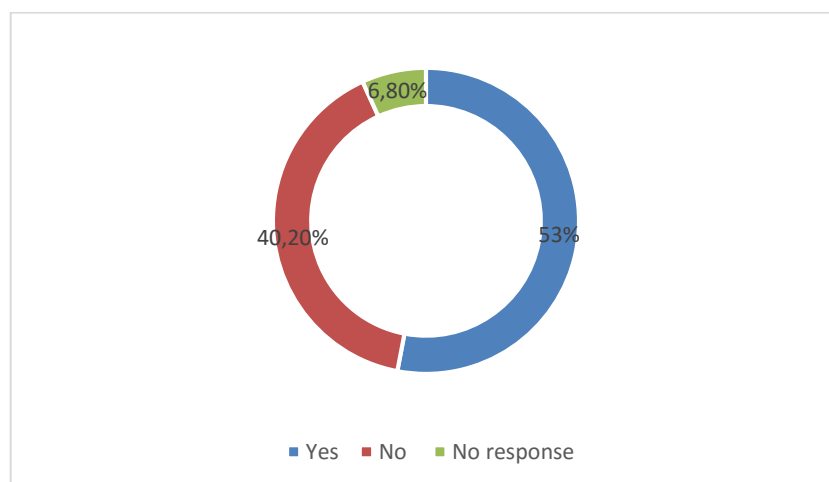
**Q1: Is the policy of professionalization applied in your Faculty contributes to graduate employability?**

	Frequency	Percent (%)
Yes	162	53
No	123	40,2
No response	21	6,8
Total	306	100

Source: Fieldwork (2021)

From the above table, we can see that out of the 306 respondents, 162 said Yes, 123 said No and 21 gave no respond making a percentage of 53, 40,2 and 6,8 respectively. The above result is also represented below as follow:

Figure 1: repartition of respondents' appreciation made concerning the policy of professionalization applied in their Faculty and employability.



Source: Fieldwork (2021)

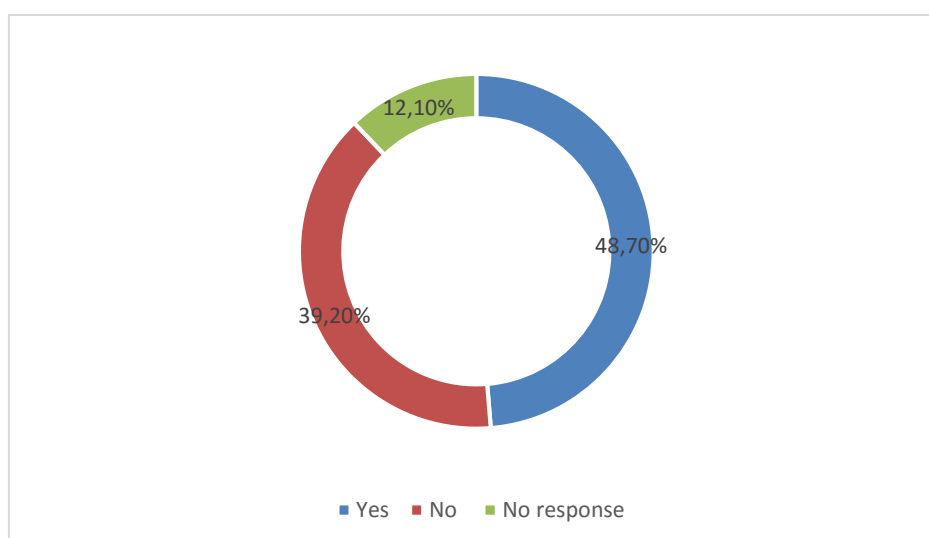
**Table 8: repartition of respondents' if they agree that the LMD system permits one man one job upon graduation.**

**Q2: Do you agree, the LMD system permits one man one job upon graduation?**

	Frequency	Percent (%)
Yes	149	48,7
No	120	39,2
No response	37	12,1
Total	306	100

The above table shows the distribution of the respondents according to whether the LMD system permits one man one job upon graduation. After passing the questionnaire, 149 of the total respondents agreed making a percentage of 48.7; 120 of the total respondents said no making a percentage of 39.2; and 37 of the total respondents gave no response giving rise to a percentage of 12.1.

Figure 2: repartition of respondents' if they agree that the LMD system permits one man one job upon graduation.

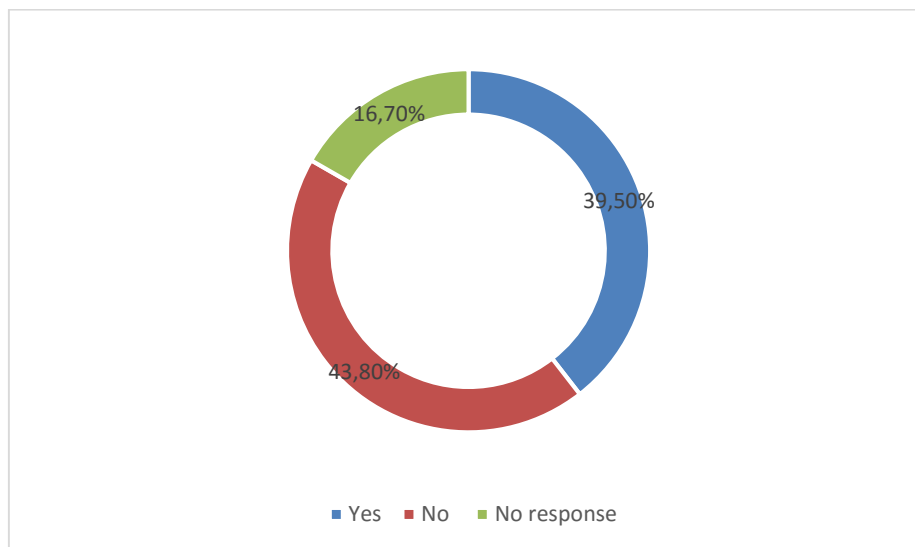


**Table 9: repartition of respondents' if the ethical values, good behaviour, respect, good manner among students help them to be easily employable.**

**Q3: Do the ethical values, good behaviour, respect, good manner among students help them to be easily employable?**

	Frequency	Percent (%)
Yes	121	39,5
No	134	43,8
No response	51	16,7
Total	306	100

Figure 3: repartition of respondents' if the ethical values, good behaviour, respect, good manner among students help them to be easily employable.



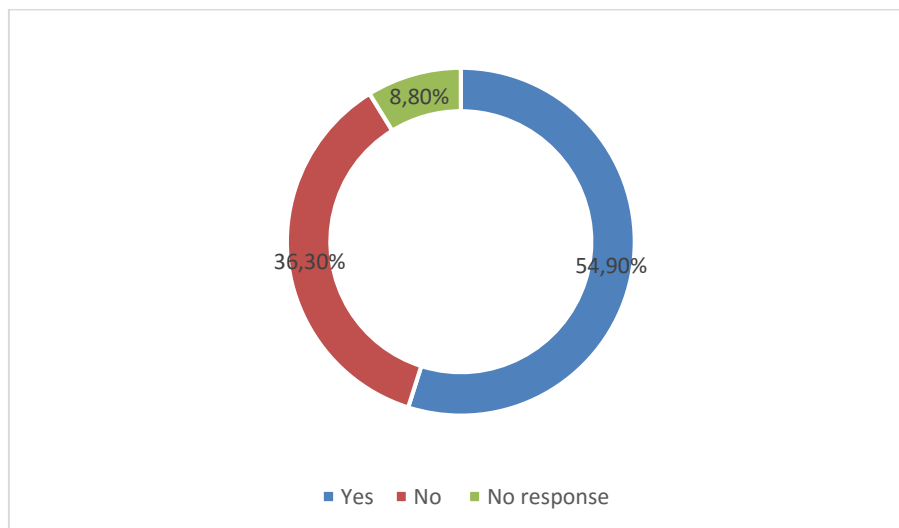
The table and chart above shows that out of the 306 respondents, 39.5% agreed ethical values, good behaviour, respect, good manner among students help them to be easily employable, 43.8% said no and 17.7% gave no response for the fact that agreed ethical values, good behaviour, respect, good manner among students help them to be easily employable.

**Table 10: repartition of respondents' if the scholarship programs provided by the government in terms of degree level, funding level, academic field and study period do guarantee employability.**

**Q4: Do you think the scholarship programs provided by the government in terms of degree level, funding level, academic field and study period do guarantee employability?**

	Frequency	Percent (%)
Yes	168	54,9
No	111	36,3
No response	27	8,8
Total	306	100

**Figure 4: repartition of respondents' if the scholarship programs provided by the government in terms of degree level, funding level, academic field and study period do guarantee employability.**



The above chart shows the distribution of respondents according to whether scholarship programs provided by the government in terms of degree level, funding level, academic field and study period do guarantee employability. After passing the questionnaire, 54.9% of the respondents agreed on the fact that scholarship programs provided by the

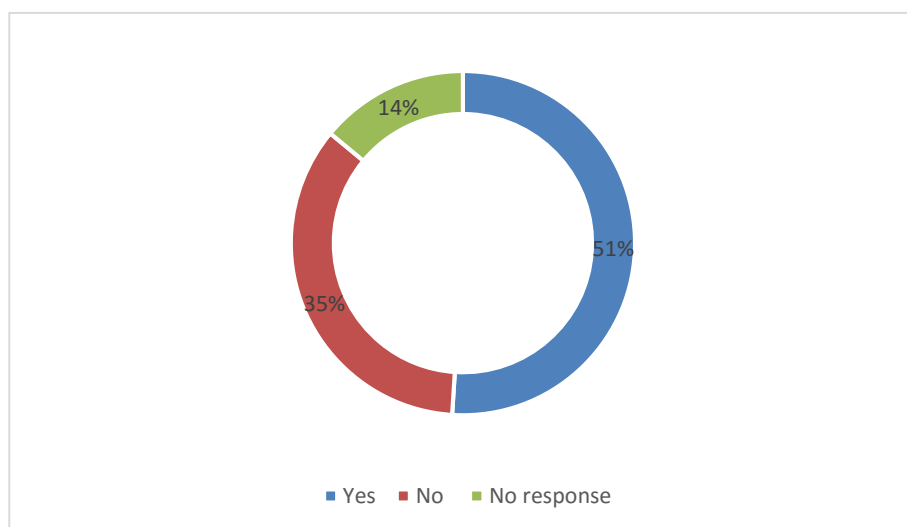
government in terms of degree level, funding level, academic field and study period do guarantee employability; 36.3% disagreed on the fact while 8.8% gave no respond on the fact that scholarship programs provided by the government in terms of degree level, funding level, academic field and study period do guarantee employability.

**Table 11: repartition of respondents' if the project-based grants provided by the State to researchers to collaborate at the international level contribute on their employability.**

**Q5: Does the project-based grants provided by the State to researchers to collaborate at the international level contribute on their employability?**

	Frequency	Percent (%)
Yes	156	51
No	107	35
No response	43	14
Total	306	100

**Figure 5: repartition of respondents' if the project-based grants provided by the State to researchers to collaborate at the international level contribute on their employability.**





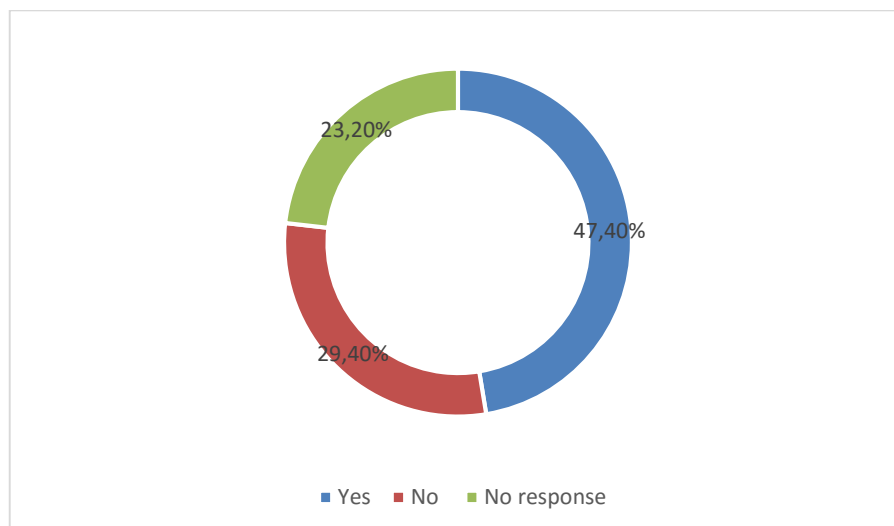
The above table shows the distribution of respondents according to whether project-based grants provided by the State to researchers to collaborate at the international level contribute on their employability. After passing the questionnaire, 51% of the respondents agreed on the fact that project-based grants provided by the State to researchers to collaborate at the international level contribute on their employability; 35% said no and 14% gave no answer to it.

**Table 12: repartition of respondents' if the leadership style that reigns among the Administration and the students can help achieve their dream.**

**Q6: Do you think the leadership style that reigns among the Administration and the students can help you achieve you dream?**

	Frequency	Percent (%)
Yes	145	47,4
No	90	29,4
No response	71	23,2
Total	306	100

Figure 6: repartition of respondents' if the leadership style that reigns among the Administration and the students can help achieve their dream.



The above figure shows the distribution of respondents according to whether the leadership style that reigns among the Administration and the students can help you achieve you dream. After passing the questionnaire, 47.4% said yes on the fact the leadership style that reigns among the Administration and the students can help you achieve you dream, 29.4% said no while 23.2% said nothing on the fact that the leadership style that reigns among the Administration and the students can help you achieve you dream.

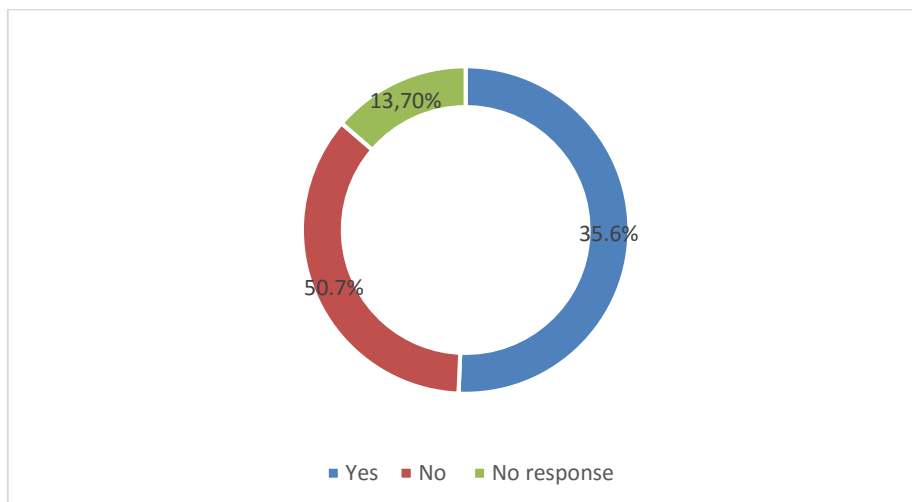
**Theme 2: Student’s Quality: Skills, Knowledge and Characteristics**

**Table 13: repartition of respondents’ if being dormant of character can make a graduate easily employable.**

**Q7: Being dormant of character can make a graduate easily employable?**

	Frequency	Percent (%)
Yes	109	35,6
No	155	50,7
No response	42	13,7
Total	306	100

**Figure 7: repartition of respondents’ if being dormant of character can make a graduate easily employable.**



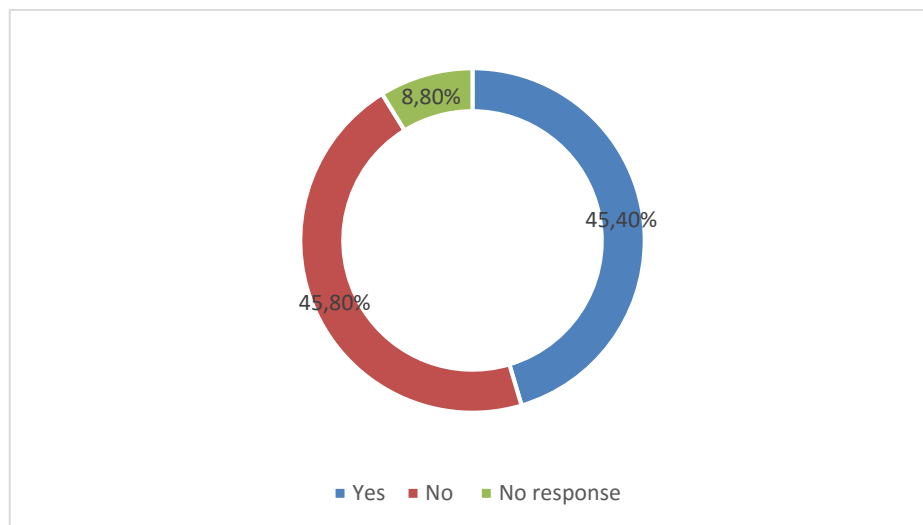
The above chart and table shows the distribution of respondents according to whether being dormant of character can make a graduate easily employable. After passing the questionnaire, 35.6% of the respondents said yes on the fact that being dormant of character can make a graduate easily employable, 50.7% said no while 13.7% gave no response to it. This shows that being dormant won't be of any advantage.

**Table 14: repartition of respondents' if that practical communication to Oral communication makes a graduate easily employable.**

**Q8: Do you agree that practical communication to Oral communication makes a graduate easily employable?**

	Frequency	Percent (%)
Yes	139	45,4
No	140	45,8
No response	27	8,8
Total	306	100

Figure 8: repartition of respondents' if that practical communication to Oral communication makes a graduate easily employable.



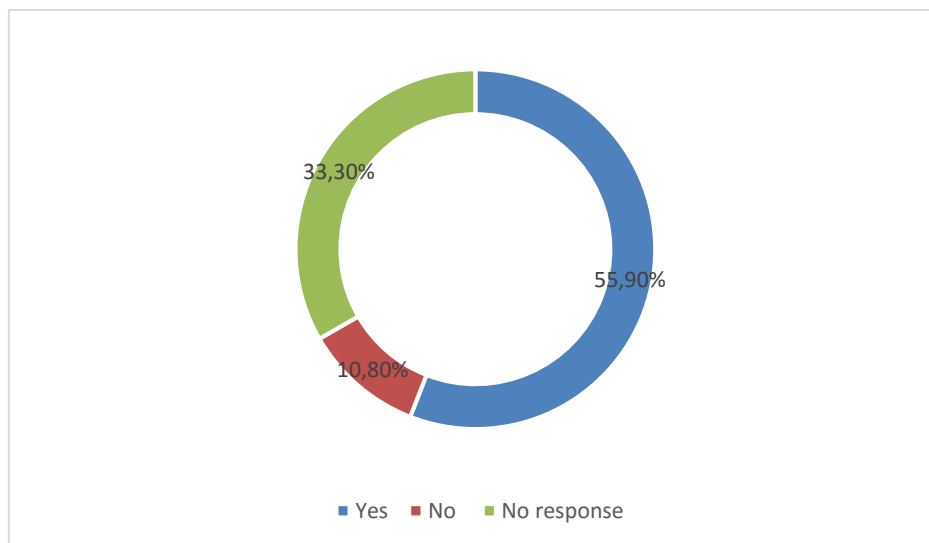
The above table shows the distribution of respondents according to whether practical communication to Oral communication makes a graduate easily employable. After passing the questionnaire, 45.4% of the respondents agreed on the fact that practical communication to Oral communication makes a graduate easily employable, 45.8% disagreed on the fact and 8.8% of them never gave a respond.

**Table 15: repartition of respondents' if they accept that being mobile, ready to work anywhere can favours employability.**

**Q9:Do you accept that being mobile, ready to work anywhere can favours employability?**

	Frequency	Percent (%)
Yes	171	55,9
No	33	10,8
No response	102	33,3
Total	306	100

Figure 9: repartition of respondents' if they accept that being mobile, ready to work anywhere can favours employability.



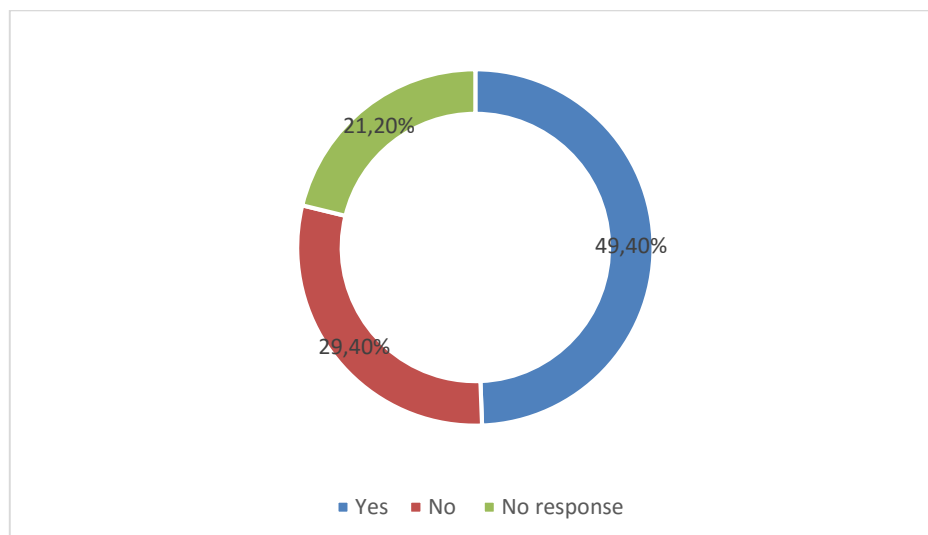
The table above shows the distribution of respondents according to whether being mobile, ready to work anywhere can favour employability. The responses from the respondent shows that 55.9% of the respondents agreed on the fact that being mobile, ready to work anywhere can favour employability; only 10.8% disagreed while 33.3% of the respondents gave no response on the fact that being mobile, ready to work anywhere can favour employability.

**Table 16: repartition of respondents' if they cansay that being ready to work as a team can encourage graduates' employability.**

**Q10:Can you say being ready to work as a team can encourage graduates' employability?**

	Frequency	Percent (%)
Yes	151	49,4
No	90	29,4
No response	65	21,2
Total	306	100

Figure 10: repartition of respondents' if they cansay that being ready to work as a team can encourage graduates' employability.

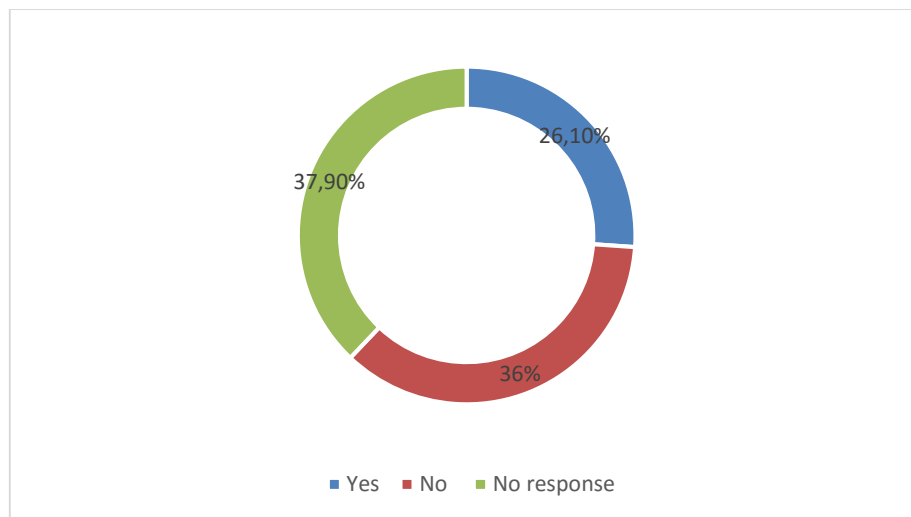


**Table 17: repartition of respondents' if given a job, they would like to continue with the ongoing development even if the project is not actual.**

**Q11:If given a job, you would like to continue with the ongoing development even if the project is not actual?**

	Frequency	Percent (%)
Yes	80	26,1
No	110	36
No response	116	37,9
Total	306	100

**Figure 11: repartition of respondents' if given a job, they would like to continue with the ongoing development even if the project is not actual.**



The table and figure above shows the distribution of respondents according to whetherif given a job, they would like to continue with the ongoing development even if the project is not actual. The responses from the respondent shows that 26.1% of the respondents agreed on the fact that if given a job, they would like to continue with the ongoing development even if the project is not actual; 36% disagreed while 37.9% of the respondents chosed no respond on the fact that if given a job, they would like to continue with the

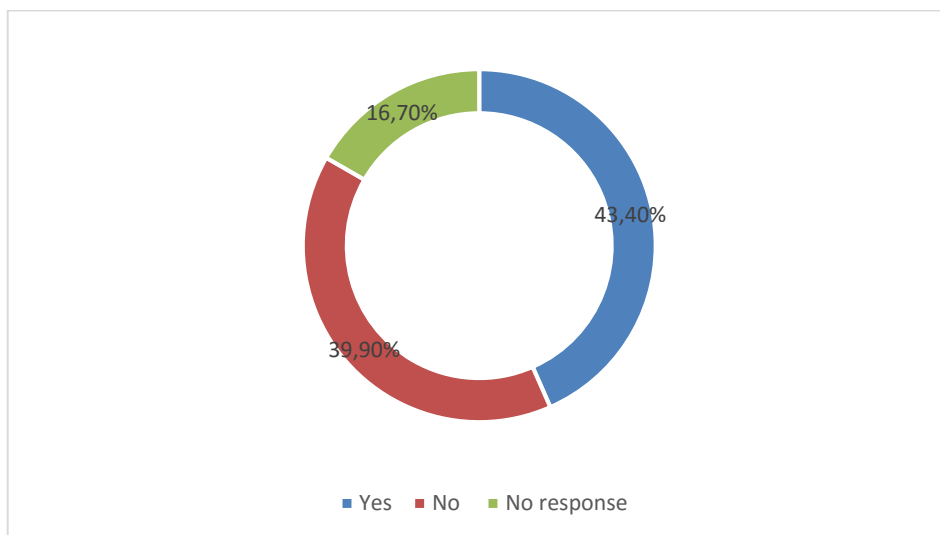
ongoing development even if the project is not actual. This shows that the young graduates are willing and ready to work for new and actual projects necessary for the societal needs.

**Table 18: repartition of respondents' if limiting yourself on their qualifications and not their qualities can make their employable.**

**Q12:Do you think limiting yourself on your qualifications and not your qualities can make you employable?**

	Frequency	Percent (%)
Yes	133	43,4
No	122	39,9
No response	51	16,7
Total	306	100

**Figure 12: repartition of respondents' if limiting yourself on their qualifications and not their qualities can make their employable.**



The table above shows the distribution of respondents according to whether limiting yourself on your qualifications and not your qualities can make you employable. The responses from the respondent shows that 43.4 % of the respondents agreed; 39.9% said no

while 16.7% of them gave no respond on the fact that limiting yourself on your qualifications and not your qualities can make you employable.

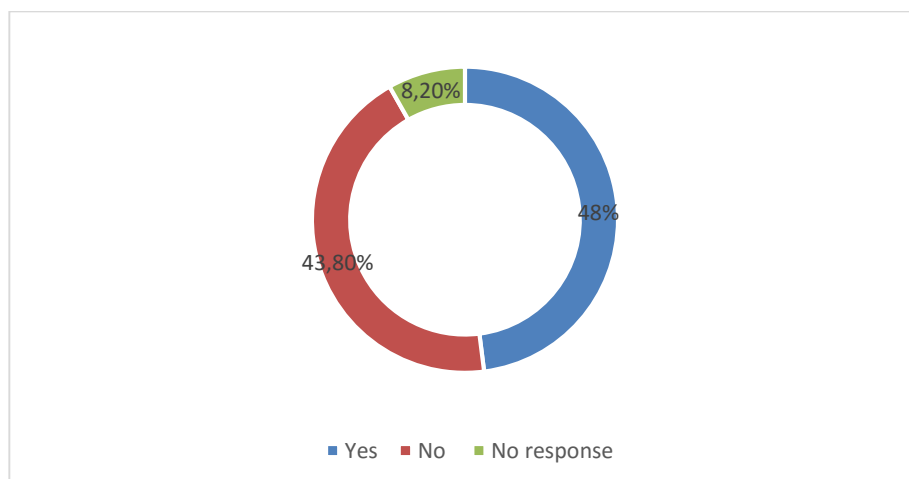
**Theme 3: Link between Curriculum, infrastructure and manpower on students' employability**

**Table 19: repartition of respondents' if Policy makers, employers, parents and students do participate during curriculum planning of their faculty which will intend contributes to graduate employability.**

**Q13: Policy makers, employers, parents and students do participate during curriculum planning of your faculty which will intend contributes to graduate employability?**

	Frequency	Percent (%)
Yes	147	48
No	134	43,8
No response	25	8,2
Total	306	100

**Figure 13: repartition of respondents' if Policy makers, employers, parents and students do participate during curriculum planning of their faculty which will intend contributes to graduate employability.**





The above table shows the distribution of respondents according to whether the policy makers, employers, parents and students should participate during curriculum planning. After passing the questionnaire, 48% of the respondents agreed on the fact that policy makers, employers, parents and students should participate during curriculum planning; 43,8% disagreed and 8,2% gave no respond on the fact that policy makers, employers, parents and students should participate during curriculum planning.

**Table 20: repartition of respondents' if they agree that the Curriculum is organised according to both the employers need and the students' aspirations in order to favour graduates' employability.**

**Q14: Do you agree that the Curriculum is organised according to both the employers need and the students' aspirations in order to favour graduates' employability?**

	<b>Frequency</b>	<b>Percent (%)</b>
Yes	128	45,8
No	139	41,4
No response	39	12,8
Total	306	100

The above table shows the distribution of respondents according to whether you agree that the Curriculum is organised according to both the employers need and the students' aspirations. After passing the questionnaire, 45,8% of the respondents agreed on the fact Curriculum should be organised according to both the employers need and the students' aspirations; 41,4% said he contrary while 12,8% gave no respond to the fact that Curriculum is organised according to both the employers need and the students' aspirations

**Table 21: repartition of respondents' if they affirm with certitude that their Faculty offers more practical work to theory work (ratio 70:30).**

**Q15: Can affirm with certitude that your Faculty offers more practical work to theory work (ratio 70:30)?**

	<b>Frequency</b>	<b>Percent (%)</b>
Yes	153	50
No	131	42,8
No response	22	7,2
Total	306	100

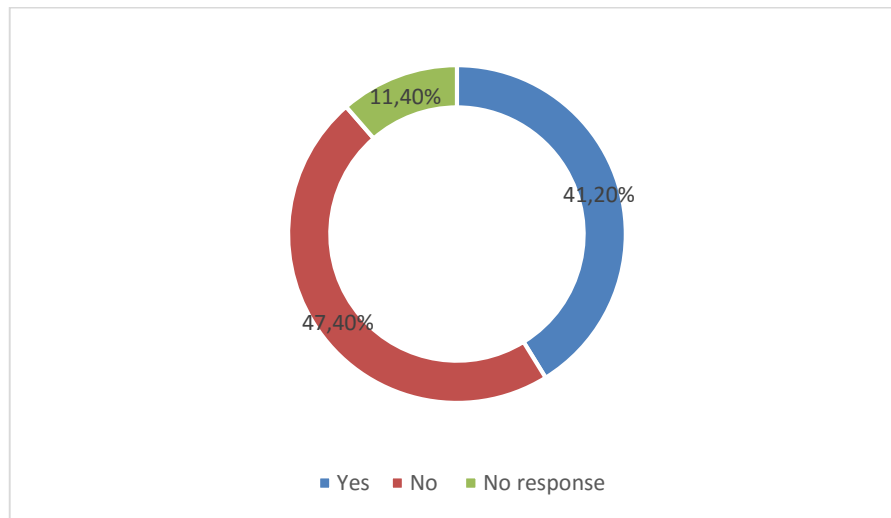
The table above shows the distribution of respondents according to whether the Faculty offers more practical work to theory work (ratio 70:30). After passing the questionnaire, 50% of the respondents agreed on the fact that the Faculty offers more practical work to theory work; 42,8% disagreed and 7,2% gave no response on the fact that the Faculty offers more practical work to theory work.

**Table 22: repartition of respondents' if they believe that all lecturers are employed through academic competence and quality.**

**Q16: Do you believe all lecturers are employed through academic competence and quality?**

	<b>Frequency</b>	<b>Percent (%)</b>
Yes	126	41,2
No	145	47,4
No response	35	11,4
Total	306	100

**Figure 14: repartition of respondents' if they believe that all lecturers are employed through academic competence and quality.**



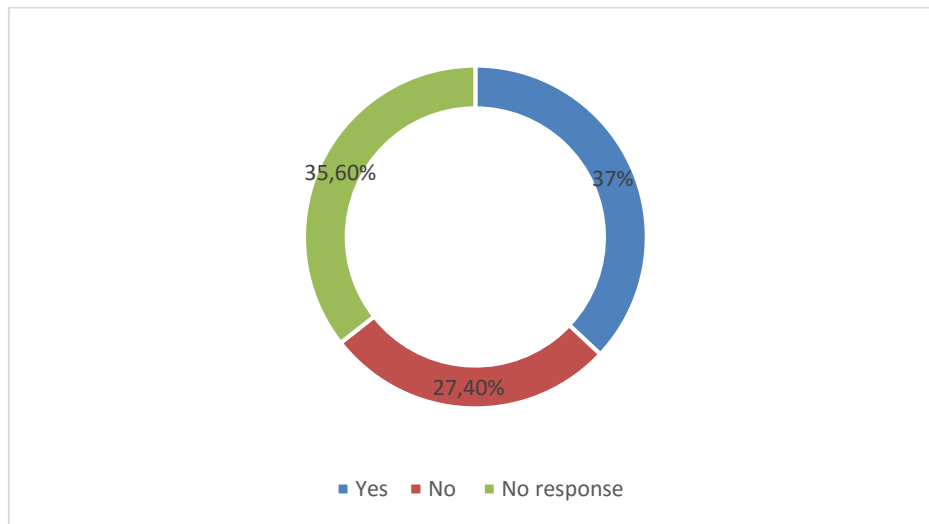
The above chart shows the repartition of respondents according to whether all lecturers are employed through academic competence and quality. After passing the questionnaire, 41,2% of the respondents agreed on the fact that all lecturers are employed through academic competence and quality; 47,4% disagreed while 11,4% gave no response on the fact that the Faculty offers more practical work to theory work. This shows that some lecturers according to respondents are employed through other means.

**Table 23: repartition of respondents' if they can say that there exist enough trained and specialised lecturers in each department.**

**Q17: Can you say there exist enough trained and specialised lecturers in each department?**

	Frequency	Percent (%)
Yes	113	37
No	84	27,4
No response	109	35,6
Total	306	100

**Figure 15: repartition of respondents' if they can say that there exist enough trained and specialised lecturers in each department.**



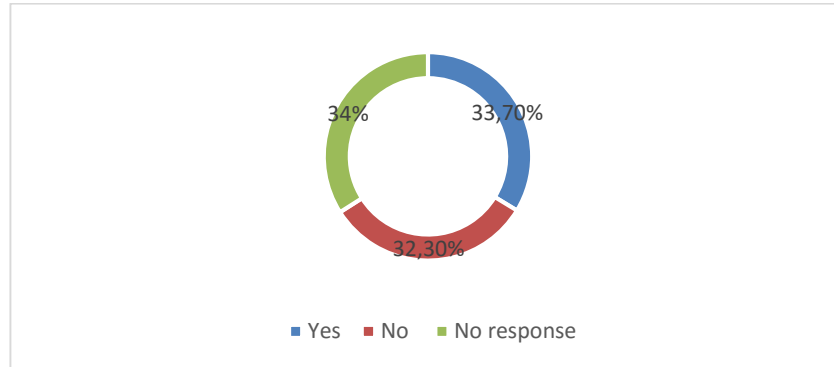
The above chart shows the repartition of respondents according to whether there exist enough trained and specialised lecturers in each department. After administering the questionnaire, 37% of the respondents affirms on the fact that there exist enough trained and specialised lecturers in each department; 27,4% disagrees while 35,6% gave no response on the fact that there exist enough trained and specialised lecturers in each department.

**Table 24: repartition of respondents' if they think that spacious and modern lecturing halls and well-furnished and spacious library with recent documentation can guarantee graduates employability.**

**Q18: Do you think spacious and modern lecturing halls and well-furnished and spacious library with recent documentation can guarantee graduates employability?**

	Frequency	Percent (%)
Yes	103	33,7
No	99	32,3
No response	104	34
Total	306	100

**Figure 16: repartition of respondents' if they think that spacious and modern lecturing halls and well-furnished and spacious library with recent documentation can guarantee graduates employability.**



The above chart and table shows the distribution of respondents according to whether there is a spacious and modern lecturing halls and well-furnished and spacious library with recent documentation. 33,7% affirms there is a spacious and modern lecturing halls and well-furnished and spacious library with recent documentation, 32,3% says there is not a spacious and modern lecturing halls and well-furnished and spacious library with recent documentation while a large number of the respondents gave no respond, 34%. This shows that there is a large number of students that don't visit libraries.

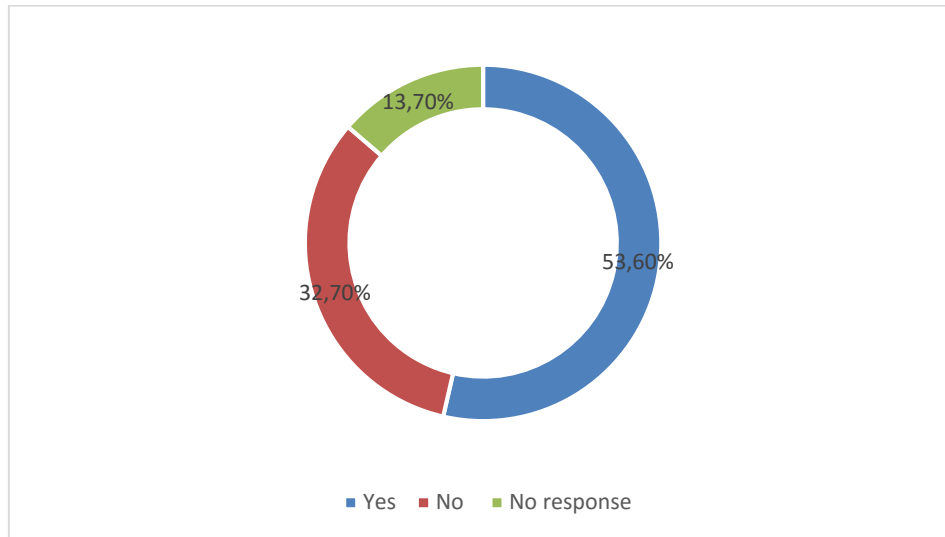
**Theme 4: The formal and informal managerial methods used by employers**

**Table 25: repartition of respondents' if they accept that the formal sector always needs a proof of a formal academic or professional training to recruit graduates from their Faculty.**

**Q19: Do you accept that the formal sector always needs a proof of a formal academic or professional training to recruit graduates from your Faculty?**

	Frequency	Percent (%)
Yes	164	53,6
No	100	32,7
No response	42	13,7
Total	306	100

**Figure 17: repartition of respondents' if they accept that the formal sector always needs a proof of a formal academic or professional training to recruit graduates from their Faculty.**



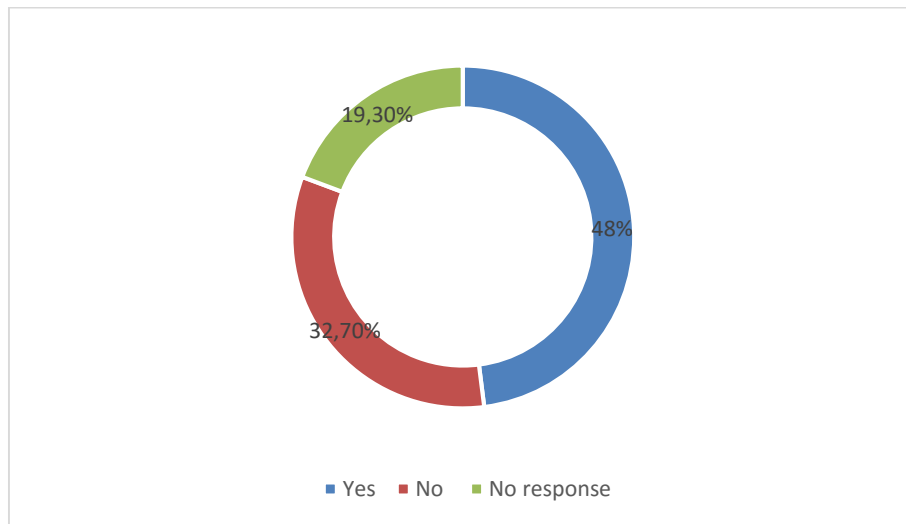
The above chart and table shows the distribution of respondents according to whether the formal sector always needs a proof of a formal academic or professional training to recruit. 53,6% affirms that the formal sector always needs a proof of a formal academic or professional training to recruit, 32,7% says the contrary while 13,7% gives no response to the fact that the formal sector always needs a proof of a formal academic or professional training to recruit.

**Table 26: repartition of respondents' if they think that the formal sector always requires professional experience from graduates.**

**Q20: Do you think the formal sector always requires professional experience from graduates?**

	Frequency	Percent (%)
Yes	147	48
No	100	32,7
No response	59	19,3
Total	306	100

**Figure 18: repartition of respondents' if they think that the formal sector always requires professional experience from graduates.**



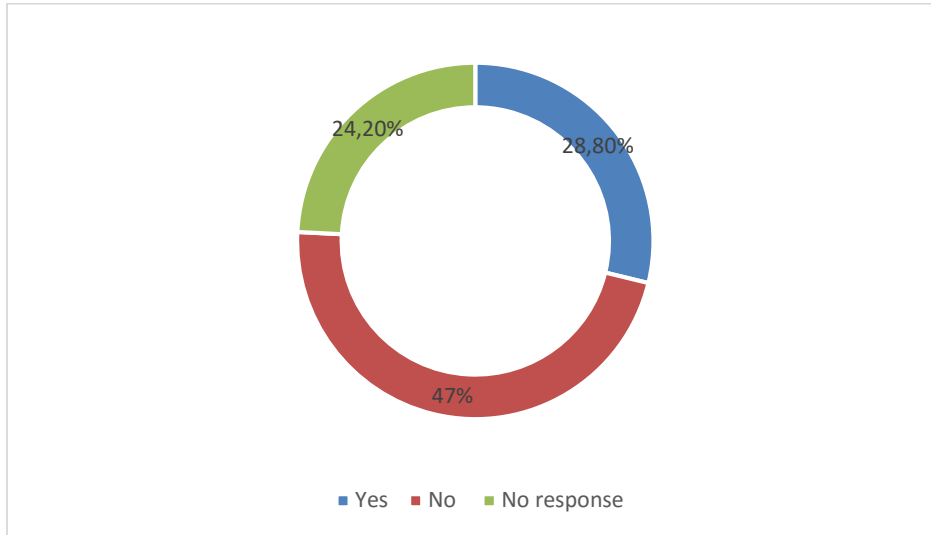
The above chart and table shows the distribution of respondents according to whether the formal sector always requires professional experience from graduates. 48% affirms the formal sector always requires professional experience from graduates, 32,7% says there the formal sector always requires professional experience from graduates while 19,3% gave no response to the question.

**Table 27: repartition of respondents' if they think that does some status like marriage or certain age limit required by the formal methods contribute to graduate employability.**

**Q21: Does some status like marriage or certain age limit required by the formal methods contribute to graduate employability?**

	Frequency	Percent (%)
Yes	88	28,8
No	144	47
No response	74	24,2
Total	306	100

**Figure 19: repartition of respondents' if they think thatdoes some status like marriage or certain age limit required by the formal methods contribute to graduate employability.**



The chart distribution according to respondents above shows whether marriage or certain age limit required by the formal methods contribute to graduate employability. 28,8% affirms that marriage or certain age limit required by the formal methods contribute to graduate employability, 47% says marriage or certain age limit required by the formal methods contribute to graduate employability while 24,2% gave no respond to the question.

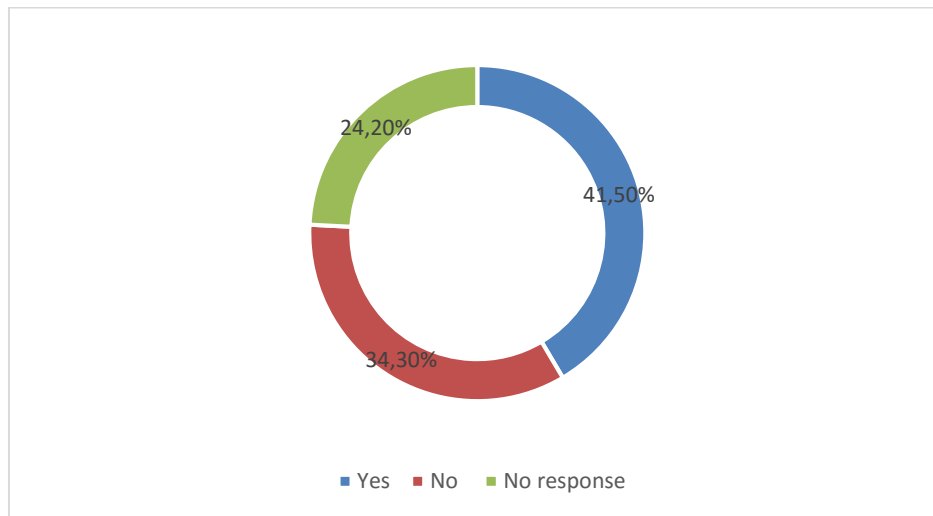
**Table 28: repartition of respondents' if they think thatthe informal method is generally unskilled and may require just anyone graduate to be employable.**

**Q22: Do you think the informal method is generally unskilled and may require just anyone graduate to be employable?**

	Frequency	Percent (%)
Yes	127	41,5
No	105	34,3
No response	74	24,2
Total	306	100



**Figure 20: repartition of respondents' if they think that the informal method is generally unskilled and may require just anyone graduate to be employable.**



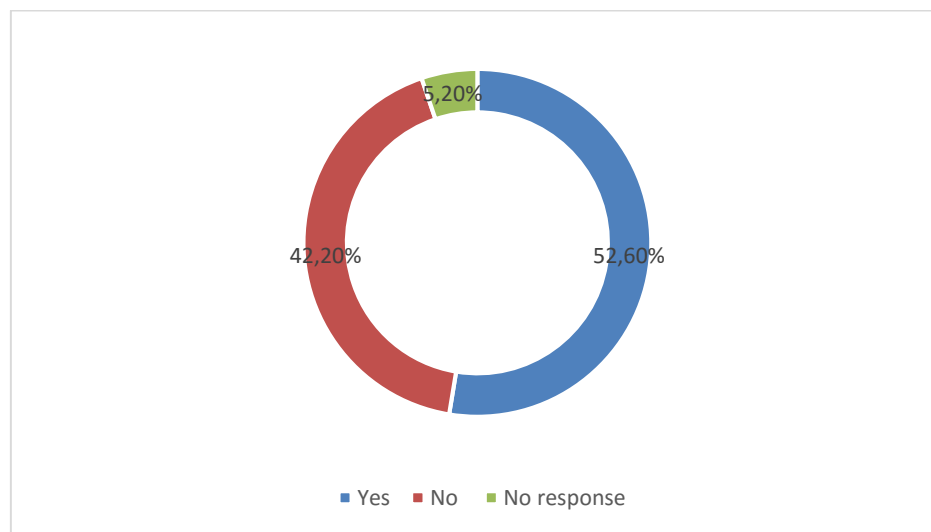
The chart distribution according to respondents above shows whether they think that the informal method is generally unskilled and may require just anyone graduate to be employable. 41,5 % affirms that they think that the informal method is generally unskilled and may require just anyone graduate to be employable, 34,3% says they think that the informal method is generally unskilled and may require just anyone graduate to be employable while 24,2% gave no response to the question.

**Table 29: repartition of respondents' if they think that the informal sector have little regard for academic or professional training.**

**Q23: Does the informal sector have little regard for academic or professional training?**

	Frequency	Percent (%)
Yes	161	52,6
No	129	42,2
No response	16	5,2
Total	306	100

**Figure 21: repartition of respondents' if they think that the informal sector have little regard for academic or professional training.**



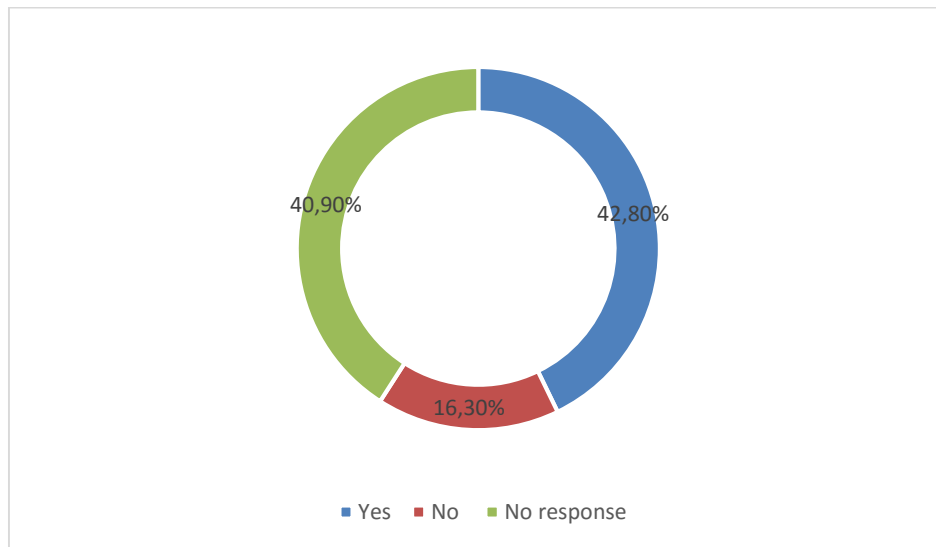
The above chart and table shows the distribution of respondents according to whether they think that the informal sector have little regard for academic or professional training. 52,6% affirms they think that the informal sector have little regard for academic or professional training, 42,2% says they think that the informal sector have no regard for academic or professional training while 5,2% gave no response to the question.

**Table 30: repartition of respondents' if the recruitment may require a 'God father' or 'God mother' support on graduation.**

**Q24: Recruitment may require a 'God father' or 'God mother' support on graduation?**

	Frequency	Percent (%)
Yes	131	42,8
No	50	16,3
No response	125	40,9
Total	306	100

**Figure 22: repartition of respondents' if the recruitment may require a 'God father' or 'God mother' support on graduation.**



The above chart and table shows the distribution of respondents according to whether recruitment may require a 'God father' or 'God mother' support. 42,8% affirms that recruitment may require a 'God father' or 'God mother' support, 16,3% says no while 40,9% gave no response to the question.

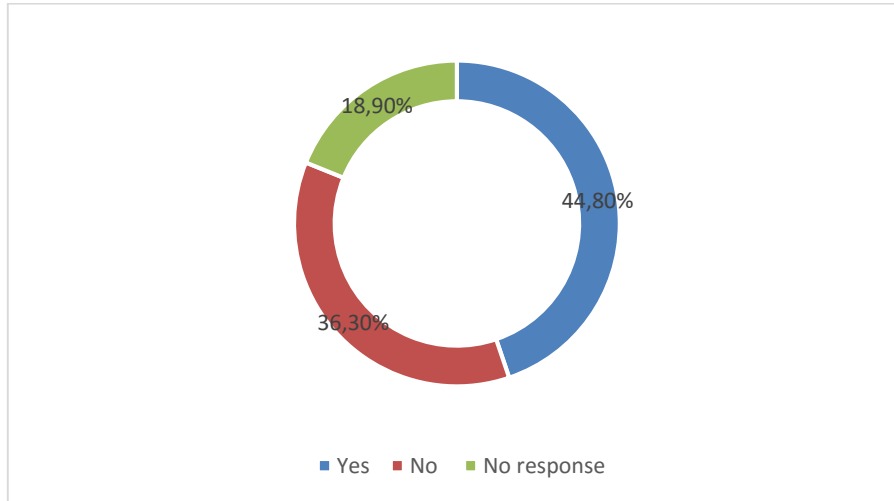
**Theme 5: A training reference: Contextualization of curriculum, Stakeholders and Partnership**

**Table 31: repartition of respondents' if they are better quality and more practical teachings adapted to the social needs and realities in their Faculty favours employability.**

**Q25: Are better quality and more practical teachings adapted to the social needs and realities in your Faculty favours employability?**

	Frequency	Percent (%)
Yes	137	44,8
No	111	36,3
No response	58	18,9
Total	306	100

**Figure 23: repartition of respondents' if they are better quality and more practical teachings adapted to the social needs and realities in their Faculty favours employability.**



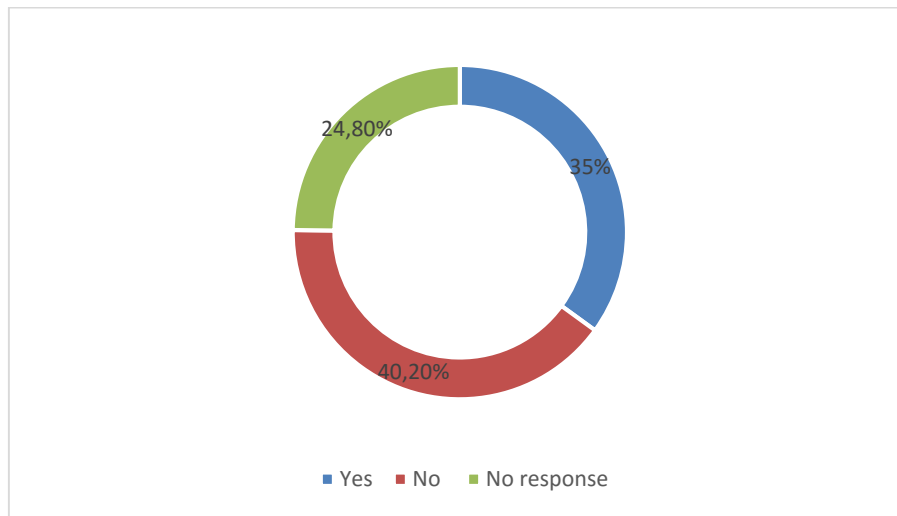
The chart distribution according to respondents above shows whether better quality and more practical teachings are adapted to the social needs and realities in your Faculty. 44,8 % affirms that better quality and more practical teachings are adapted to the social needs and realities in your Faculty, 36,3% says the contrary while 18,9% gave no response to the question.

**Table 32: repartition of respondents' if they think the transparency in management and publication of information has a great impact on graduates' employability.**

**Q26: Do you think the transparency in management and publication of information has a great impact on graduates' employability?**

	Frequency	Percent (%)
Yes	107	35
No	123	40,2
No response	76	24,8
Total	306	100

**Figure 24: repartition of respondents' if they think the transparency in management and publication of information has a great impact on graduates' employability.**



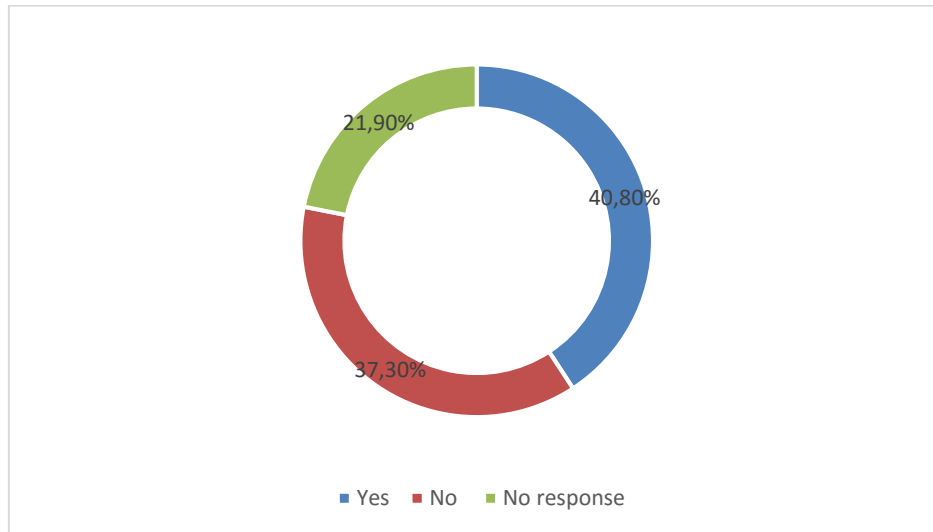
The chart distribution according to respondents above shows whether transparency in management and publication of information has a great impact. 35% affirms that transparency in management and publication of information has a great impact, 40,2% says the contrary while 24,8% gave no respond to the question that transparency in management and publication of information has a great impact.

**Table 33: repartition of respondents' if they agree the knowledge on business and social skills can help young graduates to be creative, self-employed and thus, employable.**

**Q27: Do you agree the knowledge on business and social skills can help young graduates to be creative, self-employed and thus, employable?**

	Frequency	Percent (%)
Yes	125	40,8
No	114	37,3
No response	67	21,9
Total	306	100

**Figure 25: repartition of respondents' if they agree the knowledge on business and social skills can help young graduates to be creative, self-employed and thus, employable.**



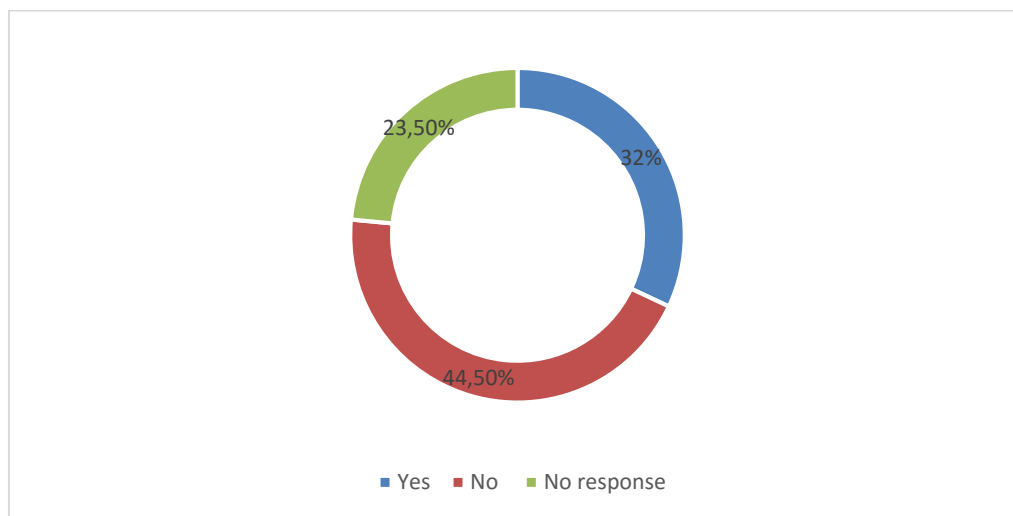
The chart distribution according to respondents above shows whether knowledge on business and social skills can help young graduates to be creative and self-employed. 40,8% affirms that knowledge on business and social skills can help young graduates to be creative and self-employed, 37,3% says the contrary while 21,9% gave no respond to the question that knowledge on business and social skills can help young graduates to be creative and self-employed.

**Table 34: repartition of respondents' if there is a planning of young graduates' placement in companies after graduation.**

**Q28: Is there a planning of young graduates' placement in companies after graduation?**

	Frequency	Percent (%)
Yes	98	32
No	136	44,5
No response	72	23,5
Total	306	100

**Figure 26: repartition of respondents' if there is a planning of young graduates' placement in companies after graduation.**



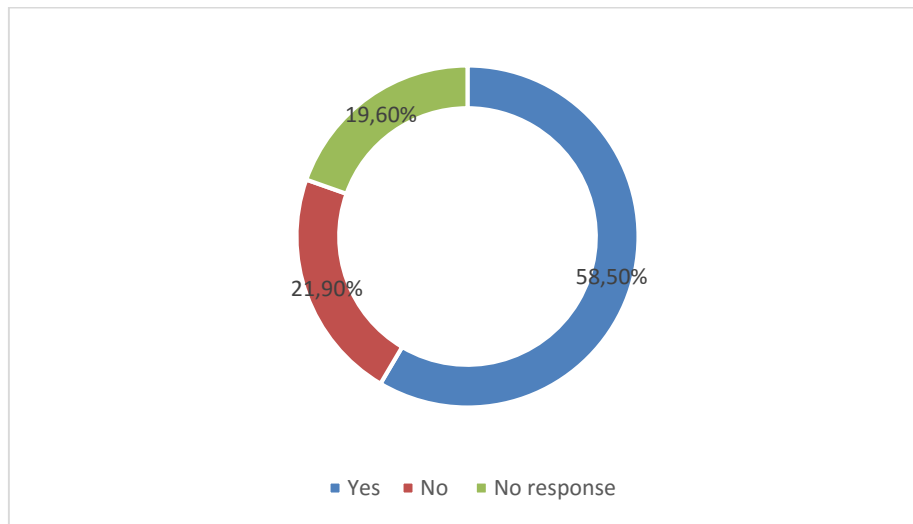
The above chart and table shows the distribution of respondents according to whether there is a planning of young graduates' placement in companies after graduation. 32% affirms that there is a planning of young graduates' placement in companies after graduation, 44,5% says there is no planning of young graduates' placement in companies after graduation while 23,5% gave no response to the question.

**Table 35: repartition of respondents' if they think that there is a good relationship between companies and students that will make them easily employable.**

**Q29: Do you think there is a good relationship between companies and students that will make them easily employable?**

	Frequency	Percent (%)
Yes	179	58,5
No	67	21,9
No response	60	19,6
Total	306	100

**Figure 27: repartition of respondents' if they think that there is a good relationship between companies and students that will make them easily employable.**



The above chart and table shows the distribution of respondents according to whether there is a good relationship between companies and students. 58,5% affirms that there is a good relationship between companies and students, 21,9% says there is no good relationship between companies and students while 19,6% gave no response to the question.

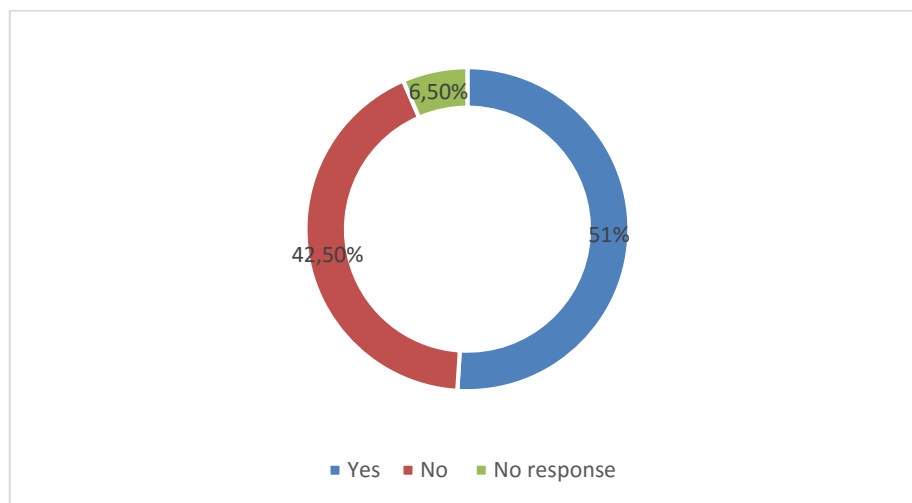
**Table 36: repartition of respondents' if they agree that companies/enterprises should interfere in school in curriculum for a better graduate employability.**

**Q30: Do you agree that companies/enterprises should interfere in school in curriculum for a better graduates' employability?**

	Frequency	Percent (%)
Yes	156	51
No	130	42,5
No response	20	6,5
Total	306	100



**Figure 28: repartition of respondents' if they agree that companies/enterprises should interfere in school in curriculum for a better graduate employability.**



The above chart and table shows the distribution of respondents according to whether companies/enterprises should interfere in school in curriculum. 51% affirms the fact that companies/enterprises should interfere in school in curriculum, 42,5% says companies/enterprises should not interfere in school in curriculum while 6,5% gave no respond to the question that companies/enterprises should interfere in school in curriculum.

**Theme 6: Identification of the respondent**

**Table 37: repartition of respondents' according to the sex.**

**Q31: You are of which sex?**

	Frequency	Percent (%)
Male	197	64,4
Female	109	35,6
Total	306	100

From the respondents, the above table shows the distribution of respondents according to their sex of gender. It shows that 64,4% of the respondents were of male gender while

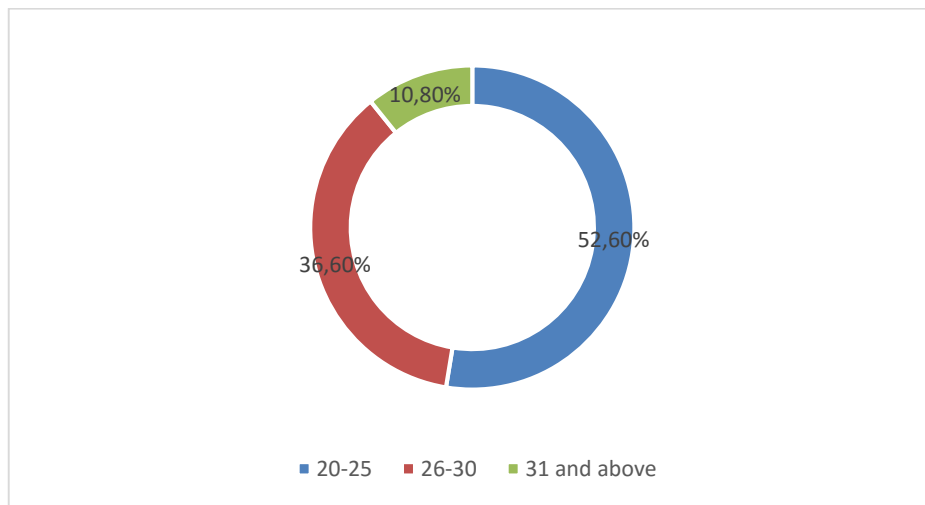
35,6% were of female gender. This also comes to show why there are more men than women in the Faculty.

**Table 38: repartition of respondents' according to the age interval.**

**Q32: You are of which age interval?**

	Frequency	Percent (%)
20-25	161	52,6
26-30	112	36,6
31 and above	33	10,8
Total	306	100

**Figure 29: repartition of respondents' according to the age interval.**



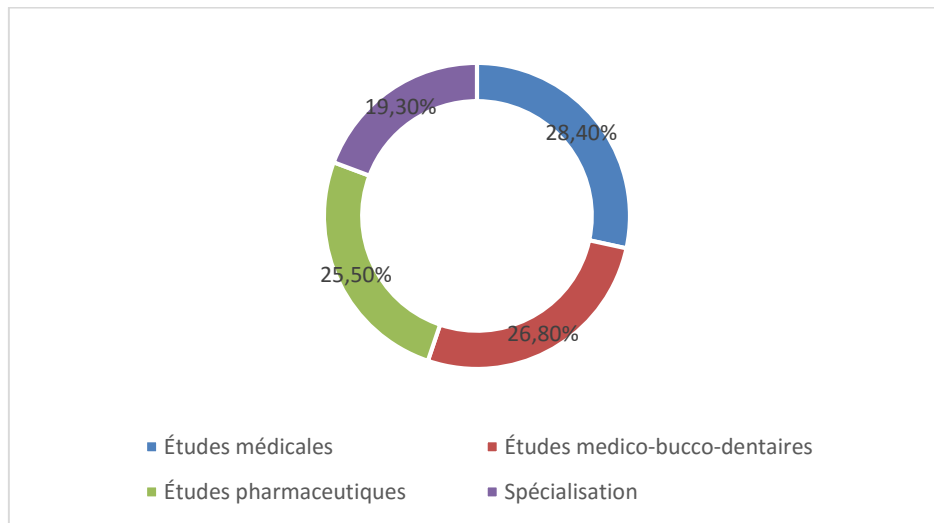
The above table and chart show the distribution of the respondents according to their age interval. We realize that most of the respondents are of the age interval 20-25 with a percentage of 52,5; those in the age interval of 26-30 have a percentage of 36,6 while 10,8% of the respondents were above 31 years of age.

**Table 39: repartition of respondents' according to the specialty in the faculty.**

**Q33: Your specialty in the faculty?**

	Frequency	Percent (%)
Études médicales	87	28,4
Études médico-bucco-dentaires	82	26,8
Études pharmaceutiques	78	25,5
Spécialisation	59	19,3
Total	306	100

**Figure 30: repartition of respondents' according to the specialty in the faculty.**



The above chart shows the repartition of respondents according to their specialty in the faculty. After passing the questionnaire, 28,4% of the respondents did Études médicales; 26,8% did Études médico-bucco-dentaires; 25,5% did Études pharmaceutiques while 19,3% did Spécialisation.

**Table 40: repartition of respondents' according to the matrimonial status.**

**Q34:What is your matrimonial status?**

	<b>Frequency</b>	<b>Percent (%)</b>
Married	39	12,7
Single	267	87,3
Divorced	00	00
Widow (widower)	00	00
Total	306	100

As shown on the table, a large number of the respondents were single having a percentage of 87,3% while 12,7% of them were married.

### **Présentation des résultats et analyse des contenus de la grille de la recherche**

Dans le cadre de cette étude, la présentation de l'analyse des résultats se fera par hypothèse et par cas. Il sera question de sortir de chaque discours eu en entretien avec les sujets, les portions correspondantes aux indicateurs mentionnés. L'analyse se fera sous forme de tableau et suivant une codification précise, nous aurons les symboles ↑ et ↓ pour designer respectivement le contenu du discours allant dans le sens del'hypothèse et celui n'allant pas dans le sens del'hypothèse de recherche.

**Thème1 : social governance on education.**

**Table 41 : Table of analyse of the speech of subject 1**

<b>Thème 1 : social governance on education</b>						
Items	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
Q1	The policy of professional ization applied in the University of Yaoundé I	<i>Yes. The curriculum of studies in some domains is in line with the job requirements but though there in lack of fieldwork in most fields study.</i>	↑	+	50% positives	The policy of profession alization applied in the University of Yaoundé I contribute to graduate employabi lity.
Q2	The LMD system	<i>No. Most of the fields of study are too theoretical and are not coined for self-employment. .</i>	↓	-	(negative)	The LMD system doesn't contribute s to graduate employabi lity.

**Comment :** The analyse of content of the speech of subject 1 shows that 50% of the speech goes in line with the hypothesis of the research 1 and 50% do not share the point of view.

**Table 42 : Table of analyse of the speech of sujet 2**

VI1						
<b>Thème 1 : social governance on education</b>						
	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
Items						
<b>Q1</b>	The policy of professionalization applied in the University of Yaoundé I	<i>No. I say so because we realise that teaching is still more of theory than practical.</i>		— (negative)		The policy of professionalization applied in the University of Yaoundé I donot contribute to graduate employability.
<b>Q2</b>	The LMD system	<i>No. The LMD system enables students navigate a bit more easily via the university but adds nothing to their professionalization which prepares for the job market.</i>		— (negative)	100% negatives	The LMD system doesn't participate to graduate employability.

**Comment :** The analyse of content of the speech of sujet 2 shows that all the 100% of the speech goes in line with the hypothesis of the research 1.

**Table 43 : Table of analyse of the speech of sujet 3**

VI1						
<b>Thème 1 : social governance on education</b>						
	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
Items						
<b>Q1</b>	The policy of professional ization applied in the University of Yaoundé I	<i>Yes. The content has been enriched with tools geared towards integration into the society as an entrepreneur or company worker.</i>	↗	+	(Positive)	The policy of profession alization applied in the University of Yaoundé I contribute to graduate employabi lity.
<b>Q2</b>	The LMD system	<i>It does. Courses and internships do favour.</i>	↗	+	100% positives (Positif)	The LMD system participate to graduate employabi lity.

**Comment : :** The analyse of content of the speech of subject 3 shows that all the 100% of the speech goes in line with the hypothesis of the research 1

**Table 44 : Table of analyse of the speech of sujet 4**

VI1						
<b>Thème 1 : <span style="border: 1px solid black; padding: 2px;">social governance on education</span></b>						
	<b>Indicateurs</b>	<b>VD : Contenu du discours</b>	<b>Codage</b>	<b>Décision</b>	<b>Fréquence</b>	<b>Résultats</b>
<b>Items</b>						
<b>Q1</b>	The policy of professional ization applied in the University of Yaoundé I	<i>Yes. Because the curriculum has been enriched with programs towards integration into the society.</i>	↑	+	50% positives	The policy of profession alization applied in the University of Yaoundé I contribute to graduate employabi lity.
<b>Q2</b>	The LMD system	<i>No. because concretely the movement between universities entails longer duration and no job available after formation.</i>	↓	-	50% negatives	The LMD system doesn't participate to graduate employabi lity.

**Comment :** The analyse of content of the speech of subject 4 shows that 50% of the speech goes in line with the hypothesis of the research 1 and 50% do not share the point of view.



**Table 45 : Table of analyse of the speech of sujet 5**

VI1						
<b>Thème 1 : social governance on education</b>						
	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
Items						
<b>Q1</b>	The policy of professional ization applied in the University of Yaoundé I	<i>No. Because it is mostly theoretical the formation.</i>		— (negative)		The policy of profession alization applied in the University of Yaoundé I donot contribute to graduate employabi lity.
<b>Q2</b>	The LMD system	<i>No. Because seeing the amount of graduate unemployed tells us that there is gap that has to be filled.</i>		— (negative)	100% negatives	The LMD system donot participate to graduate employabi lity.

**Comment :** The analyse of content of the speech of subject 5 shows that all the 100% of the speech goes in line with the hypothesis of the research 1

**Theme2:student's quality, skills, knowledge and characteristics.**

**Table 46 : Table of analyse of the speech of sujet 1**

VII

**Theme 2 : student's quality, skills, knowledge and characteristics**

	<b>Indicateurs</b>	<b>VD : Contenu du discours</b>	<b>Codage</b>	<b>Décision</b>	<b>Fréquence</b>	<b>Résultats</b>
<b>Items</b>						
<b>Q3</b>	The qualification	<i>No. Many students posses diverse technical quality such as skills and talents and can best be exploited when exposed to job. So, do not base on their academic qualification. .</i>		— (negative)	50% negatives	When recruiting young graduates, donot limit yourself only on their qualificati on but also on their qualities
<b>Q4</b>	The characteristics of young graduates	<i>Many young graduates are waiting for state employment in order to have a job, which is not really the best way. Very few rediscover themselves through self-employment</i>		† (Positive)		Student qualities are always observed before employement

**Comment :** The analyse of content of the speech of subject 1 shows that 50% of the speech goes in line with the hypothesis of the research 2 and 50% do not share the point of view.

**Table 47 : Table of analyse of the speech of subject 2**

VI1

**Theme 2 : student's quality, skills, knowledge and characteristics**

	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Items</b>						
<b>Q3</b>	The qualification	<i>Yes. Because due to the massive quantity of young graduates, there is no time to check on their qualities. That is done only in the field</i>		+	100% positives	When recruiting young graduates, do limit yourself only on their qualification but also on their qualities
<b>Q4</b>	The characteristics of young graduates	<ul style="list-style-type: none"> <li>- <i>Moral</i></li> <li>- <i>Mastery of position being requested for</i></li> <li>- <i>Availability</i></li> <li>- <i>Eloquence.</i></li> </ul>		+	(Positive)	Student qualities are always observed before employment

**Comment :** The analyse of content of the speech of subject 2 shows that all the 100% of the speech goes in line with the hypothesis of the research 2.

**Table 48 : Table of analyse of the speech of subject 3**

VI1						
<b>Theme 2 : student's quality, skills, knowledge and characteristics</b>						
	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
Items						
Q3	The qualification	<i>We limit ourselves to their qualification most at the time, being a government institution accompanied by a CV. Then employer also gives priority to people having graduate from government institutions or international institutions.</i>		+	50% positives	When recruiting young graduates, do limit yourself only on their qualification but also on their qualities
Q4	The characteristics of young graduates	<i>Most young graduates are enthusiastic and multiply the search for jobs. Most at times this ends up in frustration due to difficulty in finding an appropriate job which meets the graduates view and expectations.</i>		+	50% positives	Student qualities are always observed before employment

**Comment:** The analyse of content of the speech of subject 3 shows that all the 100% of the speech goes in line with the hypothesis of the research 2.

**Table 49 : Table of analyse of the speech of subject 4**

VI1

**Theme 2 : student's quality, skills, knowledge and characteristics**

	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Items</b>						
<b>Q3</b>	The qualification	<i>Yes. Recruitments are based on study of files with almost no exchange between the candidates and the admission office due to the large number of students seeking admission into the university.</i>		† (Positive)	50% positives	When recruiting young graduates, do limit yourself only on their qualification but also on their qualities
<b>Q4</b>	The characteristics of young graduates	<i>A lack of professional or field experience.</i>		† (Positive)	50% positives	Student qualities are always observed before employment

**Comment:** The analyse of content of the speech of subject 4 shows that all the 100% of the speech goes in line with the hypothesis of the research 2..

**Table 50 : Table of analyse of the speech of sujet 5**

VI1						
<b>Theme 2 : student's quality, skills, knowledge and characteristics</b>						
	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Items</b>						
<b>Q3</b>	The qualification	<i>No. since qualification is the first standard. I take it first but later merge it to quality for a better productivity.</i>		— (negative)	50% negatives	When recruiting young graduates, donot limit yourself only on their qualification but also on their qualities
<b>Q4</b>	The characteristics of young graduates	<ul style="list-style-type: none"> <li>- <i>Eloquence;</i></li> <li>- <i>Mastery of the position requested</i></li> <li>- <i>Morale.</i></li> </ul>		+ (Positive)	50% positives	Student qualities are always observed before employment

**Comment :** The analyse of content of the speech of subject 5 shows that 50% of the speech goes in line with the hypothesis of the research 2 and 50% do not share the point of view.

**Theme 3: link between curriculum, infrastructure and manpower on student's employability**

**Table 51 : Table of analyse of the speech of subject 1**

<b>Theme 3: link between curriculum, infrastructure and manpower on student's employability</b>						
Items	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Q5</b>	Curriculum in Universities	<i>No. Because curriculum organised in the university lack a lot of subject/ cause mastery. In that case, the curriculum focuses more on teaching skills and little on understanding the subject you are teaching. .</i>		— (negative)		Curriculum organised in Universities isn't according to both the employers need and the students' aspirations
<b>Q6</b>	Academics lecturers	<i>No. Because some are there through personal relationships/affiliations.</i>		— (negative)	100% negatives	All lecturers are not employed through academic competence and quality

**Comment :** The analyse of content of the speech of subject 1 shows that all the 100% of the speech goes in line with the hypothesis of the research 3.

**Table 52 : Table of analyse of the speech of sujet 2**

VI1

**Theme 3: link between curriculum, infrastructure and manpower on student's employability**

	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Items</b>						
<b>Q5</b>	Curriculum in Universities	<i>Yes. The school program evolves every day to meet up with societal needs.</i>	↑	+	50% positives	Curriculum organised in Universities is according to both the employers need and the students' aspirations
<b>Q6</b>	Academics lecturers	<i>No. some lecturers are employed due to personal relationships and have little mastery of the subject matter.</i>	↓	-	50% negatives	All lecturers are employed through academic competence and quality

**Comment :** The analyse of content of the speech of subject 2 shows that 50% of the speech goes in line with the hypothesis of the research 3 and 50% do not share the point of view.



**Table 53 : Table of analyse of the speech of sujet 3**

VI1

**Theme 3: link between curriculum, infrastructure and manpower on student's employability**

	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Items</b>						
<b>Q5</b>	Curriculum in Universities	<i>Yes. Internships present students to potential employers and cause content provide background knowledge to students.</i>		+	50% positives	Curriculum organised in Universities is according to both the employers need and the students' aspirations
<b>Q6</b>	Academics lecturers	<i>No. I do not some lecturers are recruited based on relationships and master little or nothing of what is expected of them.</i>		-	50% negatives	All lecturers are not employed through academic competence and quality

**Comment :** The analyse of content of the speech of subject 3 shows that 50% of the speech goes in line with the hypothesis of the research 3 and 50% do not share the point of view.

**Table 54 : Table of analyse of the speech of subject 4**

VI1						
<b>Theme 3: link between curriculum, infrastructure and manpower on student's employability</b>						
Items	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Q5</b>	Curriculum in Universities	<i>It varies for faculties and schools. Example, those of computer science department are given the minimum adapted to computer technology related to jobs even though specialisation is most at times required for more quality job.</i>	↑	+	50% positives	Curriculum organised in Universities is according to both the employers need and the students' aspirations
<b>Q6</b>	Academics lecturers	<i>Not all lecturers. Some are recruited via acquaintances and most at times the best are not picked up. But this trend seems to be broken in relatively difficult domains dealing with mathematical sciences, physics, etc. where most people shy away from.</i>	↓	-	50% negatives	All lecturers are not employed through academic competence and quality

**Comment :** The analyse of content of the speech of subject 4 shows that 50% of the speech goes in line with the hypothesis of the research 3 and 50% do not share the point of view.

**Table 55 : Table of analyse of the speech of subject 5**

VI1

**Theme 3: link between curriculum, infrastructure and manpower on student's employability**

	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Items</b>						
<b>Q5</b>	Curriculum in Universities	<i>Yes. Because the curriculum has been evolving progressively to meet the needs of the job market.</i>	↑	† (Positive)	50% positives	Curriculum organised in Universities is according to both the employers need and the students' aspirations
<b>Q6</b>	Academics lecturers	<i>Yes. Because you must be academically qualified. All lecturers in the faculty of medicine are either doctors or professors.</i>	↑	† (Positive)	50% positives	All lecturers are employed through academic competence and quality

**Comment:** The analyse of content of the speech of subject 5 shows that all the 100% of the speech goes in line with the hypothesis of the research 3.

**Theme 4: the formal and informal managerial methods used by employers**

**Table 56 : Table of analyse of the speech of subject 1**

VII

**Theme 4: the formal and informal managerial methods used by employers**



	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Items</b>						
<b>Q7</b>	The formal sector	<i>It is believed the formal academic or professional training entails diverse knowledge and technical orientate. Also, it follows international standards.</i>		† (Positive)	50% positives	The formal sector always needs a proof of a formal academic or professional training in order to recruit graduates
<b>Q8</b>	Academics lecturers	<i>Yes. In most state universities, practical application is very minimal due to inadequate machinery which result to poor or insufficient training. So most of the technical and practical skills are well understood on the job, after recruitment. Also, insufficient and poor internships training; little or no volunteerism.</i>		† (Positive)	50% positives	Most often the skills required are learnt on the job, after recruitment

**Comment:**The analyse of content of the speech of subject 1 shows that all the 100% of the speech goes in line with the hypothesis of the research 4.

**Table 57 : Table of analyse of the speech of subject 2**

VI1

**Theme 4: the formal and informal managerial methods used by employers**

	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Items</b>						
<b>Q7</b>	The formal sector	<i>Yes. Because before recruiting any young graduate, he/she has to show some</i>		† (Positive)	50% positives	The formal sector always needs a proof of a formal academic or professional training in order to recruit graduates
<b>Q8</b>	Academics lecturers	<i>Yes. In most state universities, practical application is very minimal due to inadequate machinery which result to poor or insufficient training. So most of the technical and practical skills are well understood on the job, after recruitment. Also, insufficient and poor internships training; little or no volunteerism.</i>		† (Positive)	50% positives	Most often the skills required are learnt on the job, after recruitment

**Comment:** The analyse of content of the speech of subject 2 shows that all the 100% of the speech goes in line with the hypothesis of the research 4.

**Table 58 : Table of analyse of the speech of subject 3**

VI1

**Theme 4: the formal and informal managerial methods used by employers**

	<b>Indicateurs</b>	<b>VD : Contenu du discours</b>	<b>Codage</b>	<b>Décision</b>	<b>Fréquence</b>	<b>Résultats</b>
<b>Items</b>						
<b>Q7</b>	The formal sector	<i>No employer of the formal sector will recruit someone to let fall his business. Qualification and competence are key aspects required.</i>		— (Négatif)	100% negatives	The formal sector don't always needs a proof of a formal academic or professional training in order to recruit graduates
<b>Q8</b>	Academics lecturers	<i>I don't agree. Skills required make up recruitment criteria. No employer will like to employ someone who is still to trained on the job: it's time consuming and costly.</i>		— (Négatif)		Most often the skills required are not learnt on the job, after recruitment

**Comment:** The analyse of content of the speech of subject 3 shows that all the 100% of the speech goes in line with the hypothesis of the research 4.

**Table 59 : Table of analyse of the speech of subject 4**

VI1

**Theme 4: the formal and informal managerial methods used by employers**

	<b>Indicateurs</b>	<b>VD : Contenu du discours</b>	<b>Codage</b>	<b>Décision</b>	<b>Fréquence</b>	<b>Résultats</b>
<b>Items</b>						
<b>Q7</b>	The formal sector	<i>Recruitment into the formal goes via process which needs the presentation and certification of graduates certification plays the role of proof of academic or professional training.</i>		† (Positive)	50% positives	The formal sector always needs a proof of a formal academic or professional training in order to recruit graduates
<b>Q8</b>	Academics lecturers	<i>I do agree usually, the profile of the graduate recruited does not fit into the job prescription demands, hence the graduates learns the skills of the job while practicing.</i>		† (Positive)	50% positives	Most often the skills required are learnt on the job, after recruitment

**Comment :** The analyse of content of the speech of subject 4 shows that all the 100% of the speech goes in line with the hypothesis of the research 4.

**Table 60: Table of analyse of the speech of subject 5**

VI1						
<b>Theme 4: the formal and informal managerial methods used by employers</b>						
	<b>Indicateurs</b>	<b>VD : Contenu du discours</b>	<b>Codage</b>	<b>Décision</b>	<b>Fréquence</b>	<b>Résultats</b>
<b>Items</b>						
<b>Q7</b>	The formal sector	<i>Competence and qualification are the key aspects any employer will require.</i>		† (Positive)	50% positives	The formal sector always needs a proof of a formal academic or professional training in order to recruit graduates
<b>Q8</b>	Academics lecturers	<i>No. the training received by students during theirs years of studies builds in them certain basic skills required for job.</i>		— (Négatif)	50% negatives	Most often the skills required are not learnt on the job, after recruitment

**Comment:** The analyse of content of the speech of subject 5 shows that 50% of the speech goes in line with the hypothesis of the research 3 and 50% do not share the point of view.





**Theme 5: a training reference: stakeholders, contextualization of curriculum and partnership**

**Table 61 : Table of analyse of the speech of subject 1**

Theme 5: a training reference: stakeholders, contextualization of curriculum and partnership						
Items	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Q9</b>	Quality an practical teachings	<i>To a greater extent. Yes. Teaching nowadays focuses on some social needs and realities.</i>	↗	† (Positive)		Better quality and more practical teachings are adapted to the social needs and realities
<b>Q10</b>	Companies/ enterprises	<i>Yes. The employers are better placed to outline their needs so as to coin their training of their future employees in that direction.</i>	↗	† (Positive)	100% positives	Companie s/enterpris es should interfere in school in curriculum for a better graduates' employabi lity

**Comment :** The analyse of content of the speech of subject 1 shows that all the 100% of the speech goes in line with the hypothesis of the research 5.

**Table 62 : Table of analyse of the speech of subject 2**

VI1						
<b>Theme 5: a training reference: stakeholders, contextualization of curriculum and partnership</b>						
Items	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Q9</b>	Quality an practical teachings	<i>Better, quality and practical teachings prepare graduates better for the job market, improving productivity of graduates at job sites.</i>		† (Positive)		Better quality and more practical teachings are adapted to the social needs and realities
<b>Q10</b>	Companies/ enterprises	<i>Yes, companies should. They can offer internship to students and in exchange with the administration of school institutions, shed more light on the qualities and capabilities needed from graduates. This will let the administration adapt their curriculum as a consequence.</i>		† (Positive)	100% positives	Companies/enterprises should interfere in school in curriculum for a better graduates' employability



**Comment :** The analyse of content of the speech of subject 2 shows that all the 100% of the speech goes in line with the hypothesis of the research 5.

**Table 63 : Table of analyse of the speech of sujet 3**

VI1						
<b>Theme 5: a training reference: stakeholders, contextualization of curriculum and partnership</b>						
	<b>Indicateurs</b>	<b>VD : Contenu du discours</b>	<b>Codage</b>	<b>Décision</b>	<b>Fréquence</b>	<b>Résultats</b>
<b>Items</b>						
<b>Q9</b>	Quality an practical teachings	<i>Yes. Teaching nowadays are focused on potential jobs no matter the sector.</i>	↗	+		Better quality and more practical teachings are adapted to the social needs and realities
				(Positive)		
<b>Q10</b>	Companies/ enterprises	<i>Yes. They better know what they need and can suggest content of school curriculum.</i>	↗	+	100% positives	Companie s/enterpris es should interfere in school in curriculum for a better graduates' employability
				(Positive)		

**Comment :** The analyse of content of the speech of sujet 3 shows that all the 100% of the speech goes in line with the hypothesis of the research 5.

**Table 64 : Table of analyse of the speech of subject 4**

VI1						
<b>Theme 5: a training reference: stakeholders, contextualization of curriculum and partnership</b>						
Items	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
<b>Q9</b>	Quality an practical teachings	<i>Yes. Learning is focused on societal needs though more need to be done again.</i>		† (Positive)		Better quality and more practical teachings are adapted to the social needs and realities
<b>Q10</b>	Companies/ enterprises	<i>Yes. Because they are well placed to know what they need for the survival of their companies/enterprises.</i>		† (Positive)	100% positives	Companie s/enterpris es should interfere in school in curriculum for a better graduates' employabi lity

**Comment :** The analysis of content of the speech of subject 4 shows that all the 100% of the speech goes in line with the hypothesis of the research 5.

**Table 65 : Table of analyse of the speech of sujet 5**

VI1						
<b>Theme 5: a training reference: stakeholders, contextualization of curriculum and partnership</b>						
	Indicateurs	VD : Contenu du discours	Codage	Décision	Fréquence	Résultats
Items						
<b>Q9</b>	Quality an practical teachings	<i>No. Because teaching is still general not practically oriented to the social needs.</i>		— (Négatif)	50% negatives	Better quality and more practical teachings are not adapted to the social needs and realities
<b>Q10</b>	Companies/ enterprises	<i>Yes. To build the graduation in the aspect of practical and technical skills and problem-solving skills.</i>		† (Positive)	50% positives	Companie s/enterpris es should interfere in school in curriculum for a better graduates' employabi lity

**Comment :** The content analysis of the speech of subject 5 shows that 50% of the speech through the indicator 9 do not go in line with the research hypothesis 5 while 50% of the speech through the indicatoi 10 goes in line with the research hypothesis 5.

## Theme 6: identification of the respondent

**Table 66: Identification of interviewers**

	subject #1	subject #1	subject #1	subject #1	subject #1
Sex	Male	Female	Female	Male	Male
Age	35	43	37	39	47
Actual post or Occupation	Human Resource manager	Medical Doctor and Lecturer	Medical laboratory scientist	Chief of bureau for training and internship	Laboratory technician and lecturer
Status matrimonial	Single	Married	Married	Married	Married

It can be realised that from the above table that 3 of the 5 respondents are of the medical field and 2 others from the market work domain. The respondents were 2 females and 3 males.

Table 67: A recapilative table of cumulative case

Sujets	HR1 en%		HR2 en%		HR3 en %		HR4 en %		HR5 en %	
	Positif	Négatif	Positif	Négatif	Positif	Négatif	positif	négatif	Positif	Négatif
Sujet 1	50%	50%	50%	50%	00%	100%	100%	00%	100%	00%
Sujet 2	00%	100%	100%	00%	50%	50%	100%	00%	100%	00%
Sujet 3	100%	00%	100%	00%	50%	50%	00%	100%	100%	00%
Sujet 4	50%	50%	100%	50%	50%	50%	100%	00%	100%	00%
Sujet 5	00%	100%	50%	50%	100%	00%	50%	50%	50%	50%
<b>Total</b>	<b>40%</b>	<b>60%</b>	<b>80%</b>	<b>20%</b>	<b>50%</b>	<b>50%</b>	<b>70%</b>	<b>30%</b>	<b>90%</b>	<b>10%</b>

## 4.2 Data presentation and correlation analysis

Correlation analysis is an analysis that shows the link between two variables. In this case, we will be taking on the link that exists between social governance on education and young graduate employability in the faculty of Medicine and Bio-Sciences in the University of Yaoundé I. This study presents first the steps of the calculation of the square chi and the different data resulting from this research while highlighting the link that exists between the latter through the calculation of the chi square.

### Steps used to calculate chi-square in the research

The chi square test ( $\chi^2$ ) was created in 1900 by Pearson and is a non-parametric test of significance employing many of the variables which are of nominal scale. It is used to study the relationship between two nominal variables. In accordance with our hypotheses and the instruments presented above, to analyze our results we use the chi-square which is an independence test used to measure the relationship between variables that is (DV and IV). The data for each specific research hypothesis is presented in a corresponding table. The use of this test involves the following steps:

**1st step:** the definition of the alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_0$ );

**2nd step:** The definition of the significance threshold used to indicate the margin of error. In our study, we define the significance level at 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ );

**3rd step:** the definition of the number of degrees of freedom obtained by this formula:  $ddl = (\text{Number of columns} - 1) (\text{Number of rows} - 1)$ . In this formula it is the number of columns in the contingency table and the number of rows in the contingency table;

**4th step:** calculation of chi square ( $\chi^2$ ). To do this computation, it is necessary firstly to determine the observed frequencies ( $F_o$ ) and, on the other hand, the theoretical or Expected frequencies ( $F_e$ ) and therefore the expression is as follows:

$$F_e = \frac{T_L \times T_C}{N}$$

$T_c$  = the total number of individuals per column

Tl = the total of individuals per line

N = the total number of individuals.

N = Total Number of Contingency Calls Thus, once the frequencies are calculated or determined, the formula of  $\chi^2$  can be applied. Knowing fully that the difference between the Observed Frequency (Fo) and Expected Frequency (Fe), is expressed as:

$$\chi^2 = \sum \frac{(\mathbf{Fo} - \mathbf{Fe})^2}{\mathbf{Fe}}$$

where,

$\chi^2$  = Chi square

Fo= Observed Frequency

Fe = Expected Frequency

If half the theoretical numbers are lower than 5 then the Yates continuity correction is carried out by applying the corrected Chi square formula

$$\chi^2_{\text{cor}} = \sum \frac{(\mathbf{Fo} - \mathbf{Fe})^2 - 0.5}{\mathbf{Fe}}$$

**5th step:** reading the chi square calculated in the table of  $\chi^2$  as a function of ddl and  $\alpha$ . The result obtained is denoted  $\chi^2$  observe;

**6th step:** decision-making. To achieve this, we compare the  $\chi^2$  calculated with  $\chi^2$  observe taking into account the number of degree of freedom and the threshold of significance retained: If the calculated  $\chi^2$  is less than the critical value of  $\chi^2$ , we reject the alternative hypothesis (Ha) and confirm the null hypothesis (H0). At the end, we conclude that there is a significant link between the variables. If the calculated  $\chi^2$  is greater than the critical value of  $\chi^2$ , the alternative hypothesis is confirmed and the null hypothesis is rejected. Thus it will be said that there is no significant relationship between the two variables.



## Correlation analysis of the specific research hypothesis

This section presents the data obtained from the calculation of the chi-square of the various hypotheses.

### Presentation and correlational analysis of the RH1

Recall of the research hypothesis: there is a link between social governance on education and the employability of young graduates in the socio-professional world.

**Step 1:** Formulation of statistical hypotheses. The formulation of the statistical hypotheses consists in defining the alternative hypothesis ( $H_a$ ) and the null hypothesis ( $H_0$ ).

**$H_0$ :** there is not a link between social governance on education and the employability of young graduates in the socio-professional world.

**$H_a$ :** there is a link between social governance on education and the employability of young graduates in the socio-professional world.

**Step 2:** Choice of  $\alpha$ . The definition of the significance threshold used to indicate the margin of error. Given that this study is part of the social sciences, the significance level is 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ).

**Step 3:** Calculation of  $\chi^2$  on the contingency of participant responses

Since the present study is of a descriptive and correlative type, the chi-square test is the appropriate mathematical instrument for confirming or invalidating assumptions. To calculate the chi square, it is essential to present the observed frequencies and to calculate the theoretical frequencies. The following table shows the contingency of participants' responses.

The theoretical frequencies were calculated by applying the formula:  $F_e = \frac{T_L \times T_C}{N}$ .

These different theoretical frequencies are summarized on the following table.

**Table 68: Contingency table for participants' responses between social governance on education and the employability of young graduates in the socio-professional world.**

Employability of young graduates in the socio-professional world								
social governance on education		Yes		No		No response		TOTAL
		Fo	Fe	Fo	Fe	Fo	Fe	
	Q1	162	150,16	123	114,16	21	41,66	
Q2	149	150,16	120	114,16	37	41,66	306	
Q3	121	150,16	134	114,16	51	41,66	306	
Q4	168	150,16	111	114,16	27	41,66	306	
Q5	156	150,16	107	114,16	43	41,66	306	
Q6	145	150,16	90	114,16	71	41,66	306	
TOTAL		901		685		250	1836	

In order to calculate the general chi square, we calculated the different chi-square for each question in the questionnaire, and then we made a linear summation.

**Table69: Calculation of chi-square ( $\chi^2$ ) for RH1**

	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	$\chi^2 = \sum \frac{(Fo - Fe)^2}{Fe}$
	162	150,16	11,84	140,1856	0,93357485
	149	150,16	-1,16	1,3456	0,00896111
	121	150,16	-29,16	850,3056	5,66266383
	168	150,16	17,84	318,2656	2,11950986
	156	150,16	5,84	34,1056	0,2271284
Yes	145	150,16	-5,16	26,6256	0,17731486
No	123	114,16	8,84	78,1456	0,68452698

	120	114,16	5,84	34,1056	0,29875263
	134	114,16	19,84	393,6256	3,44801682
	111	114,16	-3,16	9,9856	0,08747022
	107	114,16	-7,16	51,2656	0,44906797
	90	114,16	-24,16	583,7056	5,11304835
	21	41,66	-20,66	426,8356	10,2456937
	37	41,66	-4,66	21,7156	0,5212578
	51	41,66	9,34	87,2356	2,09398944
	27	41,66	-14,66	214,9156	5,15879981
	43	41,66	1,34	1,7956	0,0431013
No response	71	41,66	29,34	860,8356	20,6633605
		Total			57,9362385

Reading of this table shows that  $\chi^2_{cal} = 57,93$

#### Step 4: Calculation of the degree of freedom

The calculation of the degree of freedom is obtained by the following formula:

$$ddl = (\text{Number of columns} - 1) (\text{Number of rows} - 1).$$

$$\text{Statistical application } ddl = (3-1) (6-1) = 10. \quad ddl = 10$$

#### Step 5: Determination of the critical value of chi-square

The critical value of  $\chi^2$  reading in the table above include: With  $ddl = 10$  and  $\alpha = 0.05$ , 18,31.

#### Step 6: Comparison and decision making

The  $\chi^2_{cal}$  (57,93) is higher than the critical value of  $\chi^2$  (18,31) so  $H_0$  is rejected and  $H_a$  accepted is statistically interpreted that there is a link between social governance on education and the employability of young graduates in the socio-professional world. Consequently,  $RH_1$  is validated.

## Presentation and correlational analysis of the RH2

Recall of the research hypothesis: there is a link between student's qualities: Skills, Knowledge and Characteristics and the employability of young graduates in the socio-professional world.

**Step 1:** Formulation of statistical hypotheses. The formulation of the statistical hypotheses consists in defining the alternative hypothesis (Ha) and the null hypothesis (H0).

**H0:** there is not a link between student's qualities: Skills, Knowledge and Characteristics and the employability of young graduates in the socio-professional world.

**Ha:** there is a link between student's quality: Skills, Knowledge and Characteristics and the employability of young graduates in the socio-professional world.

**Step 2:** Choice of  $\alpha$ . The definition of the significance threshold used to indicate the margin of error. Given that this study is part of the social sciences, the significance level is 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ).

**Step 3:** Calculation of  $\chi^2$  on the contingency of participant responses

Since the present study is of a descriptive and correlative type, the chi-square test is the appropriate mathematical instrument for confirming or invalidating assumptions. To calculate the chi square, it is essential to present the observed frequencies and to calculate the theoretical frequencies. The following table shows the contingency of participants' responses.

The theoretical frequencies were calculated by applying the formula:  $Fe = \frac{TL \times TC}{N}$ .

These different theoretical frequencies are summarized on the following table.

**Table 70: Contingency table for participants' responses between student's quality: Skills, Knowledge and Characteristics and the employability of young graduates in the socio-professional world.**

Employability of young graduates in the socio-professional world							
student's quality: Skills, Knowledge and Characteristics	Yes		No		No response		TOTAL
	Fo	Fe	Fo	Fe	Fo	Fe	
<b>Q7</b>	155	138,16	109	100,66	42	67,16	306
<b>Q8</b>	139	138,16	140	100,66	27	67,16	306
<b>Q9</b>	171	138,16	33	100,66	102	67,16	306
<b>Q10</b>	151	138,16	90	100,66	65	67,16	306
<b>Q11</b>	80	138,16	110	100,66	116	67,16	306
<b>Q12</b>	133	138,16	122	100,66	51	67,16	306
<b>TOTAL</b>		829		604		403	1836

In order to calculate the general chi square, we calculated the different chi-square for each question in the questionnaire, and then we made a linear summation.

**Table 71: Calculation of chi-square ( $\chi^2$ ) for RH2**

	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	$\chi^2 = \sum \frac{(Fo - Fe)^2}{Fe}$
	155	138,16	16,84	283,5856	2,0525883
	139	138,16	0,84	0,7056	0,00510712
	171	138,16	32,84	1078,4656	7,80591778
	151	138,16	12,84	164,8656	1,19329473
Yes	80	138,16	-58,16	3382,5856	24,4831036

	133	138,16	-5,16	26,6256	0,19271569
	109	100,66	8,34	69,5556	0,69099543
	140	100,66	39,34	1547,6356	15,3748818
	33	100,66	-67,66	4577,8756	45,4785973
	90	100,66	-10,66	113,6356	1,12890523
	110	100,66	9,34	87,2356	0,8666362
No	122	100,66	21,34	455,3956	4,52409696
	42	67,16	-25,16	633,0256	9,42563431
	27	67,16	-40,16	1612,8256	24,0146754
	102	67,16	34,84	1213,8256	18,0736391
	65	67,16	-2,16	4,6656	0,06946992
No	116	67,16	48,84	2385,3456	35,5173556
response	51	67,16	-16,16	261,1456	3,88840977
		Total			194,786024

Reading of this table shows that  $\chi^2_{cal} = 194,78$

#### Step 4: Calculation of the degree of freedom

The calculation of the degree of freedom is obtained by the following formula:

$$ddl = (\text{Number of columns} - 1) (\text{Number of rows} - 1).$$

$$\text{Statistical application } ddl = (3-1) (6-1) = 10. \quad ddl = 10$$

#### Step 5: Determination of the critical value of chi-square

The critical value of  $\chi^2$  reading in the table above include: With  $ddl = 10$  and  $\alpha = 0.05$ , 18,31.

#### Step 6: Comparison and decision making

The  $\chi^2_{cal}$  (194,78) is higher than the critical value of  $\chi^2$  (18,31) so  $H_0$  is rejected and  $H_a$  accepted is statistically interpreted that there is a link between student's quality: Skills,

Knowledge and Characteristics and the employability of young graduates in the socio-professional world. Consequently, RH2 is validated.

### **Presentation and correlational analysis of the RH3**

Recall of the research hypothesis: there is a link between Curriculum, infrastructure and manpower and the employability of young graduates in the socio-professional world.

**Step 1:** Formulation of statistical hypotheses. The formulation of the statistical hypotheses consists in defining the alternative hypothesis (Ha) and the null hypothesis (H0).

**H0:** there is not a link between Curriculum, infrastructure and manpower and the employability of young graduates in the socio-professional world.

**Ha:** there is a link between Curriculum, infrastructure and manpower and the employability of young graduates in the socio-professional world.

**Step 2:** Choice of  $\alpha$ . The definition of the significance threshold used to indicate the margin of error. Given that this study is part of the social sciences, the significance level is 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ).

**Step 3:** Calculation of  $\chi^2$  on the contingency of participant responses

Since the present study is of a descriptive and correlational type, the chi-square test is the appropriate mathematical instrument for confirming or invalidating assumptions. To calculate the chi square, it is essential to present the observed frequencies and to calculate the theoretical frequencies. The following table shows the contingency of participants' responses.

The theoretical frequencies were calculated by applying the formula:  $Fe = \frac{TL \times TC}{N}$ .

These different theoretical frequencies are summarized on the following table.

**Table 72: Contingency table for participants' responses between social governance on education and the employability of young graduates in the socio-professional world.**

Employability of young graduates in the socio-professional world							
	Yes		No		No response		TOTAL
	Fo	Fe	Fo	Fe	Fo	Fe	
<b>Q13</b>	147	128,33	134	122	25	55,66	306
<b>Q14</b>	128	128,33	139	122	39	55,66	306
<b>Q15</b>	153	128,33	131	122	22	55,66	306
<b>Q16</b>	126	128,33	145	122	35	55,66	306
<b>Q17</b>	113	128,33	84	122	109	55,66	306
<b>Q18</b>	103	128,33	99	122	104	55,66	306
<b>TOTAL</b>		770		732		334	1836

In order to calculate the general chi square, we calculated the different chis-square for each question in the questionnaire, and then we made a linear summation.

**Table 73: Calculation of chi-square ( $\chi^2$ ) for RH3**

	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	$\chi^2 = \sum \frac{(Fo - Fe)^2}{Fe}$
	147	128,33	18,67	348,5689	2,71619185
	128	128,33	-0,33	0,1089	0,00084859
	153	128,33	24,67	608,6089	4,7425302
	126	128,33	-2,33	5,4289	0,04230422
Yes	113	128,33	-15,33	235,0089	1,83128575



	103	128,33	-25,33	641,6089	4,99967973
	134	122	12	144	1,18032787
	139	122	17	289	2,36885246
	131	122	9	81	0,66393443
	145	122	23	529	4,33606557
	84	122	-38	1444	11,8360656
No	99	122	-23	529	4,33606557
	25	55,66	-30,66	940,0356	16,8888897
	39	55,66	-16,66	277,5556	4,98662594
	22	55,66	-33,66	1132,9956	20,3556522
	35	55,66	-20,66	426,8356	7,66862379
No	109	55,66	53,34	2845,1556	51,1167014
response	104	55,66	48,34	2336,7556	41,9826734
		Total			182,053318

Reading of this table shows that  $\chi^2_{cal} = 182,05$

#### Step 4: Calculation of the degree of freedom

The calculation of the degree of freedom is obtained by the following formula:

$$ddl = (\text{Number of columns} - 1) (\text{Number of rows} - 1).$$

$$\text{Statistical application } ddl = (3-1) (6-1) = 10. \quad ddl = 10$$

#### Step 5: Determination of the critical value of chi-square

The critical value of  $\chi^2$  reading in the table above include: With  $ddl = 10$  and  $\alpha = 0.05$ , 18,31.

#### Step 6: Comparison and decision making

The  $\chi^2_{cal}$  (182,05) is higher than the critical value of  $\chi^2$  (18,31) so  $H_0$  is rejected and  $H_a$  accepted is statistically interpreted that there is a link between Curriculum,

infrastructure and manpower and the employability of young graduates in the socio-professional world. Consequently, RH3 is validated.

#### **Presentation and correlational analysis of the RH4**

Recall of the research hypothesis: there is a link between Curriculum, infrastructure and manpower and the employability of young graduates in the socio-professional world.

**Step 1:** Formulation of statistical hypotheses. The formulation of the statistical hypotheses consists in defining the alternative hypothesis (Ha) and the null hypothesis (H0).

**H0:** there is not a link between the formal and informal managerial methods used by employers and the employability of young graduates in the socio-professional world.

**Ha:** there is a link between the formal and informal managerial methods used by employers and the employability of young graduates in the socio-professional world.

**Step 2:** Choice of  $\alpha$ . The definition of the significance threshold used to indicate the margin of error. Given that this study is part of the social sciences, the significance level is 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ).

**Step 3:** Calculation of  $\chi^2$  on the contingency of participant responses

Since the present study is of a descriptive and correlative type, the chi-square test is the appropriate mathematical instrument for confirming or invalidating assumptions. To calculate the chi square, it is essential to present the observed frequencies and to calculate the theoretical frequencies. The following table shows the contingency of participants' responses.

The theoretical frequencies were calculated by applying the formula:  $Fe = \frac{TL \times TC}{N}$ .

These different theoretical frequencies are summarized on the following table.

**Table 74: Contingency table for participants' responses between the formal and informal managerial methods used by employers and the employability of young graduates in the socio-professional world.**

Employability of young graduates in the socio-professional world								
The formal and informal managerial methods used by employers		Yes		No		No response		TOTAL
		Fo	Fe	Fo	Fe	Fo	Fe	
	Q19	164	136,66	100	104,66	42	65	
Q20	147	136,66	100	104,66	59	65	306	
Q21	88	136,66	144	104,66	74	65	306	
Q22	127	136,66	105	104,66	74	65	306	
Q23	161	136,66	129	104,66	16	65	306	
Q24	131	136,66	50	104,66	125	65	306	
TOTAL		818		628		390	1836	

In order to calculate the general chi square, we calculated the different chis-square for each question in the questionnaire, and then we made a linear summation.

**Table 75: Calculation of chi-square ( $\chi^2$ ) for RH4**

	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	$\chi^2 = \sum \frac{(Fo - Fe)^2}{Fe}$
	164	136,66	27,34	747,4756	5,46960047
	147	136,66	10,34	106,9156	0,78234743
	88	136,66	-48,66	2367,7956	17,3261788
	127	136,66	-9,66	93,3156	0,68283038
Yes	161	136,66	24,34	592,4356	4,3351061

	131	136,66	-5,66	32,0356	0,23441826
	100	104,66	-4,66	21,7156	0,2074871
	100	104,66	-4,66	21,7156	0,2074871
	144	104,66	39,34	1547,6356	14,7872693
	105	104,66	0,34	0,1156	0,00110453
	129	104,66	24,34	592,4356	5,66057328
No	50	104,66	-54,66	2987,7156	28,5468718
	42	65	-23	529	8,13846154
	59	65	-6	36	0,55384615
	74	65	9	81	1,24615385
	74	65	9	81	1,24615385
No	16	65	-49	2401	36,9384615
response	125	65	60	3600	55,3846154
		Total			181,748967

Reading of this table shows that  $\chi^2_{cal} = 181,74$

#### Step 4: Calculation of the degree of freedom

The calculation of the degree of freedom is obtained by the following formula:

$$ddl = (\text{Number of columns} - 1) (\text{Number of rows} - 1).$$

$$\text{Statistical application } ddl = (3-1) (6-1) = 10. \quad ddl = 10$$

#### Step 5: Determination of the critical value of chi-square

The critical value of  $\chi^2$  reading in the table above include: With  $ddl = 10$  and  $\alpha = 0.05$ , 18,31.

#### Step 6: Comparison and decision making

The  $\chi^2_{cal}$  (181,74) is higher than the critical value of  $\chi^2$  (18,31) so  $H_0$  is rejected and  $H_a$  accepted is statistically interpreted that there is a link between the formal and informal

managerial methods used by employers and the employability of young graduates in the socio-professional world. Consequently, RH4 is validated.

### **Presentation and correlational analysis of the RH5**

Recall of the research hypothesis: there is a link between Curriculum, infrastructure and manpower and the employability of young graduates in the socio-professional world.

**Step 1:** Formulation of statistical hypotheses. The formulation of the statistical hypotheses consists in defining the alternative hypothesis (Ha) and the null hypothesis (H0).

**H0:** there is not a link between training references: Contextualization of curriculum, Stakeholders and Partnership and the employability of young graduates in the socio-professional world.

**Ha:** there is a link between a training reference: Contextualization of curriculum, Stakeholders and Partnership and the employability of young graduates in the socio-professional world.

**Step 2:** Choice of  $\alpha$ . The definition of the significance threshold used to indicate the margin of error. Given that this study is part of the social sciences, the significance level is 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ).

**Step 3:** Calculation of  $\chi^2$  on the contingency of participant responses

Since the present study is of a descriptive and correlative type, the chi-square test is the appropriate mathematical instrument for confirming or invalidating assumptions. To calculate the chi square, it is essential to present the observed frequencies and to calculate the theoretical frequencies. The following table shows the contingency of participants' responses.

The theoretical frequencies were calculated by applying the formula:  $Fe = \frac{TL \times TC}{N}$ .

These different theoretical frequencies are summarized on the following table.

**Table 76: Contingency table for participants' responses between the formal and informal managerial methods used by employers and the employability of young graduates in the socio-professional world.**

Employability of young graduates in the socio-professional world							
A training references: Contextualization of curriculum, Stakeholders and Partnership	Yes		No		No response		TOTAL
	Fo	Fe	Fo	Fe	Fo	Fe	
	Q25	137	133,66	111	113,5	58	
Q26	107	133,66	123	113,5	76	58,83	306
Q27	125	133,66	114	113,5	67	58,83	306
Q28	98	133,66	136	113,5	72	58,83	306
Q29	179	133,66	67	113,5	60	58,83	306
Q30	156	133,66	130	113,5	20	58,83	306
TOTAL	802		681		353		1836

In order to calculate the general chi square, we calculated the different chis-square for each question in the questionnaire, and then we made a linear summation.

**Table 77: Calculation of chi-square ( $\chi^2$ ) for RH4**

	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	$\chi^2 = \sum \frac{(Fo - Fe)^2}{Fe}$
	137	133,66	3,34	11,1556	0,08346252
	107	133,66	-26,66	710,7556	5,31763878
	125	133,66	-8,66	74,9956	0,56109232
	98	133,66	-35,66	1271,6356	9,5139578
	179	133,66	45,34	2055,7156	15,3801855
Yes	156	133,66	22,34	499,0756	3,7339189

	111	113,5	-2,5	6,25	0,05506608
	123	113,5	9,5	90,25	0,79515419
	114	113,5	0,5	0,25	0,00220264
	136	113,5	22,5	506,25	4,46035242
	67	113,5	-46,5	2162,25	19,0506608
No	130	113,5	16,5	272,25	2,39867841
	58	58,83	-0,83	0,6889	0,01171001
	76	58,83	17,17	294,8089	5,01120007
	67	58,83	8,17	66,7489	1,13460649
	72	58,83	13,17	173,4489	2,94830699
No	60	58,83	1,17	1,3689	0,02326874
response	20	58,83	-38,83	1507,7689	25,6292521
		Total			96,1107148

Reading of this table shows that  $\chi^2_{cal} = 96,11$

#### Step 4: Calculation of the degree of freedom

The calculation of the degree of freedom is obtained by the following formula:

$$ddl = (\text{Number of columns} - 1) (\text{Number of rows} - 1).$$

$$\text{Statistical application } ddl = (3-1) (6-1) = 10. \quad ddl = 10$$

#### Step 5: Determination of the critical value of chi-square

The critical value of  $\chi^2$  reading in the table above include: With  $ddl = 10$  and  $\alpha = 0.05$ , 18,31.

#### Step 6: Comparison and decision making

The  $\chi^2_{cal}$  (96,11) is higher than the critical value of  $\chi^2$  (18,31) so  $H_0$  is rejected and  $H_a$  accepted is statistically interpreted that there is a link between a training references:

Contextualization of curriculum, Stakeholders and Partnership and the employability of young graduates in the socio-professional world. Consequently, RH5 is validated.

**Table 78 : A recapitulative table of results**

Hypotheses	Alpha	Level of significance	df	X <sup>2</sup> cal	X <sup>2</sup> read	conclusions	decisions
Ha1	0.05	0.00	10	57.93	18.31	-X <sup>2</sup> Cal > X <sup>2</sup> critical  -Level of significance lesser than alpha  - $p < .05$	Ha retained while Ho rejected
Ha2	0.05	0.00	10	194.78	18.31	-X <sup>2</sup> Cal > X <sup>2</sup> critical  -Level of significance lesser than alpha  - $p < .05$	Ha retained while Ho rejected
Ha3	0.05	0.00	10	182.05	18.31	-X <sup>2</sup> Cal > X <sup>2</sup> critical  -Level of significance lesser than alpha  - $p < .05$	Ha retained while Ho rejected
Ha4	0.05	0.00	10	181.74	18.31	-X <sup>2</sup> Cal > X <sup>2</sup> critical  -Level of significance lesser than alpha  - $p < .05$	Ha retained while Ho rejected
Ha5	0.05	0.00	10	96.11	18.31	-X <sup>2</sup> Cal > X <sup>2</sup> critical  -Level of significance lesser than alpha	Ha retained while Ho rejected



### **Summary of major findings of the study**

Data analysis in this chapter was aimed at bringing out the relationship that exists between managerial systems has a significant influence on young graduates' employability in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. From the data provided, the results were presented and the test statistics that were carried out to verify the research hypotheses, the following major findings were made:

Firstly, it was realized that there is a significant relationship between social governance on education and the managerial system on young graduates' employability. These are elements of social governance such as the policy of professionalization, LMD system, ethical values, scholarship programs, project-based grants, leadership style; all have a significant effect on graduate professional achievement in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I in this study. In the context of this study, the significance level is defined at 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ); with a degree of freedom (dof) equal to 10 and  $\alpha = 0.05$ , with the  $\chi^2_{cal}$  of 57,93 which is higher than the critical value of  $\chi^2$  18,31. All these point to the fact that social governance has to a certain extent contributed to young graduates' professional achievement in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I.

Secondly, the analysis of data showed that there is a significant effect between employers' and Higher Education Institution staff's perceptions and the skills and knowledge of young graduates. These are elements of employers' and Higher Education Institution staff's perceptions concerning the skills and knowledge of young graduates such as dormant of character, practical communication to Oral communication, easy mobility, work as a team, limitation on qualifications and not on qualities; all have a significant effect on graduate professional achievement in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I in this study. In the context of this study, the significance level is defined at 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ); with a degree of freedom (dof) equal to 10 and  $\alpha = 0.05$ , with the  $\chi^2_{cal}$  of 194,78 which is higher than the critical value of  $\chi^2$  18,31. All these point to the fact that employers' and Higher Education Institution staff's perceptions concerning the

skills and knowledge has to a certain extent contributed to young graduates' professional achievement in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I.

Thirdly, the analysis of data showed that there is a significant effect between School curriculum/evaluation and young graduates' employability. These are elements of School curriculum/evaluation such as policy makers, employers, parents and students' participation, Curriculum organisation, more practical work to theory work, academic competence and quality of lecturers, specialised lecturers, modern lecturing halls and libraries, recent documentation; all have a significant effect on graduate professional achievement in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I in this study. In the context of this study, the significance level is defined at 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ); with a degree of freedom (dof) equal to 10 and  $\alpha = 0.05$ , with the  $\chi^2_{cal}$  182,05 which is higher than the critical value of  $\chi^2$  18,31. All these point to the fact that School curriculum/evaluation has to a certain extent contributed to young graduates' employability from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I.

Fourthly, the analysis of data showed that there is a significant effect between the formal or informal managerial methods used by employers to access skills and young graduates' employability. These are elements of formal or informal managerial methods used by employers such as always needs a proof of a formal academic or professional training, always requires professional experience, status like marriage or age limit, informal method is generally unskilled, the informal sector have little regard for academic or professional training, 'God father' or 'God mother' support; all have a significant effect on graduate professional achievement from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I in this study. In the context of this study, the significance level is defined at 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ); with a degree of freedom (dof) equal to 10 and  $\alpha = 0.05$ , with the  $\chi^2_{cal}$  181,74 which is higher than the critical value of  $\chi^2$  18,31. All these point to the fact that the formal or informal managerial methods used by employers to access skills has to a certain extent contributed to young graduates' employability from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I.

Finally, the analysis of data showed that there is a significant a generated referential for formation and competence and young graduates' employability. These are elements of a generated referential for formation and competence such as better quality and practical

teachings adapted to social needs and realities, transparency in management, knowledge on business and social skills, a planning of young graduates' placement, good relationship between companies and students, that companies/enterprises should interference in school curriculum; all have a significant effect on graduate professional achievement from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I in this study. In the context of this study, the significance level is defined at 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ); with a degree of freedom (dof) equal to 10 and  $\alpha = 0.05$ , with the  $\chi^2_{cal}$  96,11 which is higher than the critical value of  $\chi^2$  18,31. All these point to the fact that a generated referential for formation and competence has to a certain extent contributed to young graduates' employability from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I.

## **Conclusion**

Chapter five focused on the presentation of the findings made from the analysis of the data collected in this study. It began with a presentation of some demographic data that enabled a better understanding of the profile of the students who constituted the greatest part of the sample. It went ahead to bring in data that helped in the presentation of the results to address the research problem that was posed at the beginning of the study. All these brought out a clear view of how the different aspects of social governance can significant influence on young graduates' employability of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. Thereafter, five research hypotheses were verified using the chi-square test of significance and the multi-regression analysis test. All the tested hypotheses proved a significant relationship between the variables of the study and confirmed the major assumptions put forward in Chapter One. All of these then permitted the researcher to carry out discussions on these findings as will be seen in the chapter six below.

## **CHAPTER 5**

### **VERIFICATION AND INTERPRETATION OF HYPOTHESIS, DISCUSSIONS AND PERSPECTIVES**

## **Introduction**

This chapter presents a verification and interpretation of findings, discussions of findings, limitations of study, recommendations and suggestions for further study and conclusions. The discussion of findings will be done ascertaining a link to specific authors and theories. The researcher will begin by dealing with a verification and interpretation and discussion of findings. And will then proceed with recommendations to teachers, students, educational administrators, government as well as other stakeholders.

### **5.1 Verification and Interpretation of the results of the study**

The qualitative and quantitative questionnaires were the data collection instrument for this study. Therefore, the interpretation of the results consists in organizing the major themes, the essence of the items that contribute to the understanding of these. Then, for each of the hypotheses, an interpretation in relation to the results of the questionnaire will be made. In addition, it should be recalled that the present study, in response to the main research question, had as a general hypothesis: The managerial system has a significant influence on young graduates' employability of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I.

The operationalization of the independent variable made it possible to retain five secondary independent variables among which: The social governance on education, the employers' and Higher Education Institution staff's perception, school curriculum/evaluation, the formal or informal managerial methods to access, a generated referential for formation and competence. Based on the different research variables, the following hypothesis of the research were brought to light. They are as follows:

**RH1** The social governance on education influences the managerial system on young graduates' employability in the Faculty of Medicine.

**RH2** The employers' and Higher Education Institution staff's perceptions concerning the skills and knowledge help new graduates to be employable.

**RH3** School curriculum/evaluation determines graduates' employability.

**RH4** The formal or informal managerial methods used by employers to access skills have an impact on graduates' employability as part of their recruitment process.

**RH5** A generated referential for formation and competence will contribute to graduates' employability.

### **5.1.1- Interpretation of the results relating to RH1**

In response to secondary question 1, RH1 was formulated as follows: The social governance young graduates' employability on education influences the managerial system on graduate's professional achievement in the Faculty of Medicine.

In relation to this hypothesis, six items were submitted to the attention of the sample made up of 306 graduates from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I and five administrative personnel. Moreover, the results of this investigation show that a majority of the graduates asserted that social governance on education influences the managerial system on graduate's employability in the Faculty of Medicine in the University of Yaoundé I. This is perceptible through the percentages of the following responses: 49.07% for the "yes" modality; 37.31% for the "no" modality and 13.61% for the "no answer" modality from the graduates and from the interview 40% positive and 60% negative.

In the context of this study, the significance level is defined at 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ); with a degree of freedom (dof) equal to 6 and  $\alpha = 0.05$ , the Chi-square read ( $\chi^2$  read) is 18,31.

The  $\chi^2_{cal}$  (57,93) is higher than the critical value of  $\chi^2$  (18,31) so  $H_0$  is rejected and  $H_a$  accepted is statistically interpreted that there is a link between social governance on education and the employability of young graduates in the socio-professional world. Consequently, RH1 is validated.

### **5.1.2- Interpretation of the results relating to RH2**

In response to secondary question 2, RH2 was formulated as follows: The employers' and Higher Education Institution staff's perceptions concerning the skills and knowledge help new graduates to be employable.

In relation to this hypothesis, six items were submitted to the attention of the sample made up of 306 graduates from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I and five administrative personnel. Moreover, the results of this

investigation show that a majority of the graduates asserted that employers' and Higher Education Institution staff's perceptions concerning the skills and knowledge help new graduates to be employable. This is perceptible through the percentages of the following responses: 45.2% for the "yes" modality; 32.9% for the "no" modality and 21.95% for the "no answer" modality from the graduates and from the interview 80% positive and 20% negative.

In the context of this study, the significance level is defined at 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ); with a degree of freedom (dof) equal to 6 and  $\alpha = 0.05$ , the Chi-square read ( $\chi^2$  read) is 18,31.

The  $\chi^2_{cal}$  (194,78) is higher than the critical value of  $\chi^2$  (18,31) so  $H_0$  is rejected and  $H_a$  accepted is statistically interpreted that there is a link between student's quality: Skills, Knowledge and Characteristics and the employability of young graduates in the socio-professional world. Consequently, RH2 is validated.

### **5.1.3- Interpretation of the results relating to RH3**

In response to secondary question 3, RH3 was formulated as follows: School curriculum/evaluation determines graduates' employability

In relation to this hypothesis, six items were submitted to the attention of the sample made up of 306 graduates from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I and five administrative personnel. Moreover, the results of this investigation show that a majority of the graduates asserted that employers' and Higher Education Institution staff's perceptions concerning the skills and knowledge help new graduates to be employable. This is perceptible through the percentages of the following responses: 41.83% for the "yes" modality; 39.87% for the "no" modality and 18.19% for the "no answer" modality from the graduates and from the interview 50% positive and 50% negative.

In the context of this study, the significance level is defined at 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ); with a degree of freedom (dof) equal to 6 and  $\alpha = 0.05$ , the Chi-square read ( $\chi^2$  read) is 18,31.

The  $\chi^2_{cal}$  (182,05) is higher than the critical value of  $\chi^2$  (18,31) so  $H_0$  is rejected and  $H_a$  accepted is statistically interpreted that there is a link between Curriculum, infrastructure and manpower and the employability of young graduates in the socio-professional world. Consequently, RH3 is validated.

#### **5.1.4- Interpretation of the results relating to RH4**

In response to secondary question 4, RH4 was formulated as follows: The formal or informal managerial methods used by employers to assess skills have an impact on graduates' employability as part of their recruitment process.

In relation to this hypothesis, six items were submitted to the attention of the sample made up of 306 graduates from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I and five administrative personnel. Moreover, the results of this investigation show that a majority of the graduates asserted that the formal or informal managerial methods used by employers to assess skills have an impact on graduates' employability as part of their recruitment process. This is perceptible through the percentages of the following responses: 44.66% for the "yes" modality; 34.2% for the "no" modality and 21.24% for the "no answer" modality from the graduates and from the interview 70% positive and 30% negative.

In the context of this study, the significance level is defined at 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ); with a degree of freedom (dof) equal to 6 and  $\alpha = 0.05$ , the Chi-square read ( $\chi^2$  read) is 18,31.

The  $\chi^2_{cal}$  (181,74) is higher than the critical value of  $\chi^2$  (18,31) so  $H_0$  is rejected and  $H_a$  accepted is statistically interpreted that there is a link between the formal and informal managerial methods used by employers and the employability of young graduates in the socio-professional world. Consequently, RH4 is validated.

#### **5.1.5- Interpretation of the results relating to RH5**

In response to secondary question 5, RH5 was formulated as follows: A generated referential for formation and competence will contribute to graduates' employability

In relation to this hypothesis, six items were submitted to the attention of the sample made up of 306 graduates from the Faculty of Medicine and Bio-Medical Sciences in the



University of Yaoundé I and five administrative personnel. Moreover, the results of this investigation show that a majority of the graduates asserted that a generated referential for formation and competence will contribute to graduates' employability. This is perceptible through the percentages of the following responses: 43.68% for the "yes" modality; 30.09% for the "no" modality and 18.95% for the "no answer" modality from the graduates and from the interview 90% positive and 10% negative.

In the context of this study, the significance level is defined at 5% ( $\alpha = 5\%$  or  $\alpha = 0.05$ ); with a degree of freedom (dof) equal to 6 and  $\alpha = 0.05$ , the Chi-square read ( $\chi^2$  read) is 18,31.

The  $\chi^2_{cal}$  (96,11) is higher than the critical value of  $\chi^2$  (18,31) so  $H_0$  is rejected and  $H_a$  accepted is statistically interpreted that there is a link between a training references: Contextualization of curriculum, Stakeholders and Partnership and the employability of young graduates in the socio-professional world. Consequently, RH5 is validated.

## **5.2 The discussion of the results of the study**

The raison d'être of this study was to find out if existing social governance policies are effective or have an influence on graduates' professional achievement of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. It was also to verify the ways in which social governance policies on the teaching /learning programs, infrastructure and personnel have impacted on the professionalization of young graduates in the University of Yaoundé I in particular and in Cameroon as a whole. The discussion of the findings of the study was done based on the conclusions from the answers drawn from the verification of the research hypotheses. Each of these will be taken in turns and discussed in relation to the objectives of the study. In this study, five research hypotheses were formulated and tested leading to the following findings.

- **Hypothesis 1: There is a relationship between social governance policies and graduates' professional achievement of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I**

As stated in the problem under study, one of the major functions a university performs in society is providing an enabling environment for the professional integration of graduates and their effectiveness in various careers. Among others, three major reforms, the 1993 university

reform, the 2007 BMD reform and the 2008 New University Governance Program were specifically tailored to shift the higher education approach from a generic posture to a more professionalized system that facilitates the acquisition of practical skills and competencies for graduates to become more professionally adaptive and competitive in the labour market. However 28 years after the introduction of these reforms however, challenges still exist with regards to the professionalization of teaching/learning programs and courses (pedagogy), infrastructure, personnel and government support.

The purpose here was to find out whether the implementation of social governance policies has significance on the professionalization of young graduates from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. A social governance policy here was conceptualized to refer to aspects like the policy of professionalization, LMD system, ethical values, scholarship programs, project-based grants, leadership style. Each item is stated as appeared in the questionnaire and the mean determines whether it had a positive or negative response.

The first specific alternative hypothesis in this study states that social governance policy on education has a significant relationship with young graduates' professional achievement from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. We used the chi square as a statistical tool to test this hypothesis. The chi square analysis for this hypothesis shows that there is a positive relationship between social governance policies on education with young graduates' professional achievement. The  $\chi^2_{cal}$  (57,93) is higher than the critical value of  $\chi^2$  (18,31) so  $H_0$  is rejected and  $H_a$  accepted is statistically interpreted that there is a link between social governance on education and the employability of young graduates in the socio-professional world. Consequently,  $RH_1$  is validated. The results of the findings show that the policy of professionalization, LMD system, ethical values, scholarship programs, project-based grants, leadership style; all have a significant effect on graduate professional achievement in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I in this study

The findings of the present study showed that aspects of university governance policies had an impact on the professionalization of education in the University of Yaoundé I. A number of students and administrators were not satisfied with several aspects of governance policies relating to the enhancement of professionalization of education in the university. The LMD system that should permit one man one job upon graduation, the ethical values, good

behaviour, respect, good manner among students that should help them to be easily employable, project-based grants provided by the State to researchers to collaborate at the international level were identified as some areas of weaknesses in the enhancement of the professionalization policy in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. The unfavourable responses from these aspects of social governance policies have a negative effect on the enhancement of the professionalization process in the Faculty.

Findings from the interview conducted, on the implementation of university governance policies on the professionalization of higher education is divided amongst university administrators. While some think that the implementation of this process is on a progressive trend, others think that the program is not being accompanied by the necessary support from Ministry of Higher Education, which hands down the orientations for the implementation of this policy on professionalization in higher education. This school of thought maintains that initiatives are being taken at the level of the departments and faculties but are not accompanied by the necessary support needed from the ministry of higher education. This view is corroborated by (Anyakoha,1994), who argued that our educational policies are written by knowledgeable policymakers who have foresight and believe strongly in what they write for the future but the problem comes at the level of translating theory into practice by implementers.

Some of the difficulties cited by Heads of Departments in accomplishing the professionalization goals of the BMD Reform is the lack of follow up from the top (MINESUP), right down to the faculties and departments of the university. Also, the implementation of the professionalization policy in university education is not accompanied by the necessary financial support. In the said faculty, many Heads of Departments expressed the need for more lecture halls and laboratories, for the existing ones are insufficient to meet up with the present dispensation. The findings presented above ties with the Resource theory of Pedagogy (Astin, 1984), which holds that physical facilities like laboratories, libraries and audiovisual aids are believed to enhance students' learning. The theory maintains that if adequate resources are brought together in one place, student learning and development will occur.

Some of the obstacles to the implementation of the university governance program on the professionalization of higher education in the Faculty of Medicine and Bio-Medical

Sciences in the University of Yaoundé I are insufficient infrastructural, material, financial and human resources to accompany the process. Since the state is the sole resource provider in their environments, universities will have very little power to negotiate with external partners who can come to provide the needed resources to accompany the professionalization process in university education; hence their dependency on state resources will be very high. Hence the application of the resource dependence theory by Pfeffer and Salancik (1978), elucidates the need for divergent partnerships with organizations, industries and enterprises can help reduce the over dependence on state resources. Resource dependence theory postulates that when there are several providers of resources, organizations may have choices and consequently they are less dependent on one resource provider in the environment. This can make universities generate their own initiatives to better advance the professionalization process in university education.

Poor leadership both at the government level and institutional level have been a big challenge to quality in higher education in Cameroon. The response for leadership and administration is negative. This explains the weak leadership, management and governance that are rampant in our higher education system. Management inefficiencies drain scarce resources away from fundamental objectives of increasing access, quality and relevance. Moreover, academic leaders are rarely trained in management of higher education institutions. Institution leaders at all levels are rarely trained in skilled strategic planning, market research and advocacy, research management, financial planning, human resource management, and partnership building and networking.

The quality of higher education is dependent on the quality and quantity of human and material resources put in place in institutions of higher learning. One of the goals of the BMD 2008 reform is advocating for a more professionalized system that facilitates the acquisition of practical skills and competencies for graduates to become more professionally adaptive and competitive in the labour market. However, with the lack of and insufficient infrastructure such as limited classroom space, science laboratories, internet, workshops and libraries to match the growing student population, the goal of professionalization becomes difficult to accomplish resulting to deteriorating of quality of education and learning. Higher Education institutions in Africa have seen little or no infrastructure improvements for the past few decades. Learning infrastructures are widely deficient due to insufficient budget and over

independence on public financing. The poor state of facilities also reflects the quality of research and its ability to contribute to societal development and progress.

Infrastructure and educational media play a significant role in student-centred teaching. As colleges look to deal with new teaching methods, changing technology and new generation of students and space plays play a key role in higher education. The classroom is being reinvented to support new pedagogies; the library is no longer a book warehouse, but a place for planned and random acts of teaching, learning and group work (Ball, 2010).

The 2008 BMD reform advocated for the restructuring of University programs to include skills and competences that will permit learners have an easy socio-professional insertion into the job market. Findings obtained from the interviews conducted to administrators reveal that, after the 2008 BMD reform some departments of the University of Yaoundé I put in place teams to restructure their programs, while others simply updated theirs to match with what obtains in other universities. What seems to be updated does not carry the requisite skills and competences to enable students meet the needs and challenges of the employment market. This is blamed on the fact that the conceiving of most of the curricula is done without involving private sector operators and professionals of the economy. This calls for concern on the relevance of the curricula and the effectiveness of preparing students for the employment market. Students still have little opportunity to develop practical and technical competences, problem solving experience, or communication and organizational skills.

The implication of the curriculum theory here, base on the ideals of Smith (2005), which hold that curriculum, should be built across the ideals of the society and to serve as an instrument for the reconstruction of the society. This is further reinforce by Diamond (1998), who hold that curriculum should be conceived by taking into consideration the needs of the society in what he termed “Needs analysis” sufficiency of resources to succeed with a new programme, a feedback from the stakeholders of the existing curricula and building an educational philosophy on the rationale for the new programme. This forms a solid base for the professionalization of the teaching/learning programmes of the university. Recent reforms in higher education centre on the professionalization of the teaching/learning programs, so as to make graduates acquire skills and competences that will enable adapt to the modern exigencies of the job market.

The result presented above is supported by the (World Bank, 2004), which argues that countries can achieve sustainable development by improving in training in higher level, the skills of their human capital. From a global perspective, high level manpower training has been recognized as a primary tool for national development. Such high level educational provision enables the citizens to acquire skills and techniques which are ploughed into human productivity, creativity, competence, initiative, innovation and inventiveness (Ehiamentolor, 1988). Hence for professionalization to succeed in the university system in Cameroon, the types of skills and competences expected of each degree program needs to be redefined.

The New University Governance program of 2008 provides for training for graduates to match the 'One-Student-One-Job' slogan calls for concern on the effectiveness of this policy. Findings reveal that the mean for the effectiveness of this slogan stood at a negative. This implies that a lot still has to be done in terms of concrete action in the field. That is, transforming this slogan into practical reality by rendering training adaptable to the needs of the job market and also intensifying job placements internship in all the disciplines of training. Higher education is expected to take the lead in solving one of the country's most critical problems which is unemployment. A lot has been done so far to facilitate the implementation of the BMD reform in the University of Yaoundé I in general and in the Faculty of Medicine and Bio-Medical Sciences in particular. However graduate employability and professionalism are not assured through internships to all the students before the end of their degree courses. This is a big problem to match the slogan of One-Student-One-Job with the reality in the training of the students.

In line with above preoccupation, (Ekong, 2006) asserted that quality higher education builds knowledge, life skills, perspectives, attitudes and values. When quality education is delivered high enough to meet set standards, the products of education should be able to perform well in the world of work in real life situation. Hence, to ensure graduate employability in the 2007 BMD reform, programs of learning were to be designed to lay emphasis on professionalism through internships, short courses and production. This brings to light the important question of the relevance of higher education training in the faculty and the role curriculum theory plays in addressing the problem of relevance in our higher education and the needs of the national economy. Also, the Human Capital theory seen from the perspective of (Suhlmán, 1996), stresses that there exists a causal relationship between human capital and economic productivity. Individual productivity is assumed to increase as a

result of educational achievements. Education is regarded as the most important part of the investment in human capital as it conveys skills and competences which increases the individual's economic potential and can be transformed into production

The new University Governance Program of 2008 provides adequate strategies for graduate employment and socio-professional insertion. It therefore means that our higher education still faces serious problems of adapting its training programs to the needs of the national economy. Higher education has been recognized as a fundamental instrument for the construction of a knowledge economy and the development of human capital all over the world (World Bank, 1999). According to (Peretomode, 2007), higher education is the facilitator, the bed rock, the power house and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation as higher education institutions are key mechanisms increasingly recognized as wealth and human capital producing industries. Only human capital can sustain growth (Kors, 2008). The quality of knowledge which is generated in institution of higher learning is critical to national competitiveness. It is only quality education that can sharpen the minds of the individual and help transform the society economically, socially and politically. Countries can achieve sustainable development by improving through training in higher level, the skills of their human capitals. The present study shows that although students and administrators were not satisfied with certain aspects of social governance, they were however satisfied with the policy of professionalization applied in your Faculty, on the leadership style that reigns among the Administration and the students, on the scholarship programs provided by the government in terms of degree level, funding level, academic field and study period. The recent incentives to teachers of higher education in Cameroon through the payment of research allowances, holiday allowances and others have greatly motivated and improved on the working conditions of higher education teachers. In line with Herzberg's two Factor Theory, extrinsic factors such as salary, job security, improved working conditions create conditions under which feel motivated to work (Owen, 1995). This research points the fact that students' rank first amongst all key stakeholders in the university. It is therefore obvious that students should be at the centre of innovations in higher education.

Nevertheless, one can conclude that the implementation of social governance policies has to a lesser extent influence the professionalization of higher education in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I as much still remains to

be done. A lot still has to be done in terms of infrastructure, construction of more equipped laboratories so as to render training more practical and relevant to the needs of the job market. The slogan of one student one job can be realized if there is concrete partnership between employers and professionals in conceiving the curricular and internships in job placing the graduates. The new university governance program needs to provide adequate strategies for graduate employability and socio-professional insertion. The national economy, science and technological needs of the country should be reflected in the training programs of our higher institutions of learning. In fact, the knowledge and market base economy approach to higher education should be the focus.

➤ **Hypothesis 2: There is a relationship between Student's Quality (Skills, Knowledge) and graduates' professional achievement of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I**

There is an increasing pressure and expectation being placed on higher educational institutions by governments and other stakeholders to render their training programs more adaptable to the needs of the job market. One of the goals of the BMD 2007 reform was to render the teaching/learning process professionalize and capable of transmitting skills and competences that will make the learner adaptable to needs the job market. This explains why there was a massive restructuring of the teaching programs (curricula) of most university courses so as to meet up with the professionalization goal of the BMD reform. Professionalization in education within the context of this study, means taking conscious steps to structure programs and courses in a way that they target and address the exact needs of a nation for development. It also relates to instituting governance policies that can be effective in developing a professional character for the university so that graduates can be able to adapt to the needs of the labour market thereby addressing the problem of graduate employability. Contemporary higher education now has role to play in contributing to knowledge based economies which need to be driven by highly skilled, competent and flexible individuals

The quest here was to find out the extent to which the teaching/learning process contributes to the professionalization of programs in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. The teaching learning process is conceptualizing in the study to mean the structuring of programs and courses for professionalization, teachers competence and qualification, teachers coverage of teaching



hours, teaching methods used by teachers, evaluation system, inclusion of the urgent development needs of the country in the programs of learning and integration of theory and practice in the programs of learning. Each item is stated as appeared in the questionnaire and the mean determines whether it had a positive or negative response.

The purpose here was to find out whether the implementation of Student's Quality (Skills, Knowledge) has significance on the professionalization of young graduates from the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. Student's Quality (Skills, Knowledge) here was conceptualized to refer to aspects like as dormant of character, practical communication to Oral communication, easy mobility, work as a team, limitation on qualifications and not on qualities; all have a significant effect on graduate professional achievement in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I in this study. Each item is stated as appeared in the questionnaire and the mean determines whether it had a positive or negative response.

After the 2008 BMD reform some departments of the University of Yaoundé I put in place teams to restructure their programs, while others simply updated theirs to match with what obtains in other universities. What seems to be updated does not carry the requisite skills and competences to enable students meet the needs and challenges of the employment market. This is blamed on the fact that the conceiving of most of the curricula is done without involving private sector operators and professionals of the economy. This calls for concern on the relevance of the curricula and the effectiveness of preparing students for the employment market. Students still have little opportunity to develop practical and technical competences, problem solving experience, or communication and organizational skills.

The implication of the curriculum theory here is that the increase enrolments in higher education, the link between higher education and socio-economic development, the evolution of technology in teaching, have considerably influence the need for new strategies and techniques in the selection and structure of curriculum. This ties with the curriculum theory in relation to this work which is built on the ideals of (Smith, 2005), who hold that curriculum should be built across the ideals of the society and to serve as an instrument for the reconstruction of the society. This is further reinforced by (Diamond, 1998), who hold that curriculum should be conceived by taking into consideration the needs of the society in what he termed "Needs analysis" sufficiency of resources to succeed with a new programme, a feedback from the stakeholders of the existing curricula and building an educational

philosophy on the rationale for the new programme. This forms a solid base for the professionalization of the teaching/learning programmes of the university.

Higher education curriculum of late has come under serious criticism in relation to its relevance in the socio-economic development of most nations. Recent reforms in higher education centre on the professionalization of the teaching/learning programs, so as to make graduates acquire skills and competences that will enable adapt to the modern exigencies of the job market.

The above preoccupation gets support from Hussain and Sultan, (2010) who asserts that HE aims at developing skills and competences among students to live in the 21<sup>st</sup> Century. Therefore, a university lecturer should involve students in the learning process through activities aiming to inculcate academic and social skills among them. They would be capable of interpreting knowledge according to situations, making their own meaning out of it. Li (2001) affirmed this by stating that critical thinking, problem-solving approaches and analytical skills are assumed to be the essential constructs of HE graduates. Equipped with such facilities and skills they construct new knowledge based on their previous experiences and involvement in the learning process. Professionalization calls for student-centred teaching which is a constructivist approach where the role of the teacher as facilitator helps students acquire knowledge through activities, (Alesandrini and Larson, 2002). Hussain (2012) asserted that traditionally, a teacher has been playing an active role in transferring knowledge to passive students through lecture because they were ignorant, overworked and liable to institutional constraints. In the new dispensation, the stage is set for the students to play an active role in the learning process through activities. Findings from the (Lord, Travis, Magic and King, 2005) revealed greater effects of learner-centred approach on weekly test scores of students as compared to students' test scores in traditional or teacher-centred environment.

Findings obtained from most heads of departments indicate that there has been a modification in the programs of learning especially with the introduction of the BMD system that had as one the goals the emphasis on professionalization of the teaching/learning programs. However, the department calls on hierarchy to create partnerships and exchange programs between industries and enterprises to make professionalization more practical. Hence, the Ministry of Higher Education should be implicated in the follow up of the professionalization process in the faculties and departments. They recommended that the

teaching/learning programs should be conceived with the implication of industries and enterprises. The journey towards professionalization can only be gotten and appreciated through a regular monitoring of the teaching-learning process using a bottom-up approach (Department-Faculty-Administration). This guides the university in prioritizing its needs. Without a monitoring mechanism, the effort of the university towards professionalization may not be relevant.

Findings from most of the Heads of Departments indicated that the introduction of the BMD system and evolution of the digital age has made teaching methods evolved, from the traditional method of teaching and photocopying of hand-outs. Teaching in the BMD system puts the student at the centre of learning. What obtains now is that teaching takes the form of lectures, individual students assignment (TPE), group work (TD). This enables the students to carryout research in the University Library and online research in the internet. New methods of teaching have emerged such as using the webcam technology, lectures on power point video projections in the hall. New students call for new teaching methods. Modern technology has entered the class classroom thereby modifying the nature of interaction between teachers and students.

The findings are supported by (Moore, 2001), who identified methods in learner centred instruction as follows: discussion, cooperative learning, discovery learning, inquiry learning, simulation and games and individualized instruction. Tambo (2013) categorizes the above methods into four broad categories. There is indirect teaching which involves students in investigating, drawing inferences from data and forming hypotheses. This fosters creativity. Interactive teaching which includes discussion and cooperative learning is another category. Seaman and Fellenz (1989) assert that discussion helps the learners to use the ideas, experience, insights and knowledge provided by the teacher or peer learners to develop social skills and abilities to organize their thoughts and to develop rational arguments.

Any of the methods listed above could incorporate aspects of experiential learning, which is another category of teaching. It is learner-centered and activity oriented. According to Johnson and Johnson (1986), experiential learning is based on three principles: when students discover knowledge by them, it is more meaningful; students learn best when they are personally involved in the learning experience and students are more committed to learning when they are free to set their own learning goals and to pursue them within a set framework. There is yet another category called independent study which is a range of

teaching methods that are planned and provided to foster the development of initiative, self-reliance and self-improvement of students as individuals. However, (Moore, 2001) cautions that the above methods are typically time consuming.

The urgent development needs of Cameroon include; maritime transport, civil aviation, road infrastructure, science and technological development, ICT, energy and mining etc. Using the strategic program on growth, students of the departments take up courses in law, economic sciences and animal husbandry which permit the students to be practical and can create employment for them upon graduation. The issue of whether professionalization in university education integrates theory and practice calls for some analysis to be made. Johnson & Johnson (1999) believe that one's personal involvement in learning experiences requires them to work in groups and interact in social settings based on the principle of Vigotsky's social constructivism. Internships or practical are good examples of a constructivist approach to teaching. Internships are the link between theoretical knowledge and concepts learned in classroom setting, and real time industry applications. From the interviews that were conducted, some heads of department admitted that very little partnerships exist between their departments and the world of industries and enterprises to reinforce the practical side of the training that is offered to the students. This is probably because such partnerships and co operations is to be negotiated by the hierarchy of the university.

Findings also reveal that there are not enough avenues for internships by students of the University of Yaoundé I. Internships offer students the opportunity to develop critical thinking, analytical and professional skills needed for the workplace that lecturers may not be able to impart. In preparing for a successful career, one of the most important steps is securing and completing an internship before graduation. It helps students gain real-world experience and offers them an educational enrichment as they apply knowledge and skills gained in class. Internships have long been regarded as an important component in preparing undergraduate students for the entry-level job market. Internships provide with valuable opportunities for growth through the shadowing of mentors, attendance of meetings, and actual performance of duties. Students participating in internships were found to have a significantly higher sense of career preparation over students without such experience in five skill areas: computer applications, creative thinking, job interviewing, networking, and relationship building, (Radigan, 2009). Unfortunately, students in the University of Yaoundé

I may not adequately benefit from the above advantages which are very vital in achieving professionalization as a result of insufficient avenues for internship.

The implication of the Stake Holder Theory by (Freeman, 1987), in the above circumstance calls for the need for professionalization in university education which compels universities to interact with numerous and more varied stakeholders. Therefore, in order to assure their role in modern society, universities are obliged to completely reconsider their mission and vision as well as expectations and paying attention to stakeholder theory. The involvement of companies and enterprises in the conception of degree programs can lead to a framework of social responsibility in universities based on the stakeholder theory. Thus introducing university initiatives aim at charting the professional progress of graduates, offering courses adapted to the needs of the society, educating students in terms of abilities and skills to ease employability chances, encouraging subjects related to social responsibility, business ethics and entrepreneurial culture.

From these responses, it is clear that our higher education still has much to do in terms of matching training offered with job creation or opportunities available. Teaching, journalism, Arts and music, diplomacy, law, custom, treasury and tax administration, the military, engineering, architecture, veterinary were some of the professions that at the dawn of independence were vulgarized in the professional schools and faculties of the University of Yaoundé 1 in general and medicine in particular in the Faculty of Medicine and Bio-Medical Sciences in the same university. Today with the advent of the new information and communication technology new fields have emerged such as mining, transport and logistics, petro-chemical engineering necessitating training offered in our faculties to reflect the exigencies of an emerging Cameroon by 2035. The creation of the University Institute of Technology in the Universities of Buea, Douala and Ngaoundere are all efforts by the Ministry of Higher Education to address the urgent needs of the state in the domain of science and technology. However, these efforts still need to be redoubled to meet up with the “one-student-one-job” slogan by accompanying reforms in the professionalization process with the necessary support and constant follow up of actions in the field to better evaluate these governance policies.

Taking into consideration the means of the above responses, it is clear that to a certain extent the teaching process has significantly contributed to the professionalization of programs in the university. However much still needs to be done to structure the courses to

include professional components, tailoring training to suit the urgent developmental needs of the country and making training more practical with the provision of laboratories and attaching students with enterprises and industries for research and internships. Unfortunately, students in the University of Yaoundé I may not all adequately benefit from the above advantages which are the key in achieving professionalization.

➤ **Hypothesis 3: There is a relationship between Curriculum, infrastructure and manpower and graduates' professional achievement of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I**

In this section of the study, the researcher had to find out whether infrastructure, personnel and equipment had an influence graduates' professional achievement of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. This brings to light the link that exists between infrastructure, personnel and equipment and the professionalization of higher education in the university. While infrastructure, personnel and equipment relates to lecture halls, libraries, laboratories, teaching staff etc, professionalization is concerned with the acquisition of skills and competences by learners in the learning process that will help them adapt and compete in the labour market upon graduation from the university. Each item is stated as appeared in the questionnaire and the mean determines whether it had a positive or negative response.

The analysis of data showed that there is a significant effect between School curriculum/evaluation and young graduates' employability. These are elements of School curriculum/evaluation such as policy makers, employers, parents and students' participation, Curriculum organisation, more practical work to theory work, academic competence and quality of lecturers, specialised lecturers, modern lecturing halls and libraries, recent documentation; all have a significant effect on graduate professional achievement in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I in this study.

The question on whether the library is equipped with updated books and materials touches on the original mission of the university which is to uphold of teaching, learning and research. From the responses above one realizes that a greater portion of the respondents are not satisfied with the documentation or books that are found in the library, probably because they are obsolete or not updated. Current research is given credence when updated materials or books are consulted and exploited. It is therefore important for the university to always

update books in the library to enable students have updated materials for their research. The absence of departmental and faculty libraries impedes research and expert knowledge in various disciplines. Expert knowledge is an essential ingredient for professionalization.

The professionalization process of higher education in Cameroon can't be attained without adequate infrastructural, material, personnel and equipment. According to the Resource theory of pedagogy, (Astin, 1984), Physical facilities like spacious lecture halls libraries, laboratories, audio-visual aids are believed to enhance students' learning. The theory maintains that if adequate resources are brought together in one place, student learning will and development will occur. Space plays a vital role in HE. The classroom is being reinvented to support new pedagogies (Ball, 2010). So the use of student centred learning which is hall mark of the BMD reform goal requires space. Also, every university library occupies a central position. In its placement and prominence, the academic library conveys its integral role of supporting HE core mission of research and evaluation (ACRL, 2006).

Investment in teaching personnel (Human resources) is very important for any effective student centred teaching to take place. Astin (1984) asserts that one resource measure that is particularly popular is the student-faculty ratio. Many administrators believe that the lower the ratio the greater the learning and personal development that will occur. Without sufficient teachers, Graduate Assistants and non-academic staff, it is likely that the class sizes may be large, the teacher overworked and lectures becomes the predominant teaching method. Gibbs (1992) argues that one of the reasons why university lecturers use lecture is because they are overworked. This is confirmed by the findings on teaching methods and activities where teachers say they use lectures most of the time due to time constraints. In such an environment, student-centred learning may be compromised, critical thinking and creativity necessary for the workplace may not be achieved and the goal of professionalization may not be attained.

The use of equipment like the information and communication technology (the Internet) is an important tool in the facilitation of the teaching/learning process of today. The usage of internet technologies in teaching has recorded some achievements: There is increased accessibility of reference materials and data of all categories of users, quickness of information retrieval, decrease in the cost of information delivery to users, individualized learning and teaching (UNESCO, 2003). Daniel (1996) asserts that technology equips students with the generic skills for lifelong learning.

Student centered teaching requires practice, making the laboratory another useful place which offers many opportunities, including very interesting applications of theoretical ideas. Technical and behavioural skills are learnt while still in school and before coming into contact with the real world.

One of the BMP implementation strategies was the improvement of teaching through the use of appropriate technologies and methods. Even if there were sufficient human resources and knowledge of the appropriate teaching/learning activities, without ICTs and other materials, student centered teaching and assessment cannot attain a certain quality.

Assessment is a central element in the overall quality of teaching and learning. Assessment of the teaching/learning programs helps teachers to best educate students. It makes students reveal their experiences in the programs of learning. Carefully designed assessments contribute directly to the ways students approach their study and mirror the skills needed in the workplace. Higher education institutions must monitor and improve on the quality of their programs (Henard and Roseveare, 2012) and each HE institution has its own internal procedures for assuring and enhancing the quality of their programs. Internal procedures include assessment of students, processes for the design and approval of new programs and regular monitoring and periodic review of continuing programs. Assessment tends to shape the learning that students do (Brown et al., 1977).

Therefore, if we want to change the way our students learn and the content which they learn, the most effective way is to change the way we assess them. For example, if we want to test students' ability to construct a coherent and reasoned argument, then the essay would be appropriate. But if we are more concerned with science students' laboratory skills, an observed performance assessment scheme might be more appropriate (Norton, 2009). Without adequate classroom space and laboratories, performance assessment cannot be effective and the quality of professionalization would not be standard.

Quality teaching has become an issue of importance as the landscape of Higher Education is facing continuous changes. The student body has considerably expanded and diversified both geographically and socially. Governments, employers, students, families, and funds providers increasingly demand value for their money and more efficiency through teaching.



Research points that, quality teaching is student centered. Thus attention should be given not only to teachers' pedagogic skills, but also to the learning environment that must address the students' personal needs. Students should know why they should study and work and live meaningful lives. They should be able to relate with other students and receive help if needed. Adequate support staff and students counselling services improve learning outcomes. Collaboratively learning builds good interaction, enhances learning and student-teachers satisfaction. This explains why new teaching methods following the introduction of the BMD system puts the student at the centre of learning. The increasing students' population necessitates the construction of larger Amphi-theatres, constant updating of library books to facilitate actual research and the construction and equipping of scientific laboratories to better equip and prepare science students in their training and professionalization. However, the recent reforms improving the working conditions of higher education teachers in Cameroon notably the payment of research allowances and others has motivated teachers of higher education.

➤ **Hypothesis 4: There is a relationship between the formal or informal managerial methods used by employers to access skills and graduates' professional achievement of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I**

In this section of the study, the researcher had to find out whether the formal or informal managerial methods used by employers to access skills had an influence on graduates' professional achievement of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. While employers use the formal or informal methods to access skills, the formal sector always needs a proof of a formal academic or professional training to recruit graduates, the formal sector always requires professional experience from graduates, marriage or certain age limit required by the formal methods can contribute to graduate employability, informal method is generally unskilled and may require just anyone graduate, the informal sector have little regard for academic or professional training, and recruitment may require a 'God father' or 'God mother' support, professionalization is concerned with the acquisition of skills and competences by learners in the learning process that will help them adapt and compete in the labour market upon graduation from the university. Each item is stated as appeared in the questionnaire and the mean determines whether it had a positive or negative response.

This part focuses on the two main themes of this research, employee skills and management skills. It introduces the main facts and ideas that are relevant to this research and are the source of inspiration and information. From each theme, general information and two different frameworks are presented in order to add understanding about the themes of the research.

There is a conception, which suggests that within a company, managers should have all the needed skills for the company to perform well and their responsibility is to use their skills to make the company successful and to guide employees in performing well in their duties. This idea, which highly emphasizes the role of managers and disparages the role of employees, was dominant until late 1990's. From 1970's onwards, the role of employees has been seen more and more important and valuable to organizations. This has led to the idea, which suggests that management happens not by one man's actions as a leader but by interaction between people within a company. Therefore, employees need to be open-minded towards communication from their managers and respect the direction they are striving towards while clearly communicating their opinions as well. This way the best possible management is created. (Puusa et al. 2012.)

As employees play a huge role in a company's overall performance, they need to possess certain skills in order to produce the best possible results in their own duties. Consequently, as mentioned by Puusa et al. (2012), nowadays employees are thought to be the most valuable asset of a company, also referred to as immaterial capital. The idea of employees being the most valuable immaterial capital has led to ever increasing and diverse discussion about employee skills. This concord with the fact that the formal sector always needs a proof of a formal academic or professional training to recruit graduates on our questionnaire. As managers have realized the importance of having valuable employees, new frameworks on the topic have been created and the topic has been researched more. Nowadays there is so much information available about the subject, that no manager can either ignore the topic or avoid focusing on it. It is also suggested by Carnevale et al. that there is a clear link between employee skills and the competitive cycle of a new strategy, technology, product or service within a company. If the cycle of a process runs smoothly and quickly, it can bring competitive advantage to a company. On the contrary, if the competitive cycle is gone through slowly, it shows employers that employees do not have all the needed skills in order for the cycle to run quickly. This can cause delays and loss of market

opportunities. Therefore, it is crucial for a company's level of performance that employee skills are up to date. Employee skills affect all stages of the cycle and therefore good level of skills can lead to shorter production times, better products and higher quality. (Carnevale et al. 1990.)

It is said at times that the informal sector have little regard for academic or professional training (questionnaire 4.23). There are certain skills that employees should have regardless of workplace or duties. These skills are thought to be essential for employees to perform in the best possible way at work. Still, Matsumoto et al. (2005) suggest that all employees do not have to and sometimes are not able to possess all the employee skills as long as the team is balanced in terms of needed skills. Colleagues' performance and skills also have an effect on an employees' personal performance since the team is only as strong as its weakest link.

Because of new technology and other changing features of the 21st century world, employee skills also need to keep up alongside the changes to stay updated and sufficient. This leads to the inevitable fact that employees need to be able to understand and obtain new different kinds of skills. Since basic skills like reading and writing are not nearly sufficient enough anymore, skills like problem solving, motivation and creative thinking are nowadays not only valued and aimed towards but also seen as essential employee skills. Because of the decentralization of organizations caused by technological changes, hierarchy within companies has flattened a lot in the last few years. This change in hierarchy leads to more responsibilities and autonomy for individual employees and working teams, requiring them to possess a new scale of skills such as self-management skills, leadership skills and higher organizational and team-work skill (Carnevale et al. 1990.). Respondents confirmed the fact that graduates need to be professionalized before recruitment.

The importance of on-the-job-training as well as other forms of training has increased due to higher emphasis on employee skills. As employee training is a more profitable and reasonable choice than replacement of deficient employees, employers usually aim at creating good employees from the existing ones rather than replacing them. This in turn has led to the fact that employees are nowadays more responsible for their own career development and learning at work. Because employees constantly learn new skills at their workplace, they have more opportunities when it comes to different kinds of jobs. Therefore, employees move on to jobs that are more complex after they have learned more skills while working in one company. This has led to a culture where the relationship between a company and an

employee is no longer valued as much as before but instead employees aim to develop their own careers by learning in each job and then moving on to the next one. For that reason, it can be said that the decentralized organizational model has led to increased individual opportunity. (Carnevale et al. 1990.)

Even though employers value good employee skills and seek for employees who have more than just the basic skills, Bishop (1987) claims (see Carnevale et al. 1990, 13) that they are still not rewarding employees based on their skills as much as on experience, education and other factors alike. Employees with a high level of employee skills and a wide set of them do not usually get any monetary appraisal whereas experienced and highly educated individuals are rewarded in this way. (Carnevale et al. 1990.)

The changing nature of the 21st century organizations inevitably leads to the questions: Should employee skills be valued and rewarded as much as experience or education? Or even more?

There are many different frameworks describing employee skills. In this research, two types of employee skills-frameworks are focused on. These two frameworks by Carnevale et al. (1990) and by Linjassa Oy (2013) were chosen because the other one is written in the 90's and the other one is from 2013, therefore an interesting comparison can be made between an older and a more recent framework. Additionally, these two frameworks have many similar characteristics even though they are not identical and they both fit to this research about employee skills. In addition, the other one by Carnevale et al. is written in English and is therefore more international than Linjassa Oy's framework which is in Finnish. Therefore, it is interesting to view both kinds of frameworks. Even if they have some similarities, there is a clear difference between these two approaches. The framework by Carnevale et al (1990) focuses on so-called employability skills, the varying skills an employee should possess even before chosen for a job. The other by Linjassa Oy (2013), instead, focuses on the attitude, motivation and development potential of employees, therefore valuing the characteristics of a person over preobtained skills.

According to Carnevale et al. (1990), the most important skill employers want from employees is the ability to learn. 'Learning to learn' is the skill that makes it possible for employees to learn other important skills. If employees have the ability to learn, it saves time

and training costs and also makes them more adaptable to changes occurring within the company caused by changes in economy or other reasons.

Additionally, if the employee can handle the basic skills; reading, writing, and computation well, it again saves the company time and money. For example, even if an employee knows how to write a report but does not manage the skill well enough, their work needs constant correction and re-doing, which of course is not either cost effective or time-effective for the company. Since employees are said to be the most valuable asset for a company, these basic skills need to be handled well to obtain the maximum benefit an employee can give to an organization. Since this framework was created in 1990's, the role of these skills, especially computation, has changed. Even if the skill is seen differently, it is in fact nowadays even more important for employees than in 1990.

The third group of skills mentioned by Carnevale et al (1990) is communication skills including listening and oral communication. If employees' oral communication is weak, it makes understanding more difficult since they are not able to ask the right questions they need the answers to in order to understand better. It also increases the risk of misunderstandings among colleagues, which can easily lead to mistakes. The same goes with listening skills; if employees are not able to effectively listen and memorize information told to them, the likelihood of mistakes and time-consuming repetition grows. These skills are also vital when an organization is going through a change and new tasks or guidance is given to employees. Additionally, these communication skills are the key for an employee's personal development at work. When it comes to customer-service jobs, communication skills are the key to good results and customer satisfaction. Since in the business world nowadays the key element in customer service is actually selling a long relationship with the company instead of one item or service, communication skills of employees in these situations play a huge role.

Another important set of employee skills included in this framework is creative thinking and problem solving. They are the key to enhanced productivity. As Carnevale et al. state: "Problem-solving skills include the ability to recognize and define problems, invent and implement solutions, and track and evaluate results. Creative thinking requires the ability to understand problem-solving techniques but also to transcend logical and sequential thinking and make the leap to innovation. " Therefore, it can be said that creative problem solving is the skill that strives a company towards its strategic goals even when circumstances

and the surrounding economy change Problem recognition, creative solutions and effective evaluation all stem from individual's creative thinking and problem solving skills, which employers highly value.

Personal management skills are also important for employees because they include factors like self-esteem, motivation, goal setting, employability and career development skills. These skills affect almost all actions taken in a workplace. Even if an employee would hold many other important employee skills, without personal management they could not be utilized as effectively as possible. Employees are not able to work up to their full potential if they do not have the skill of personal management and therefore it is crucial to develop it constantly.

Finally, as stated by Carnevale et al. (1990), negotiation and teamwork skills are crucial to employees. In the past few decades, the use of working teams has increased considerably. Productivity levels of companies have risen through team work and it has also been noticed that when a company is facing changes, team work is what keeps productivity up and also helps individual employees to adjust to changes via the support of their colleagues. Teamwork skills also enhance productivity in the sense that it allows employees to work together smoothly by decreasing the risk of disturbance caused by social friction. Negotiation skills, in turn, are the key to effective teamwork and thereby are linked with that skill. Negotiation skills are also linked to the problem solving process as they allow quicker decisions and keep the wheels turning

In other words, as stated by Linjassa Oy (2013), one way of looking at employee skills is defining what things employers can reasonably expect from employees when interacting with them. These things relate to skills that all employees in all workplaces and duties should develop; basic skills, attitude and self-understanding.

The first of these skills mentioned in the framework is interest towards the organization, its strategy and values. An employee should be familiar with and interested in the value-adding factors of the company. Additionally, employees should know what the future goals of the company are and what the strategies for reaching them are. (Linjassa Oy 2013.)

Another thing employers want from employees is the skill of understanding their own role within the company they are working in. They should have an understanding of how

their duties and personal goals support company strategy and how they can develop their skills so that they will best support the company's strategic long-term objectives. The skill of lining personal career development aims and company aims is also crucial for a well-functioning work force career and to know whether their skills and abilities are in line and best utilized in the current company or whether they should consider other options. It is also important that employees know their own resources and limits and by monitoring them take care of their well-being at work. Motivation, which is crucial to good results and well-being, is also a part of personal management skills and should be monitored by employees themselves. These personal management skills are the ones giving employees the tools to give their best possible output at work while taking care of their own professional career and well-being and therefore are important and highly valued. (Linjassa Oy 2013.)

*Professional qualifications* are one of the most important parts of employee skills. Professional qualifications are the skills obtained by completing a degree or learned at work or are a combination of both factors. These skills are one of the prerequisites for high quality work output but are often not enough. (Keskinen 2005, 32.)

*Commitment* in workplace has been repeatedly researched and it has been noticed that commitment is a precondition for good quality of work. In addition, employees often illustrate commitment as motivation at work and the willingness to develop one's workplace and own work output. In other words, commitment is in connection not only to employee's motivation but also to initiative taking at work. These three skills are all linked together and therefore are all focused on in this research. (Keskinen 2005, 25.)

*Interaction skills* here will refer to a broad set of social skills needed on the workplace. These skills are needed especially when working in teams. Mohrman and Cohen (1995) state (see Morgeson et al. 2005, 585) that social skills include for example the following factors: the ability to communicate with others, listen to others and influence others. Affective teamwork requires good interaction skills from employees and is strongly linked to them. Therefore, teamwork skills are another area of focus in this research.

*Mutual trust* between management and an employee is a valuable asset to a company as it plays a huge role in a company's culture and atmosphere (Fain 2013).

Modern management differs from the traditional assumption. Due to the massive changes in the business world, which include amongst others globalization of business,

increase in information and communication technologies, management has begun to focus more on the importance of networks, teams, collaboration and integration processes rather than defined roles, protocols and hierarchies. Unlike in the old approach, where employees were seen as servants of the company, employees are seen as valuable assets for the organization. (Kotler et al. 2009)

Even if management is the cornerstone of a company's effectiveness, organizational objectives can only be reached through the efforts of coordinated employees. Therefore, effective human resource management is crucial. Consequently, there is a great responsibility of managers to choose the right management styles, which are best suitable for the organization. Even if the management and employees would agree on ways of conducting, the actual implementation can cause dissatisfaction among employees if the manner in which it is done is not carefully considered. The aim is to be able to create a working environment that motivates and allows employees to work effectively and willingly. In regards to this, management styles, processes and implementation of ways of conducting and changes play a significant role. (Mullins 2007.) As Kotler et al. (2009) state, management today is highly demanding. Another demanding task is to coordinate all entities under different managers within an organization. Therefore, managers are required to have specific skills in order to create effective management.

Recruitment will always require some proof of professional training. As Huselid (2014) states, management practices also have an influence on employee skills and motivation. First, recruiting decisions define what kind of skills the selected employees have. Second, management is largely responsible for employee development, so providing coaching, mentoring, skills training and so on can enhance the quality of employee skills within a company. Motivation is the factor that brings out the best in employees and therefore managers need to motivate their subordinates by encouraging them, appraising performance and by other activities to best utilize employee skills for the success of an organization. Further, even if employees are highly skilled and motivated, they need to be allowed to develop how their jobs are done. Managers need to encourage employee participation in improving their jobs so that they can fully utilize all their skills and abilities and not create structured, programmed inflexible jobs. (Huselid, 2014.)

Making effective decisions is one of the most important tasks of a manager, because they are the only ones responsible for making important decisions within an organization,



although it is not their only responsibility. Good managers only make decisions that need to be made, the ones that make a difference. There is no need for decision-making if there are no existing problems. The most important and difficult part of effective decision-making is defining the problem correctly. Good decision makers know how to do that and acknowledge the hazards of not taking enough time to make sure their decision concerns the right problem. In addition, good decision makers know that decision-making is a risky process, which is not finished until the decision is implemented effectively. Decisions are often commitments to actions concerning many people. Therefore, managers need to make sure their decisions fit their employees and the company they are working in. As the final responsibility of decisions within a company is usually on managers, effective decision-making is one of the most important basic skills a successful manager needs to have, whether the decisions are major ones or related to different viewpoints on everyday ways of working. (Drucker 2011, 295.)

Managerial communications is one of the essential skills mentioned by Drucker. Even if nowadays we have more ways of communication and research results about effective communication than ever before, it still seems to be a major problem in most companies. Even if the problem would not be the lack of communication, it is often the way it is done. As Drucker states: "If communication fits in with the aspirations, values, and purposes of the recipient, it is powerful. If it goes against them, it is likely not to be received at all." Therefore, managers need to estimate what is the best way of communicating in each case because individuals have different perceptions to information based on their experiences, expectations, values and so on. Additionally, when it comes to managerial communications, it needs to be kept in mind that communication is not from "me" to "you" but instead has to be seen as interaction within the concept of "us" in an organization. (Drucker, 2011, 317-320.).

The fifth skill in this framework is the skill of budgeting and planning. Skill in budgeting is essential for managers because almost every organization of any kind has some kind of budget that the manager needs to handle. A budget is not only a comprehensive financial document and guideline for the entire company, but it also serves to enable managers to keep their commitments and pull together plans and projects. (Drucker 2011, 330.) This feature connects the skill of budgeting to the skill of planning.

A very important part of budgeting is human resources. Financial budgets only include facts and figures but complete and successful budgeting also includes making

decisions about which employee should be accountable for each expected result. (Drucker 2011, 335.) Therefore, the skill of budgeting is strongly related to the skill of making effective people-decisions as well as the skill of planning.

Drucker (2011, 341) mentions the skill in using modern tools and concepts of information technology. This is, obviously, crucial to managers because they need tools and concepts to generate information. Managers generally need three types of information; what goes on inside the enterprise, across organizations and external information, which often is the source of organizational changes. Modern tools and concepts cause managers, and employees, to see the organization differently as they provide ways and information that the original ones did not. To be up-to-date and keep their company there as well, managers must have the needed skills to manage these tools and concepts especially when information technology is developing in a rapid speed.

Riggio and Reichard (2008) also mention three *emotional skills*: emotional expressiveness, emotional sensitivity and emotional control, meaning the ability to communicate non-verbally, receive and interpret nonverbal or emotional expressions of others and regulate nonverbal and emotional actions. All of these skills are included in the ‘‘emotional intelligence’’ –skill studied in this research and are considered important management skills by the commissioner of this research.

Keeping up welfare at a workplace is weighty and large concept that affects the quality of employees’ work more than many other factors. According to Suomen Taloustutkimus (Turun Sanomat 2013) the three factors that most affect employees’ welfare at work when it comes to office work, are a motivating job, relationships within the workplace and a good manager. Consequently, it can be said that a manager’s role in creating welfare within an office is major. Therefore, a manager should master the skill of positively affecting the atmosphere of the workplace and hence keep up the welfare of employees.

- **Hypothesis 5: There is a relationship between a generated referential for formation and competence and graduates’ professional achievement of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I**

Training and development can be referred to as obtaining or transferring knowledge, skills and abilities process needed to carry out a specific activity or functions. The benefits of training and development both for organization and individual are more strategic in nature

and hence much wider. To meet the current and future challenges of organizations, training and development assume a wide range of learning actions, ranging from training of the individual for their present tasks and moreover, knowledge sharing to improve the organization horizon and customers service. Which focus on their career development and enrichment, thus expanding individual, group and organizational effectiveness (Niazi, 2011).

In this section of the study, the researcher had to find out whether a generated referential for formation and competence had an influence graduates' professional achievement of the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I. This brings to light the link that exists between better quality and more practical teachings adapted to the social needs and realities, the transparency in management and publication of information, knowledge on business and social skills, a planning of young graduates' placement in companies, good relationship between companies and students, companies/enterprises interference in school in curriculum. While infrastructure, personnel and equipment relates to lecture halls, libraries, laboratories, teaching staff etc, professionalization is concerned with the acquisition of skills and competences by learners in the learning process that will help them adapt and compete in the labour market upon graduation from the university. Each item is stated as appeared in the questionnaire and the mean determines whether it had a positive or negative response.

The analysis of data showed that there is a significant effect between a generated referential for formation and competence and young graduates' employability. These are elements of better quality and more practical teachings adapted to the social needs and realities, the transparency in management and publication of information, knowledge on business and social skills, a planning of young graduates' placement in companies, good relationship between companies and students, companies/enterprises interference in school in curriculum and all have a significant effect on graduate professional achievement in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I in this study.

According to Werner and DeSimone (2006, p. 10), HR planning helps companies predict how changes in their strategy will affect their HR needs. According to Armstrong (2000), strategic human resource management (SHRM) emphasizes longer-term issues of people and consequently long-term training strategies. SHRM should provide appropriate support mechanisms and address personal attitudes and motivation within organizations to ensure participation and support. However, organizations can also achieve immediate

improvements in performance by using short-term management approaches for effective training programs (Thomas, 2000).

As the strategic planning process contributes to the development of specific functional strategies needed to achieve business objectives, strategy formulation is important in the development of HR strategies needed to attract and retain the human capital required for gaining competitive advantage (Poole & Jenkins, 1996). Therefore, it is clear that strengths-weaknesses-opportunities-threats (SWOT) analysis will be an essential and important approach and a strategic tool, which enhance all organization activities including all HR activities.

As defined by David (2007), the (SWOT) matrix is an important matching technique that enables management to develop strategic SO (strengths-opportunities), WO (weaknesses-opportunities), ST (strengths-threats), and WT (weaknesses-threats) solutions. Matching important external and internal factors is the most difficult aspect of creating a SWOT matrix and requires wise judgment. According to Pealow (2011), SWOT provides a systematic way of pinpointing strengths, weaknesses, opportunities and threats.

SWOT analysis is considered as a vital instrument for successful organizations, which nowadays depend less on analyzing an organization's external market position and more on a precise analysis of its skills, and capabilities, which competitors find it difficult to copy. In terms of a straightforward SWOT analysis, the resource-based approach stresses the strategic importance of exploiting internal strengths and neutralizing weaknesses (Barney, 1991). According to Bratton in 2003, strategic SWOT factors are vital to an organization future. The Four Strategic Solutions Based on SWOT Matrix are: 1) The strengths and opportunities (SO) solution that focuses on internal strengths to take advantage of available opportunities in the organization. 2) The strengths and threats (ST) solution that examines internal strengths to reduce the effect of external threats. 3) The weaknesses and opportunities (WO) solution which focuses on opportunities to help deal with internal weaknesses. 4) The weaknesses and threats (WT) solution that minimizes weaknesses and avoids external threats, which negatively affect the organization progress (David, 2007).

Using these four SWOT solutions will give organizations a more obvious understanding of their situation and enable them to plan effectively. Given the external (threats and opportunities) and the internal environment (weaknesses and strengths), the

information garnered from this analysis can be used to create a more effective strategic framework for the organization, department and team (Norton et al., 2008). Related to that, strategic human resource management represents a relatively new transformation in the HRM field. (Çalışkan, 2010). As it is known, organizations cannot apply a strategic training plan unless they have a strategic human resource management (Richard et al., 2009).

Additionally, as there are clear positive relationships between training and development strategies, the organizational performances, job satisfaction, competitive advantage and measured performances are the important levers to attain individuals' good performance. Performance guide was included as an important association in training in a number of studies (Aycaan, 2003; House et al., 2004; Javidan, 2004). Training has its strategic positioning and it directly contributes for organizational business goals and objectives (Niazi, 2011).

Bahlis and Tourville (2005) presented six different strategies that can enhance a training program's overall effectiveness during the front-end planning stage. The first three strategies focus on increasing the benefit and value of training programs, while the other three are concerned with lowering training costs.

To determine the concrete benefits of training, clear connections between training and goals firstly need to be established. To establish these linkages something similar to a training needs analysis is required. It is necessary to identify the mission and objectives related to performance. The work required to accomplish these objectives as well as to determine the knowledge, skills, and attitudes (KSAs) needed to perform these functions effectively. This involves defining and prioritizing the organization's mission and the training unit's mission and performance objectives. Identifying the mission tasks needs to accomplish comprehensive performance objectives, allocating tasks to different groups and jobs, determining the required functions, prioritizing the necessary KSAs, identifying knowledge and skill gaps, identifying execution procedures and problems and finally drawing up an action plan that prioritizes activities (Bahlis & Tourville, 2005). Therefore, a direct linkage between the organization's mission and its learning culture benefits both the organizations and individuals with highlighting the positive associations of learning, development, motivation and organizational performance (Niazi, 2011). This gives a clear respond to our question on better quality and more practical teachings adapted to the social needs and

realities. Formation and training should be done to answer or solve a particular need or reality in the society.

Companies/enterprises should interfere in school in curriculum and programming. By so doing, time factor and concrete training on particular needs will be at the subject. To conclude, the acquisition of knowledge, skills, behaviours, and attitudes through training has little value if the learned characteristics are not generalized to the job and not maintained over time (Yamnill & McLean, 2001).

So, the objective of training programs should be to develop KSAs in order to fix a performance problem and to achieve training unit and organizational objectives. The following steps will help to determine the benefit of reducing time to competency, the feasibility of using alternative delivery systems and to choose the delivery option with the greatest impact:

- To identify future gains and list out the possible measurable benefits of reducing time to competency.
- To calculate the potential benefits by calculating the expected minimum and maximum benefits per employee per day due to cutting time to competency.
- To assemble information, particularly related to used curricula, target audience, and environmental factors in order to determine the most effective delivery options.
- To identify realistic delivery options by analyzing the collected information to find out how effectively the options meet organizational, learning, and learner requirements.
- To estimate the time taken to accomplish the competency solution and estimate the required time to draw up, develop and deliver the training program for each possible delivery option.
- To calculate the possible benefits to demonstrate the advantages of cutting time to competency, which are captured by converting time saved into monetary value in relation to organizational expenditure.
- To calculate and to compare the cost of realistic options, with the net benefit of each delivery option being found by subtracting expected cost from potential benefit.

- To draw up recommendations and make a comparison of the cost and benefit of realistic delivery options to obtain an exact and an accurate picture of the most effective alternative (Bahlis & Tourville, 2005).

So, we can say if training is to increase organizational effectiveness, it must be of strategic importance to the organization, it must be effectively designed and delivered, and it must be transferred to the job. Transferring of training is thought to be the primary leverage point by which training influences organizational-level outcomes (Kozlowski et al., 2000).

A good relationship between companies and students and planning of young graduates' placement in companies after graduation should be taken in consideration. This will permit young graduate to regulate and change their behaviour to meet social needs. As described by Michael Frese (2007), action theory attempts to explain how learning is regulated and how people can change their behaviour to dynamically meet objectives in normal and/or unusual situations. Situated and scenic learning methods involve novel situations and require trainees to be creative to some extent. Contrary to many cognitive and information processing theories, action theory is linked to behaviour and specific working contexts and outcomes. It is also concerned with the processes involved in the interaction between environmental inputs and behaviour in the one hand and how cognition regulates behaviour and performance on the other hand (Paul, 2010).

The implication of the Stake Holder Theory by (Freeman, 1987), in the above circumstance calls for the need for professionalization in university education which compels universities to interact with numerous and more varied stakeholders. Therefore, in order to assure their role in modern society, universities are obliged to completely reconsider their mission and vision as well as expectations and paying attention to stakeholder theory. The involvement of companies and enterprises in the conception of degree programs can lead to a framework of social responsibility in universities based on the stakeholder theory. Thus introducing university initiatives aim at charting the professional progress of graduates, offering courses adapted to the needs of the society, educating students in terms of abilities and skills to ease employability chances, encouraging subjects related to social responsibility, business ethics and entrepreneurial culture.

### **5.3 Measures Taken to Improve Higher Education Governance in Cameroon**

To attain its objectives, MINESUP is carrying out a series of measures in order to ameliorate the governance of HE and quality assurance in Cameroon. Putting in place of quality assurance, there is follow up and maturity in reflection in Cameroonian Universities, taking advantage of the University System in the World Academic space through the progressive promotion of the culture of quality in HEs through internal mechanisms of quality assurance. This reflection is put forward through the putting in place of a national commission on quality assurance which is charged with the external evaluation of the system, (MINESUP, 2015). This is the first stage in view of the putting in place of a national quality assurance.

#### **1. On Administrative and Financial Governance**

The putting in place of an ad-hoc committee charged with the reviewing of the texts regulating the administrative functioning of universities. Headed by the Inspector General in charge of services in the Ministry of Higher Education, this committee has as main objective to propose to policy makers pertinent elements in updating the different text which can be adapted to the specificities of the expectations of the nation. This should be in the domains of research, development of sports, management of financial resources or in the domain of employment and knowledge.

#### **2. On Electronic Governance**

A committee has been put in place headed by the Rector of the University of Dschang on the modernization of electronic infrastructures in the universities and notably the acquisition of high speed internet necessary for the generalization of ICT in all the campuses of the national triangle. The Head of State has donated 500 hundred thousand laptops computers to HE students for 2016/2017 academic year in a bid to promote the use of ICT in the teaching/learning process.

#### **3. On Academic Governance**

An adhoc committee headed by the rector of the University of Dschang proposed to the Minister of HE technical elements for the operationalization of the technological teaching core. Their recommendations will enable the participation and better codify professionals in



the teaching learning process in the University. Another commission is on the ground in the ministry of HE which is charge with the follow up of recommendations put forward on the professionalization of the teaching/learning process in the University.

#### **4. On Social Governance**

On the instruction of the Head of State and president of the Republic of Cameroon, in order to enhance social cohesion, all the components of Cameroon Universities have been consolidated through the regular payment of research allowances for the modernization of research to the teaching staff. Also, there is the excellence award allowance to over 100,000 meritorious students in public and private universities and the revalorization of the status of support staff in higher education.

##### **➤ The Implications of the Research Findings**

From the findings of this research, certain implications have emerged. The research findings suggest several important implications for educational planners and policy makers, curriculum designers, higher education and university administrators.

##### **➤ Implications for educational planners and policy makers**

The findings of the present study cannot be analyzed in a vacuum, but only with reference to the higher education context in Cameroon and the University of Yaoundé I in particular. While this study acknowledges the fact that Cameroon's higher education system can benefit greatly from knowledge obtained from foreign sources and adapted to our own local context, this study also indicates the need to emphasize more on the benefit this local research can contribute to higher education. Such empirical attempts would help higher education authorities to make informed and meaningful decisions on university governance policies on the professionalization of higher education in the university based on the local findings obtained.

Although higher education professionalization in the university still poses a recognizable problem, there is little research evidence that educational planners and policy makers are addressing the problem. The concerns expressed by respondents in this study provide a basis for action. However, a critical lesson of this research on educational change, a lesson often unheeded is that no educational policy is developed or implemented in a social

or normative vacuum. Planned change inevitably implicates prevailing patterns of beliefs, attitudes, assumptions and practices that define university governance policies on teaching/learning programs, teaching methods, quality of teaching staff, infrastructure and equipment.

The findings of the present study suggest that policy interventions by the Ministry of Higher Education should implicate a strict follow up of the professionalization process in the faculties and departments. The teaching/learning programs should be conceived with the implication of industries and enterprises. Educational planners and policy makers should be aware that the journey towards professionalization can only be achieved and appreciated through a regular monitoring of the teaching-learning process using a bottom-up approach (Department-Faculty-Administration). This guides the university in prioritizing its needs. Without a monitoring mechanism, the effort of the university towards professionalization may not be relevant. Thus, more attention needs to be given by educational planners and policy makers on adequate strategies to ameliorate and implement university governance policies on the professionalization of the teaching/learning programs in the university. However, considering that one of the setbacks in the enhancement of the professionalization process in the university is lack of sufficient financial support to accompany the process, other stakeholders must accept to be implicated financially to guarantee quality professionalization. For example, raising the school fee paid by university students' so as to improve on the quality of the professionalization process may partially resolve the problem of limited financial resources to accompany the professionalization process.

Finally, more attention should be given to the training of teachers especially on educational planning and administration, and good institutional practices. This will permit them come out with conceptual tools dealing with governance and professionalization issues in higher education, that can provide valuable aids for assessing different context and possibilities for the successful implementation of the professionalism goals in the training programs of universities.

#### ➤ **Implications for Curriculum Designers**

Since 1993, a series of reforms have been carried out such as the BMD 2007 reform, the 2008 New University Governance Program all geared towards restructuring higher education in line with professionalization. However, twenty-two years after the introduction

of these reforms however, gaps still exist with regards to the professionalization of the teaching/learning programs (courses) and curriculum development. Curriculum designers in higher education will use this study to see the strength and weaknesses of the teaching/learning programs of the university and to devise new innovative strategies to make it adapt to the recent socio-economic demands of the labour market and to respond to the exigencies of Cameroon as an emerging nation by 2035. This will enable them to contribute to the discourse about the possibilities and constraints of modernization strategies in state universities with respect to curricula, and improvement in quality teaching in the professionalization process. They will equally have the challenge of reviewing the contents of the teaching/learning programs (curricula) that can lead to acquisition of skills for employability, quality of teaching, evaluation and assessment methods, internship placement of students, partnership between university and industry for better attainment of the professionalization process.

➤ **Implications for Higher Education and University Administrators**

The implications of the research findings for higher education and university administrators are clear. Most higher education reforms are executed and implemented in the faculties and departments of the university. Hence Rectors, Directors, Deans of faculties and Heads of departments are in close contact with the realities in the field when it comes to the execution and implementation of policies and thus, should be implicated in the formulation of policies. Findings of the present research suggest that there should be close follow up of the professionalization process by policy makers in the ministry of higher education, so as to effectively monitor and evaluate its pace, difficulties involved so as to take adequate measures on how to ameliorate the process. Such changes cannot be mandated by top-down policies but need to be addressed by stakeholders in a participative approach using a bottom-up approach (Department-Faculty-Administration).

Secondly the findings of the study can help higher education and university administrators on the possibilities and constraints of modernization strategies in state universities with respect to curricula, infrastructural development, improvement in quality teaching and the need for more financial support from all stakeholders in the professionalization process. More important is an analysis of the changes in the governance structures, organization processes, and identity concepts of the universities as a whole, triggered by the professionalization process. University governance is a new paradigm; the

research will therefore attempt to provide solutions that can help to solve institutional management and control problems in this new academic world. It is not only an academic study but a central question of practical importance to answer global challenges to the relevance of higher education, and to maintain the integrity and effectiveness of universities.

Finally, findings from the study showed that there is limited partnership between the university and industries that can help promote students' internship and acquaintance with the world of work. Internships offer students the opportunity to develop critical thinking, analytical and professional skills needed for the workplace that lecturers may not be able to impart. In preparing for a successful career, one of the most important steps is securing and completing an internship before graduation. It helps students gain real-world experience and offers them an educational enrichment as they apply knowledge and skills gained in class. Internships have long been regarded as an important component in preparing undergraduate students for the entry-level job market.

Internships provide with valuable opportunities for growth through the shadowing of mentors, attendance of meetings, and actual performance of duties. Students participating in internships were found to have a significantly higher sense of career preparation over students without such experience in five skill areas: computer applications, creative thinking, job interviewing, networking, and relationship building, (Radigan, 2009). The findings of this study suggest that more partnerships between the university and industries should be created and an adequate period chosen whereby students of all disciplines will undertake internship so as to gain real-world experience and offers them an educational enrichment as they apply knowledge and skills gained in class.

## **5.4 Recommendations**

As Higher Education in Cameroon continues its transition toward more market-oriented features, we recommend several steps to help in accelerating the professionalization process in our Higher Education.

### **5.4.1 Recommendation for educational planners and policy makers**

The manner in which certain educational reforms and policies are conceived and implemented, determines the outcome of such reforms and policies. Successive higher education reforms on university governance policies on the professionalization of the

teaching/learning process in the university has in one way or the other impacted on the onward trend in the professionalization process of higher education in Cameroon. In the light of the evidence obtained in this study, educational planners and policy makers can positively influence university governance policies on the professionalization of higher education in the university through policy changes. Educational planners and policy makers could consider the following recommendations and suggestions.

### **1. The need to collect data and evaluate existing policies**

In order to evaluate the efficiency of existing policies on the professionalization process of higher education in the university, educational planners need to collect data and evaluate so as to analyze the strength and weaknesses of educational policies for better prospection of the future. Twenty-two years after the 1993 university reform, the BMD 2007 reform and the 2008 New University Governance, policy makers and educational planners need to constantly go back to the drawing board to evaluate the short-comings of existing policies so as to make ameliorations for the future.

### **2. Planners and policy makers need to be implicated in the implementation process**

Most of the planners or policy makers who formulate policies are not given enough freedom to implement their plans. In most cases the process is carried out by people who did not participate in planning the programs. Consequently, it becomes difficult for the planners to successfully evaluate the progress made in the implementation of the plans in order to determine areas that require modification. At such, educational planners and policy makers in higher education should be implicated in the implementation phase of university governance policies on the professionalization of university education. This is to guarantee quality control of the results in the implementation of the professionalization process.

### **3. Defining appropriate strategies for change**

Educational planners and policy makers need to be aware of the importance of implementation strategies and the role of the different regulatory mechanisms in the governance and professionalization process of higher education. They need to have a better understanding of the validity of the higher education process so as to help in defining appropriate strategies. The reforms instituted since 1993 to ameliorate the professionalization of higher education needs monitoring in the evolution of the educational policies and their effects on the growth of higher education.

With the advent of globalization and its implication for regional and national economies as well development of education systems, Carnoy (1998), analyzes how globalization has affected education systems, directly or indirectly. In great depth, he reviews some of the changes that have affected education like changes in the labor market and education systems due to emerging demand for workforces capable of the production of higher value-added consumer goods. The widespread adoption of information technology to extend educational opportunities to new target groups, and to improve educational quality through computer support instruction and access to the internet, has effect on the university. The consequence for universities will be the multiplication of educational training opportunities which exist on the internet and which are developed by universities. This provides a great contribution for educational planning.

The findings of the study can help policy-makers on how to better structure our higher education system based on the urgent development needs of the nation and which strategy they should adopt to enable the country deal with the challenges of globalization depending on our economic situation and level of economic development. The message here is very clear, that to confront the challenges of professionalization in higher education, our country should invest more on human and material resources in order to achieve quality training systems at all levels.

#### **4. Initiating Competitive-Driven Reforms**

Changes in the world economy have provoked reforms to address inherent problems in education and training sectors. Since our study is focus on the professionalization of the higher education system in the university, educational planners and policy makers need to adopt reforms that respond to shifting demand for skills in both the domestic and world labour markets and to new ideas about organizing the production of educational achievement and work skills called 'competitive driven reforms'. Hence educational planners should initiate reforms that permit decentralization and privatization in HE, so that competition between both public and private institutions in the quest for professionalization could set some standards in the training programs and work placement internships. This will allow for healthy competition and exchange in educational delivery and hence improve on the quality of the professionalization process of HE (West, 1997).

In the global economy, knowledge is the most highly valued commodity. Thus, nations have little choice but to increase their investment in education. Some countries have

highly developed civil societies, others do not. So each situation demands its own particular strategy for educational expansion and improvement. Thus, planners and policy makers must bear in mind certain objective realities as the move forward. These include the state, whether be it national, regional or local will continue to be responsible for educational improvement and expansion. This means that the government will still largely finance HE and the public sector will continue to regulate education, set standards, decide how to allocate resources among levels of education and initiate and guide educational improvement programs. Expanding educational opportunity requires coherent and systemic effort by the public sector especially in effective public spending.

Good governance practices in public administration will be a key to educational improvement. Economic growth and effective HE in the global environment require physical capital investment, innovativeness and technical capacity will ultimately depend on efficient and honest governance in HE. Quality higher education will depend largely on the quality of teaching and teaching effort. Their effort will equally depend on the level of incentives by the system to them. Well-designed competitive funds can greatly stimulate the performance of tertiary education institutions and can be powerful vehicles for transformation and innovation. Such grants encourage strategic planning, encourage cooperation between staff across departments, stimulate ownerships, introduce competitive bidding and peer evaluation, and create transparent systems. Project selection and grant award have to focus on principles of transparency and inclusiveness, and address requirements on the basis of need for urgency of change, based on the gravity of the issues faced by the country's tertiary education system, and willingness to reform, as reflected by government's commitment to implementing reforms and its ability to mobilize major stakeholders in support of the reform agenda. Competitive grants have to ensure equal representation of women and other disadvantaged groups of society in the allocation of resources and sharing of benefits accrued from collaboration programs.

#### **A. Higher Education Authorities**

These are officials who work in close collaboration with the Minister of HE in the organization and coordination of the higher education system in Cameroon. It could be the Advisers, Directors, and Inspector Generals. These officials who control the ministry of higher education exercise some degree of foresight and vision and struggle for some degree of consistency in actions carried out in the functioning of the ministry. Mindful of the role of

knowledge and innovation in the world economy and the role higher education as a core resource base for the attainment of the Millennium Development goals, higher education has the potential of providing African-led solutions to African problems in the spirit of Africa's collective vision.

Considering that a series of reforms that have been undertaken in the HE system on the professionalization of the teaching/learning programmes, the findings of the research calls for some recommendations to be made on the part of higher education authorities.

### **1) Follow- up of the implementation of the professionalization process in the university**

Findings of the study show that the 2007 BMD reform and 2008 New University Governance Policy which had as one of each the quest for the professionalization of teaching/learning process in the University, had two lapses. The reforms on the professionalization of programs in the university are not accompanied with sufficient resources that can permit a realistic realization of the goals of the reforms. Secondly, there is no adequate follow-up from the Ministry of Higher Education to actually see what is going on in the university so as to evaluate and see the difficulties that are inherent in the process, so as to be able to come out with meaningful solutions to ameliorate on the process to attain quality professionalization in the university.

The theory of planning to succeed should therefore draw a link between preparation-adoption and execution of policies. There is a Department in the Ministry of Higher Education in charge of Planning and Professionalization of teaching in the universities. The Higher Education authorities in the ministry should go down to the field and face the realities, so as to bring back fit back that can help ameliorate present situation. It is essential that the opinion of the university administrators be sought in amelioration of policies relating the professionalization of education in the university. We cannot talk of One Student- One – Job if the student is not truly trained for an employment. For students to be truly trained for a job there must be concrete interaction between the world of enterprise (public and private) and the University world. It is also pertinent that in every faculty there should be a unit with a precised role to handle the interaction with the world of enterprise. This interaction could be internship research, follow-up internship of students with enterprises and prepared convections and signing of corporation accords.



## **2) Curriculum Development**

In the continuous effort to render higher education curricula relevant to the socio-economic needs of the nation, higher education authorities need to continuously develop and provide a balanced curricula that is relevant, responsive, culturally sensitive and adequately supported by appropriate teaching and learning materials. A major challenge to our curriculum is that of science and technology. Science and technology should be reform with special focus on the use of ICTs. Teaching methods should encourage linkages between science and technology on one hand and with the learner's culture and environment on the other. Essential life skills should be systematically infused into the curricula. Important areas such as inter-personal skills, critical thinking, communication, entrepreneurship education, self-directed learning, civic/leadership-skills education, preventive health education etc are imperative for the 21<sup>st</sup> century knowledge economy. The infusion process should pay attention to African knowledge systems.

Tertiary education institutions support knowledge driven economic growth strategies and poverty reduction by generating new knowledge, building the capacity to access existing stores of global knowledge and to adapt that knowledge to local use. Technical innovations and their diffusion lead to higher productivity, and most of these innovations are products of basic and applied research undertaken in universities. Progress in the agriculture, health and environment sectors, science, engineering and technology is heavily dependent on the application of such innovations.

## **3) Addressing the Brain Drain Syndrome**

Higher education institutions in Africa are severely affected by brain drain. Mechanisms to reverse and benefit from brain drain need to be put in place urgently. Measures include increased use of joint degrees and sandwich programs, incentives for returnees, south-south training of individuals, creation of local favorable environment for national researchers and specialists, and mobilization of the Diaspora and Friends of Africa, as well as improving work environments, respecting faculty and autonomy. In the face of critical shortage of faculty and staff in higher education institutions, and the overall economy, most African countries have not yet found a way to develop strong ties to their Diaspora, an untapped resource which could provide much needed capital to the region and countries. The African Diaspora has to be mobilized and better use made of their enormous potential.

Attaining professionalization in the university in Cameroon entails the deployment of huge human and material resources to achieve quality professionalization. Most of the highly trained or best students always go abroad for greener pasture, after the state has spent so much in training them. The 'brain drain' syndrome is a crucial issue in less developed countries. If Cameroon hopes to become an emerging country by 2035, planners and policy makers in higher education need to come up with a strategy that both uses and shapes their nation's position in the management of trained personnel. Increase in salary and job incentives may partly reduce this phenomenon, thereby preserving the products of professionalized higher education, (Edokat, 2000).

Our educational planners should cultivate aggressive nationalistic innovative policies, which will not only meet up with our national objectives but will meet up with international standards in science, technology and other related fields. Hence creating co-operation in global innovation provides global enterprise among states with new resources of scientific human capital for basic and applied research.

#### **4) Increase funding of the professionalization process**

One of the several indices for properly evaluating government commitment to educational development in any country is budgetary allocation and disbursement to education. The government of Cameroon should place a high premium on education by meeting up the recommended 26% educational spending prescribed by UNESCO, to help revitalize the higher education system and enhance the professionalization process. Thus for professionalization to effectively take place in our universities government need to step up its financial support to the universities, if not the expected results from the professionalization process will be far from being attained. Other stake holders such as students and parents need to accept the fact no meaningful professionalization can take place in the university if we keep on depending only on government funds without thinking of stepping up the stipends students pay as registration fee.

#### **5) Better Research and Innovation Capacities**

Higher education institutions in Africa do not yet possess adequate research capabilities, infrastructure facilities and funding needed to make them active beneficiaries of global knowledge and/or to generate or adapt knowledge, innovation and problem solving. Higher education institutions in Africa face critical shortage of staff to adapt and generate knowledge

and innovate. There is little investment in research and innovation, particularly in high priority areas, such as agriculture and natural resources, applied sciences, health sciences, engineering and technology, limiting their capacity to meaningfully contribute to Africa's development and integrate themselves to the global knowledge networks. Expansion and development of postgraduate education in many countries is very slow except in South Africa. In Cameroon, efforts are being made by the higher education authorities to encourage both staff and students in research and innovation even though much still has to be done to build up those elements of national innovation systems that are so essential for increasing national productivity- research capacity, university trained researchers and professionals, graduates with advanced technical and managerial skills, and dynamic university-industry linkages.

#### **6) Interventions in Cameroonian Higher Education Institutions have to be Long Term and Comprehensive**

Long term programs of investment are needed, both to revitalize Cameroonian higher education and to support the development of centers of excellence in sciences, engineering and technology. Comprehensive interventions are more likely to bear fruit than isolated efforts. Tertiary education projects which were piecemeal, with narrow focus on the establishment of new programs or on discrete quality improvement measures for existing teaching and research activities have shown little success and impact. There should be a long term comprehensive support for reform and effective institution building. Interventions need to be sequenced, with time horizon consistent with the long-term nature of capacity building and enhancement efforts. Sequencing provides the tools for responding to and adjusting to evolving challenges.

#### **7) Bridging the gap between higher education and the labour market**

In order to support universities to achieve the One-Student-One Job Slogan upon graduation, the Ministry of Higher Education needs to collect, systemise and disseminate information on the skills and competences relevant for the job market. This should focused on the following thematic areas:

- Elaboration of skilful modularization, attainment- and competence-oriented study programmes

- Differentiation and development of Master programmes
- Field-specific integration of labour market relevance in the study provision
- Diversity management in education and learning
- Stimulation of the permeability between academic and professional education
- Development of recognition of study results obtained abroad.

This will create a platform for intensive discussions and workshops, to provoke challenging views and to exchange exemplary directions for solutions and conceptual developments. Central in this approach is an intensive dialogue with the institutions including all stakeholders within institutions and external constituencies.

Allusion can be made to U.K HE. For an understanding of current UK policies on higher education and the labour market the review by Lord Leitch in 2006 has been most influential. This review was set against a background of economic strength and stability in the UK, with one of the highest employment rates in the developed world. Although the UK has significantly improved the skills base with rising school and college standards and strong growth in graduate numbers, aspects of the skills base remain weaker than those in other developed economies. The report recommends and sets out a far-reaching reform agenda to become a world leader in skills by 2020. This means increasing skills attainment at all levels and regarding higher education that more than 40% of adults are skilled to graduate level and above. Basis elements of a reform agenda are that ‘economically valuable skills’ must be delivered through a demand-led approach, facilitated by a new culture of learning, and an appetite for improved skills amongst individuals and employers. To attain these goals, the system must become more efficient, responding to market needs, and Government, employers and individuals must all engage more in skills development. The report identifies necessary institutional reforms and recommendations particularly addressed to higher education which included:

- Strengthening the employer voice on skills through creation of a new Commission for Employment and Skills, increasing employer engagement and investment in skills (including reforming Sector Skills Councils who will approve vocational training).

-Increasing employer investment in higher level qualifications, especially in apprenticeships and in degree and postgraduate levels; significantly more training in the workplace.

-A simplified demand-led system with employers and individuals having a strong and coherent voice. In their view the role of Sector Skills Councils should be expanded to high skills and drive up employer investment in these skills. The review recommends widening the focus of HE targets to encompass both young people and adults via workplace delivery. It is expected that this will ,dramatically improve engagement between HE and employment.

#### **5.4.2 University Administrators**

These are appointed officials by the state such as the Rectors (Vice Chancellors), Vice Rectors, Directors, Deans and Heads of Departments who are in close contact with the realities of the university milieu. The formulation of HE policies or plan and its adoption and execution in practice are inseparable and that the collaboration of the educational administrator is essential in its formulation. In theory, the government determines the policy and adopts the plan, and the educational administrator's job is to implement. Findings from the study indicate that the university administrators are experiencing difficulties in the implementation of governance policies on the professionalization process in the university. The following recommendations are therefore suggested to university administrators on the onward march towards the professionalization of education in the university.

##### **1. Prioritize Professional Skills Training for Graduate Students**

Professional skills training for graduate students is essential, indeed an ethical imperative, if universities are to ensure that graduate students are fully trained in ways that will ensure the mobilization of their knowledge and skills and the realization of their potential in a variety of workplace settings, whether academic, for-profit or not-for-profit. Graduate Student Professional Development Programs should be prioritized by our universities through vision statements, strategic, public relations materials, and other mechanisms linked to institutional identity. There is a concern that higher Education institution do not provide graduates with the competence and lifelong learning skills needed to be successful in the world of work. It has been argued amongst other things that higher Education fails to prepare future professionals for practice in a satisfactory manner and that the discontinuity between education and practice can be ascribed partly to forces outside Education, but also to unresponsiveness of Education to the different nature of non-academic and service-oriented

environment (Burnet & Smith, 2000). This therefore call for concerted action between the stakeholders of Higher Education, private sector operators, industries and enterprises to come together to design a curriculum that will suit the aspirations of an emerging Cameroon by 2035.

There is a growing need for the professionalization of our educational system as well as a need for a growing complexity of research approaches in the field of Higher Education and work. Among other things, there is need for more knowledge and about the substance of learning, and the nature of the task in the work place. Without more extensive knowledge of these aspects, there is a risk that research on graduates' employment will lead to empty speculation. Education and work are two "different knowledge setting characterized by various concepts, intellectual tools, assumptions and practical solutions" (Abrahamsson, 1999;320).The Educational system promotes theoretical, subject-base knowledge, and the students advance through the different levels as they pass examinations based on the internal criteria of the academy. Although, the aim of the formal educational system is to convey knowledge applicable in other contexts, there is often a focus on passing the formal examinations, and learning is focus on the educational system than on the world outside.

## **2. Carry out thorough diagnosis**

University administrators are required to carry out a thorough diagnosis of the problems affecting the professionalization of education in the faculties and departments of the university and make strong recommendations to hierarchy (MINESUP). For example, a reform of the curricula of most programs to match the present dispensation. In the knowledge economy, employer needs for new entrant skills include; professionalism, work ethic, oral and written communications teamwork/collaboration and critical thinking/ problem solving. In a recent study, employers reported that graduates are deficient in these skills (Casner-Lotto & Barrington, 2006). The 2007 BMD reform advocated for the inclusion of skills and competences in the programs of learning but never defined clearly the types of skills needed to make graduates adaptable to the needs of the job market. Thus, it is imperative for our university authorities to include the above mention skills needed by employers in their programs of learning so as to make graduates adaptable to needs of the job market.

As a result of changing student expectations influenced by technology use and parents' satisfaction framed in terms of employability, university authorities should fashioned

their programmes to be market-friendly so as to meet up with the increased competition in higher education, especially from the for-profit sector. The impact of this new trend is significant and transformative. Experts predict this “perfect storm” (Mayberry, 2011) requires significant change in higher education practices to make a quality postsecondary education affordable, relevant, accessible and desirable. In a report from The Council of Higher Education Management Associations (Goldstein, 2006) on the future of higher education, respondents predicted that in the coming decade higher education will face more competition, be under greater pressure to reduce tuition, need to make improvements in the quality of education and do so with insufficient resources. All these require university administrators to carry out a thorough diagnosis so as to address the problems related to governance and the professionalization of the teaching/learning process.

### **3. Engagement and empowerment of students in the curriculum**

There is a growing movement internationally on increasing the student voice in the design of the curriculum. A recent international publication in this area set out some ideas and arguments around this partnership model (Cook-Sather, Bovill & Felten, 2014). Their publication set out how students can be involved in the design of programmes in their planning and revision stages; in addition students can be empowered through, for example:

- Choice of assessment (O’Neill, 2014);
- Student-centred learning approaches, including more active and autonomous learning;
- Inclusive learning/universal design;
- Choice of electives.

The concept of empowerment, where a student has some control over their learning, has also been strongly associated with the issue of engagement. Some of the focus on engagement has been linked with retention and progress rates with student in their first year. However, there has also been a growing concern across all years with attendance rates in lectures, students’ lack of engagement and motivation to learn. The term engagement can mean different things to different people; however, Krause (2007) maintained that ‘engaged’ students were more satisfied, achieved greater success and were motivated to persist with

their programme. The popularity of the recent growth of the flipped classroom has been partly due to the need to address engagement in the lecture format.

In considering engagement across a programme, much of the work in higher education has focused on the first year experience. This is not surprising as in the later years students have more identity with the programme, have smaller class sizes and work on projects that are often more authentic.

In our study students' assessment of the teaching/ learning programmes in the University of Ngaoundere was part of the questionnaire. There is a strong movement of students as partners in the learning process (Cook-Sather et al, 2014; O'Neill & McMahon, 2012) and when planning the programme it is important to consider how students might incrementally enhance their involvement.

#### **4. Development of networks, cooperation and partnerships with corporate sectors**

Higher education institutions are a country's skill base, knowledge source, and public space facilitating exchange of information and transforming the economy through university-industry linkages. Through their curriculum, research and community services, higher education institutions should serve as a platform to integrate the demand from industry or the world of work and provide educated workforce with relevant training and meaningful contribution to progress and development.

A new kind of partnership is needed, based on listening to the African voice, on mutual respect and solidarity, and rooted in a ground analysis of what actually works. In order for Africa to end poverty it requires a partnership between Africa and the developed world which takes full account of Africa's diversity and particular circumstances. There is a strong interest in Africa to form partnerships with U.S. higher education institutions- genuine partnerships that are long-term and sustainable. U.S. universities have a long and productive history in international development, their effectiveness largely as a result of their role as problem solving institutions responsive to society's needs. African higher education institutions could be supported to improve their poor capacity in conducting development-oriented research- through mentoring programs and joint research projects between American and African researchers with the goal of developing locally appropriate technologies aimed at increasing labor productivity and market competitiveness. Africa is at a cross roads and cannot and should not wait; action is needed now and delay cannot be an option. U.S.



Universities have proved effective in building world class institutions in developing countries, such as the Indian Institutes of Technology (IITs) and Indian State Agricultural Universities.

For professionalization to be attained in the teaching/learning process in the university there must be adequate networking, cooperation and partnerships between the university and industry. Findings from the study show there is little partnership between the university of Yaoundé I and enterprises and industries to enhance students placements for internship. University administrators should intensify and allocate time for internships in all the departments. These offer students the opportunity to develop critical thinking, analytical and professional skills needed for the workplace that lecturers may not be able to impart. In preparing for a successful career, one of the most important steps is securing and completing an internship before graduation. It helps students gain real-world experience and offers them an educational enrichment as they apply knowledge and skills gained in class.

Internships or practicals are good examples of a constructivist approach to teaching. Internships are the link between the theoretical knowledge and concepts learned in classroom setting, and real time industry applications. Thus, university administrators should consider internships as an important component in preparing undergraduate students for the entry-level job market. It can also provide students with valuable opportunities for growth through the shadowing of mentors, attendance of meetings, and actual performance of duties. Students participating in internships could also have a significant effect on career preparation over students without such experience in five skill areas: computer applications, creative thinking, job interviewing, networking, and relationship building, (Radigan, 2009). Authorities of the University of Yaoundé I should strengthen cooperation through partnerships which can benefit students from the above advantages which are very vital in achieving professionalization. Without this professionalization in university education will be far from being attained.

Launching and implementing tertiary education reforms has been more successful when African governments, decision makers and institution leaders have managed to build a consensus among the various constituents of the tertiary education community. It is critically important to provide information and insights that reflect current knowledge about successful reforms and effective implementation and that are applicable, and engage stakeholders and international community in a dialogue on the role of tertiary education in the context of

overall strategies for investing in the sector and ways of minimizing the negative political impact of reforms. There is a strong push to more effectively connect higher education institutions with industry, the private sector, NGOs, foundations and the society, to make them relevant and produce graduates that could bring a change in the livelihood of people. Higher education institutions should be integrated into the national innovation system by establishing better institutional and market linkages.

## **5. Recruitment of high quality teachers**

Improving on the professionalization process in the university requires the recruitment of more quality teachers in the university. This entails offering them pre-service training to make them highly effective knowledge transmitters and in-service training to maintain their skills and interest through constant upgrading. Teachers' working conditions, salaries and their participation in decision-making in educational change and governance at the national and local level is very important in improving policies related to the professionalization of education in the university, (ILO/UNESCO,1994). To improve quality, lecturers and non-lecturers should be motivated to make them more dedicated, devoted and committed in their jobs. Universities in Cameroon should employ more lecturers because of the constant increase in students' population. Institutional policies should be revised to ensure that more emphasis is paid on teaching effectiveness of lecturers for better quality education.

## **6. Quality Management**

Africa's higher education institutions face a decline in quality of education, learning and research. Universities operate with overcrowded and deteriorating physical facilities, limited and obsolete library resources, insufficient equipment and instructional materials, outdated curricula, unqualified teaching staff, poorly prepared secondary students, and an absence of academic rigor and systematic evaluation of performance. Lack of access to the global knowledge pool and the international academic environment has a big contribution. There is a widespread concern in the relevance of curricula, as expressed by the overall mismatch between programs of study and labor market requirements.

Institutions are generally ineffective at preparing students with applicable skills and reflecting the needs of the employment market. For example, agricultural education and training is often out of synch with labor market demands in terms of knowledge and practical competencies, especially in agribusiness, basic management and problem solving. Education

and training curricula tend to be obsolete and disassociated from the economy. Practical instruction receives insufficient emphasis, and students have little opportunity to develop technical competencies, problem solving experience or communication and organizational skills. Absence or lack of effective regional, national and institutional quality assurance and enhancement systems and agencies in African countries and universities further exacerbate the problems of quality and relevance. Structured quality assurance processes in higher education at the national level are a very recent phenomenon in most African countries but the situation is changing rapidly. Technical capacity is the most pressing constraint in national quality assurance agencies and institutional systems.

Achieving good governance, relevance, equity and efficiency in the strive towards professionalization in our universities entails the development and sustenance of sound quality management systems in the university. Quality is a dynamic concept. The teaching and learning process is at the centre of quality education as well as physical and infrastructural resources, teacher qualification, competence and motivation, relevance of subject matter thought, teaching and learning materials, professional support to teachers, good governance both at the systems and institutional levels.

In this era of the new university governance policy on the professionalization of university education, strategies need to be adopted to guarantee quality management such as; development of norms and standards for quality management, capacity building for education, quality management, systematic monitoring and measuring of learners' achievement and the quality of the teaching/learning process. Finally, university administrators can enhance quality management through improvement of institutional leadership in the management and governance of the faculties and departments of the university. Finally, universities in Cameroon should set up internal quality delivery in research, teaching and community services. This can also help enhance the professionalization process in the university.

## **7. Mobilization of Funds**

Higher education institutions in Sub Saharan Africa are critically constrained by lack of adequate finance, due mainly to poor economic conditions, competing public service priorities, and weak support of the international community. Financial austerities have led to inability to retain quality faculty and staff, minimizing staff student ratio, and poor learning

and research facilities and resources. Institutions are increasingly forced to diversify revenues, but usually with very limited experience, expertise and capacity in managing these challenges of financial diversification and resource mobilization. The lack of adequate funding has constrained research capacities across Africa, influencing their competitiveness in knowledge generation and adaptation, as well as integration in the global knowledge society.

There is steady rise in the enrolment rate in higher education in Cameroon, necessitating a lot of attention from the government. The money spent by government in the past in the development of primary and secondary education could be reduce, so as to enable the government attain the 26% recommended funding of HE by the world Bank. This can help the government improve on the infrastructural, human, technological and instructional resources of the university which are key determinants to the attainment of professionalization in the teaching/learning process in the university. Hence university authorities should choose strategies for educational improvement that guarantee a balance or equilibrium in public resource use thereby achieving sustainability in the educational system.

One of the shortcomings of the slow implementation of the university governance reform on the professionalization of education in the university is the lack of human and material resources to accompany the process. This entails the mobilization of huge financial resources to accomplish this task. While the state strive to improve on the budgetary allocations for HE in Cameroon, university authorities should get all partners and stakeholders involved in HE to participate in the enhancement of the professionalization process of higher education in the faculties and departments through the mobilization of funds for investment in infrastructure, human resources and teaching/research facilities, including ICTs.

Well-designed competitive funds can greatly stimulate the performance of tertiary education institutions and can be powerful vehicles for transformation and innovation. Such grants encourage strategic planning, encourage cooperation between staff across departments, stimulate ownerships, introduce competitive bidding and peer evaluation, and create transparent systems. Project selection and grant award have to focus on principles of transparency and inclusiveness, and address requirements on the basis of need for urgency of change, based on the gravity of the issues faced by the country's tertiary education system, and willingness to reform, as reflected by government's commitment to implementing

reforms and its ability to mobilize major stakeholders in support of the reform agenda. Competitive grants have to ensure equal representation of women and other disadvantaged groups of society in the allocation of resources and sharing of benefits accrued from collaboration programs.

## **8. Enabling Environment for Staff Development**

The shortage of skilled professionals in Africa has its roots in tertiary education systems that are in crisis. Although Africa's universities ought to be the breeding grounds for the skilled individuals whom the continent need, they are plagued by critical shortage of teaching faculty and research scholars. The situation is more serious with respect to the shortage of senior faculty at levels of PhD. Higher education institutions in almost all African countries are largely unable to retain qualified faculty and research scholars. They also face shortage of technical, administrative and management staff. Faculty development and institutional capacity building are major priorities. Higher education institutions in Africa are not in a position to provide the large number of qualified professionals and educated work force needed for social progress and economic transformation in the continent in the near term future. The root cause of these problems lies in the lack of faculty, and debilitated institutional capacities of the higher education institutions.

An enabling environment should be created for staff through improved conditions of service, provision of basic infrastructures, virtual libraries and information communication technologies and internet connectivity. Thus, priority in the intervention to revitalize the institutions has to focus on developing faculty, improving management and leadership, redeveloping curriculum, and enhancing physical facilities and infrastructure. Interventions to establish centers of excellence in science and technology, development and strengthening of graduate (MSc and PhD) programs, and improving research and innovation capacities are also critical.

The initiation of vibrant staff development program on a continuous basis will help academics and non-academics to clarify and modify their behavior, attitude, value, skills and competencies. In this way, they grow and develop in their knowledge and become more effective and efficient in the performance of tasks. Staff development is paramount because knowledge of today is only sufficient for today. In this era of knowledge explosion and emergent knowledge based economy, staff development should be the priority of any nation.

An improvement in all these facilities will help enhance the professionalization process in the university.

## **5.5 LIMITATIONS OF THE STUDY**

The present study had a number of limitations. The findings of the study must be interpreted and applied with several considerations in mind.

First, the findings of the present investigations only paint a picture of the operationalization of university governance policies on the level professionalization of higher education in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I and how this can lead to the enhancement of the professionalization policy in the university. It is built on the strong assumption that a highly professionalized university system in Cameroon with a well-conceived curricula for the teaching/learning programs will prepare far better graduates to adapt to the needs of the job market. The same research could be carried out through a comparative study between two state universities on the application of university governance policies on the level of professionalization in the teaching/learning process.

Secondly, the concept of university governance within the context of this study does not treat governance in a broad sense in the university milieu. It equally does not look at university governance from an institutional perspective, leadership and governing styles but rather limits itself to university governance with regard to policy implementation, pedagogy or course programs, infrastructure, personnel and financial support in line with the professionalization policy in university education, which is one of the goals of the 2007 BMD Higher Education Reform and the 2008 New University Governance Policy in Cameroon. However, university governance can be addressed from an institutional perspective focusing on the impact of leadership and governing styles on the professionalization process in the university.

Thirdly, the study was geographically restricted to the Centre region that harbours the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I, which is one out of the ten regions of Cameroon. This involved the students, teachers and university administrators' views on university governance policies on the level of professionalization of education. These participants' views in other state universities will remain unknown if not

research upon, since the study is limited to the analysis of university governance policies on the level of professionalization in the University of Yaoundé I.

Finally, the accuracy of the study was limited to the subjective views of students who responded to the questionnaire and teachers who took part in the focus group discussions as well as administrators who responded to the interview guide. This was limited to the degree to which the respondents express their true feelings. As such, it was assumed that the perceptions and attitudes of the respondents would closely reflect the perceptions and attitudes of other students, teachers and administrators who were not part of the study.

## **5.6 SUGGESTIONS FOR FURTHER RESEARCH**

The findings of the present study underlined the importance of continued research concerning university governance policies on the level professionalization of university education. Further research is necessary to assist in answering questions which have not been fully addressed in this work. Based on the literature and the findings of the study, the following suggestions for future research are put forward.

### **➤ Involve Participants in Different Settings**

The perspective adopted in this study can be fruitfully extended by future research. The study can be extended to include the enterprises and companies views on the professionalization skills and competences acquired by graduates in their respective programs of training as they enter the labour market to acquire jobs. This can open new horizons for partnerships between the university and industries thereby creating an enabling environment for students of all disciplines to undertake internship so as to gain real-world experience and offers them an educational enrichment as they apply knowledge and skills gained in class.

Also, research is needed to examine whether the respondents in this study are systematically different from the respondents of the same study carried out in another state university in Cameroon and the outcome of the results of the findings.

### **➤ Follow-up Mechanism to achieve Professionalization**

One of the drawbacks of the professionalization process in the university is the lack of adequate follow up from policy makers and the Ministry in charge of Higher Education. The findings of the present study suggest that policy interventions by the Ministry of Higher

Education should implicate a strict follow up of the professionalization process in the faculties and departments. Educational planners and policy makers should be aware that the journey towards professionalization can only be achieved and appreciated through a regular monitoring of the teaching-learning process using a bottom-up approach (Department-Faculty-Administration). This guides the university in prioritizing its needs. Without a monitoring mechanism, the effort of the university towards professionalization may not be relevant. Thus, further research can be carried out based on the strategies and techniques educational planners and policy makers can adopt to better ameliorate on implementation strategies with regard to university governance policies on the professionalization of the teaching/learning programs in the university

➤ **Investigating Institutional university governance and professionalization**

University governance can be addressed from an institutional perspective focusing on the impact of leadership and governing styles and its impact on the professionalization process in the university. The head of any institution usually sets missions and goals to be attained within an ascertainable period of time. Thus, the vision of the head of any university institution can have an impact on the level of professionalization that university pursues and can be a subject for further research.

➤ **Financial Constraints**

For professionalization to effectively take place in our universities, government needs to step up its financial support to the universities, if not the expected results from the professionalization process will be far from being attained. Hence further research can be carried out to examine the role of finance in the professionalization process in the university in Cameroon. The professionalization process of Higher Education in Cameroon cannot be attained without adequate infrastructural, material, personnel and equipment. Physical facilities like spacious lecture halls, libraries, laboratories, audio-visual aids are believed to enhance students' learning. All these have a financial implication on the level of professionalization in the university.



## ➤ **Governance and Professionalization**

Another research could be carried out to investigate the role of ICTs in the enhancement of the professionalization of the teaching/learning process in the university.

### **5.7 A training and formation referential**

For the best of this study, a training and formation referential will be presented in various levels; at the Student level, at the Teaching and research staff level, at the Administrative staff level, at the Companies, and at the community.

#### **1 Students**

Students are ranked number one stake holder expecting universities to provide quality and relevant education, accorded participation in university activities and more voice. Below are some key areas of interest.

#### **Student's expectations from university education**

- Better quality and more practical teaching adapted to social realities
- Career orientation and access to future labour market.
- Greater cooperation between university and more exchanges.
- Improved communication between students. Publications of university initiatives.
- Greater participation of students in university life and in decision-making.
- Education in human values: open-mindedness, freedom, critical spirit, motivation
- Effective allocation of resources according to real needs and improvement of infrastructures.
- Promotion of ethical awareness both in teaching and in research.
- Practical research responding to the needs of society.
- Permanent link between current and formal students.post-graduate education adapted to the needs of formal students.

Reading from the spectrum of students' expectations, it appears that their concerns cut across the expectations of every key stakeholder outside the university and therefore in a way suggesting that perhaps a major indicator of university good governance is the extent to which students expectations are met. Greater participation in university life and in decision making, better quality and more practical teaching adapted to social reality, to better prepare

students have access to future labour market. This has a direct bearing on the type of university governance put in place to enhance the professionalization of the teaching/learning programs, so as render training adaptable to the needs of the job market.

## **2. Teaching and research staff**

Teaching and research staff have expectations which cut across academic role of the university in teaching, research and community service as well as general welfare. Concerns for good governance are respected through the values attached to academic freedom and good governance. Below there is a brief summary.

### **The expectations from teaching and research staff**

- A university model in terms of respect for workers' rights: stability, assessment, promotion, salaries, collective agreements, professional development, balance between work and family life, working environment.
- Improvement in material resources and their distribution between different areas. Rational allocation of resources in teaching and research
- Improvement in environmental management.
- Improvement in the recognition of the activity of teaching and research.
- Health and safety at work.
- Fulfilment of the social function of the universities (independence, opinion forming).
- Encouraging ethical values, good behaviour, respect, good manners among students
- Transfer of research to society.
- Measures to promote equality.
- Continuous in-service training for teaching staff

Observations from the above equally confirm the common notion that teaching and research staff are a college of scholars who are mostly interested in meeting their own job related needs and therefore strategies that will focus on change of mindset may make a difference in improving university governance and professionalization of higher education.

### **3. Administrative staff**

Administrative staffs in universities have expectations which reflect more of the values of general organization which are basically about general management as indicated below.

#### **University administrative staff expectations**

- Plan for equality and family life
- Long-term human resources planning
- Transparency in management and publication of information
- Plan for professional development
- Improvement of human resources management processes
- Greater recognition and involvement in decision making
- Plan for in-service training
- Fair and rational distribution of material resources
- Creation of a greater university social awareness and a closer relationship with society.
- Definition of a catalogue of university services

From the list of ten areas identify, aspects of good governance future clearly on code of good practice and more participation in decision making which extent beyond the university boundaries.

### **4. Enterprises and Companies**

Companies are consumers of university products and services. The need for professional skills and competences and making learning more practical to meet up with the needs and challenges of the job market calls for a partnership between companies and experts in higher education to constantly concert in designing the curriculum for higher education. Professional competences, more information, more affordable fees and linkage with industries are amongst the important expectations of companies.

## **Expectations from companies**

- Educating students in terms of abilities and skills. Graduates who are more employable.
- Selection and hiring of suppliers following socializing criteria
- Speeding up administrative procedures.
- More information and transparency about procedures
- Continuous education
- Transfer of knowledge generated by university research to companies
- Stronger relationship between universities and local companies
- Educating students in business ethics and social responsibility
- Information about the cost associated with education
- Better planning of teacher and students placement in companies.

Data from companies show the pressing needs for universities to establish strong links with industries through curriculum review, internships, students' supervisions, joint teaching and research and product development

## **5. The community**

The community has expectations which are mostly producing responsible citizens in their working places and in the general community

### **Wider community expectations**

- Transparent, efficient, and effective management of universities. Exemplary conduct in terms of responsibility
- Respect for social responsibility shown by clients and suppliers
- Responsible research in line with social agreements
- Education of students to integrate them in modern society
- Knowledge of business management and social skills. Creation of companies and self-employment.
- Overall education and values: a sense of ethics and social commitment
- Fulfilment of role as a dynamic force for change in society
- Code of ethical behaviour to be accepted by all of the university

- Code of ethical behaviour to be accepted by all of the university

From the above, it is observed that of all the stakeholders, the community wishes to have almost everything that links university education and the wider society which covers a myriad of stakeholders. This is an area which will affect the extent to which universities will adopt professionalization and market models of governance in the provision of education which is more of a public than private good and hence under the influence of state bureaucracy.

## **Conclusion**

In this chapter, we presented a verification and interpretation of findings, discussions of findings, limitations of study, recommendations and suggestions for further study and conclusions. The discussion of findings will be done ascertaining a link to specific authors and theories. The researcher will begin by dealing with a verification and interpretation and discussion of findings. And will then proceed with recommendations to teachers, students, educational administrators, government as well as other stakeholders. And also, a training and formation referential was presented to help young graduates, school administration, employers and with the State to help reduce the level of unemployment of young graduates.

## **GENERAL CONCLUSION**

Contemporary higher education now has a role to play in contributing to knowledge based economies which need to be driven by highly skilled, competent and flexible individuals. Cameroon's higher education is one of the leading strategic sectors of development as seen in her current development document, the Growth and Employment Strategy Paper (GESP) of 2009. The main driving force for change is increased demand for more professionalization of Higher Education programs to suit the exigencies of the Job Market, more accountability and responsiveness to the needs and expectations of internal and external stakeholders who affect or are affected by the existence and functioning of universities. This problem has been exacerbated by the increasing pressures and expectations being placed on universities by governments' to render their training programs more adaptable to the needs of the job market. Baldwin (2009:94) believes that academics play an important role in the success of universities, but that governance is required for the infrastructure and the support to realize quality and innovation.

Social governance on education, employers' and Higher Education Institution staff's perceptions concerning the skills and knowledge, school curriculum/evaluation, the formal or informal managerial methods used by employers to access skills, generated referential for formation and competence do not adequately reflect professionalization in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I.. The results of the tested hypotheses and the examination of additional findings led to certain conclusions. The overall picture that emerged from the survey and qualitative interviews show that there is a relationship between existing Social governance on education, employers' and Higher Education Institution staff's perceptions concerning the skills and knowledge, school curriculum/evaluation, the formal or informal managerial methods used by employers to access skills, generated referential for formation and competence and the level of professionalization of university education. Though the five research questions were validated much need to be done. Hence, a curriculum reform is strongly recommended to assume a systemic approach to enhance the Professionalization of the Learning process through;

1. Connection between learning programmes and the world of work
2. Code of ethical behaviour to be accepted by all of the university
3. Interdisciplinary connection in training programmes
4. Construction of discipline's work program with expected skills and competences

5. Internship placement of students
6. Availability of pedagogic tools for the implementation of the professionalization of subject content
7. Availability Resource Inputs (Infrastructure, Personnel and Equipment) to facilitate the professionalization process
8. Knowledge of business management and social skills. Creation of companies and self-employment.
9. Transparency in management and publication of information
10. A university model in terms of respect for workers' rights: stability, assessment, promotion, salaries, collective agreements, professional development, balance between work and family life, working environment.

Hence, every component should be paid adequate attention. However, efforts are being made to implement the goals of professionalization in the Faculty of Medicine and Bio-Medical Sciences in the University of Yaoundé I in particular, and in the university of Yaoundé I as a whole, and the results of our findings show that success has been made in just four out of five areas: meaning more has to be done with regard to the LMD system that stipulates one man one job upon graduation. But even so, these efforts are still thwarted by lack of infrastructural and human resources. Even if there were sufficient human resources and knowledge of the appropriate teaching/learning activities, without auxiliary infrastructure and equipment, student-centred teaching cannot attain a certain quality.

Also the picture of the journey towards governance policies on professionalization can only be gotten and appreciated through a regular monitoring of the teaching/learning process, using a bottom-up approach (Department-Faculty-Administration). This will enable the university in prioritizing its needs. Without a monitoring mechanism, the effort of the university towards professionalization may not be relevant. Also, educational planners and policy makers need to constantly monitor the strategies put in place to achieve professionalization in the university. This will permit them assess the difficulties hindering the professionalization process in the university and hence adopt new strategies. Changes were made in the administrative part of the BMD 2007 reform, but a lot still has to be done in the pedagogic part because the importance of pedagogy in achieving learning outcomes cannot be overemphasized



The increasing role of higher education in Cameroon is the necessity to make HE involved in the socio-economic and socio-professional insertion of graduates in the job market, market-friendliness of the curriculum as well as their restructuring and reorganization, SUP INFOS (2010C:7). Aspects of university governance policies on leadership and administration, infrastructure, strategies for graduate employability, partnerships between university and industries, internship placements for students', all indicated that a lot still has to be done to render the teaching/learning process in the university concur with professionalization.

Finally, two aspects of organizational practices were identified by this study which leaves much to be desired. Limited partnership between the university and industries and enterprises and little or no internship undertaken by students before graduating from the university. The importance of internship to students cannot be overemphasized in this era of professionalization in university education. The university must reserve a period during which students will travel to places where they are required to practice, stay there and work, since the avenues for internship may be limited in the town where the university is located. Hence during this period, classes should be suspended. Reforming higher education in Cameroon entails the putting into practice the university-industry relationship which to a greater extent exists in theory. Through intensive collaborative efforts by governments, business sectors, civil society and the academia, this could help re-invent Cameroonian higher education in the strive towards professionalization.

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## **APPENDICES**

## APPENDICE I

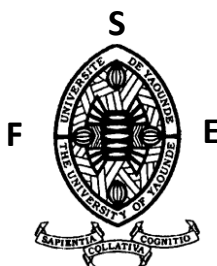
**Tableau** : table d'estimation de l'échantillon de la recherche.

<b>Table d'estimation de la taille d'un échantillon (niveau de confiance : 95% ; niveau de précision : <math>\pm 5\%</math>)</b>			
<b>Population</b>	<b>Echantillon</b>	<b>Population</b>	<b>Echantillon</b>
10	10	300	169
15	14	320	175
20	19	340	181
25	24	360	186
30	28	380	191
35	32	400	196
40	36	420	201
45	40	440	205
50	44	460	210
55	48	480	214
60	52	500	217
65	56	550	226
70	59	600	234
75	63	650	242
80	66	700	248
85	70	750	254
90	73	800	260
95	76	900	269
100	80	1000	278
110	86	1200	291
120	92	1500	306
130	97	1800	317
140	103	2000	322
150	108	2200	327
160	113	2600	335
170	118	3000	341
180	123	4000	351
190	127	5000	357
200	132	10 000	370
220	140	20 000	377
240	148	50 000	381
260	155	75 000	382
280	162	1 000 000	384

**Source** : Dépelteau, (2000 :233)

## APPENDICE II

RÉPUBLIQUE DU CAMEROUN  
*PAIX-TRAVAIL-PATRIE*  
\*\*\*\*\*  
UNIVERSITÉ DE YAOUNDÉ I  
\*\*\*\*\*  
FACULTÉ DES SCIENCES DE L'ÉDUCATION  
\*\*\*\*\*  
DÉPARTEMENT DE MANAGEMENT  
DE L'ÉDUCATION  
\*\*\*\*\*



REPUBLIC OF CAMEROON  
*PEACE-WORK-FATHERLAND*  
\*\*\*\*\*  
THE UNIVERSITY OF YAOUNDÉ I  
\*\*\*\*\*  
THE FACULTY OF EDUCATION  
\*\*\*\*\*  
DEPARTMENT OF EDUCATIONAL MANAGEMENT  
\*\*\*\*\*

### **Graduate Employability: Questions for Students**

Dear participants,

This questionnaire contributes to a study in Educational Sciences. In its managerial aspect, the latter questions are to verify the link that exists between social governance in educational organization and the employability of young graduates in the socio-professional world. It is not a morality inquiry. Its purpose is purely academic. Strict confidentiality and respect for people are preserved. Please speak with confidence.

#### **Filling instruction**

**Please express your opinion in the following ways:**

**1-Yes; 2-No; 3-No response**

*The numbers placed next to the boxes correspond to the different response methods (yes; no; no response) and will be used for the computer entry of responses.*



### Theme 1: Social Governance on education

Choose either box **1-Yes; 2-No; 3-No response**

Answering modality	Answer
1. Is the policy of professionalization applied in your Faculty contributes to graduate employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
2. Do you agree, the LMD system permits one man one job upon graduation?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
3. Do the ethical values, good behaviour, respect, good manner among students help them to be easily employable?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
4. Do you think the scholarship programs provided by the government in terms of degree level, funding level, academic field and study period do guarantee employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
5. Does the project-based grants provided by the State to researchers to collaborate at the international level contribute on their employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
6. Do you think the leadership style that reigns among the Administration and the students can help you achieve you dream?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

### Theme 2: Student's Quality: Skills, Knowledge and Characteristics

Answering modality	Answer
7. Being dormant of character can make a graduate easily employable?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
8. Do you agree that practical communication to Oral communication makes a graduate easily employable?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
9. Do you accept that being mobile, ready to work anywhere can favours	

employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
10. Can you say being ready to work as a team can encourage graduates' employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
11. If given a job, you would like to continue with the ongoing development even if the project is not actual?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
12. Do you think limiting yourself on your qualifications and not your qualities can make you employable?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

**Theme 3: Link between Curriculum, infrastructure and manpower on students' employability**

Answering modality	Answer
13. Policy makers, employers, parents and students do participate during curriculum planning of your faculty which will intend contributes to graduate employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
14. Do you agree that the Curriculum is organised according to both the employers need and the students' aspirations in order to favour graduates' employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
15. Can affirm with certitude that your Faculty offers more practical work to theory work (ratio 70:30)?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
16. Do you believe all lecturers are employed through academic competence and quality?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
17. Can you say there exist enough trained and specialised lecturers in each department?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
18. Do you think spacious and modern lecturing halls and well-furnished and spacious library with recent documentation can guarantee graduates employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

**Theme 4: The formal and informal managerial methods used by employers**

Answering modality	Answer
19. Do you accept that the formal sector always needs a proof of a formal academic or professional training to recruit graduates from your Faculty?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
20. Do you think the formal sector always requires professional experience from graduates?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
21. Does some status like marriage or certain age limit required by the formal methods contribute to graduate employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
22. Do you think the informal method is generally unskilled and may require just anyone graduate to be employable?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
23. Does the informal sector have little regard for academic or professional training?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
24. Recruitment may require a 'God father' or 'God mother' support on graduation?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

**Theme 5: A training reference: Contextualization of curriculum, Stakeholders and Partnership**

Answering modality	Answer
25. Are better quality and more practical teachings adapted to the social needs and realities in your Faculty favours employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
26. Do you think the transparency in management and publication of information has a great impact on graduates' employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
27. Do you agree the knowledge on business and social skills can help young graduates to be creative, self-employed and thus, employable?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
28. Is there a planning of young graduates' placement in companies after graduation?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

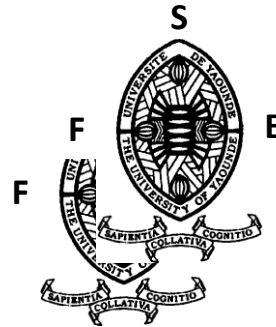
29. Do you think there is a good relationship between companies and students that will make them easily employable?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
30. Do you agree that companies/enterprises should interfere in school in curriculum for a better graduates' employability?	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

**Theme 6: Identification of the respondent**

Items	Answering modality	Answer
31. Sex	You are of which sex?	Male <input type="checkbox"/> Female <input type="checkbox"/>
32. Age	You are of which age interval?	20-25 <input type="checkbox"/> , 26-30 <input type="checkbox"/> 31 and above <input type="checkbox"/>
33. Qualification	Your specialty in the faculty?	Etudes médicales <input type="checkbox"/> Etudes médico-bucco-dentaires <input type="checkbox"/> Etudes Pharmaceutiques <input type="checkbox"/> Spécialisation <input type="checkbox"/>
34. Matrimonial situation	What is your matrimonial status?	Married <input type="checkbox"/> , Single <input type="checkbox"/> Divorced <input type="checkbox"/> Widow(widower) <input type="checkbox"/>

### APPENDICE III

RÉPUBLIQUE DU CAMEROUN  
*PAIX-TRAVAIL-PATRIE*  
\*\*\*\*\*  
UNIVERSITÉ DE YAOUNDÉ I  
\*\*\*\*\*  
FACULTÉ DES SCIENCES DE L'ÉDUCATION  
\*\*\*\*\*  
DÉPARTEMENT DE MANAGEMENT  
DE L'ÉDUCATION  
\*\*\*\*\*



THE REPUBLIC OF CAMEROON  
*PEACE-WORK-FATHERLAND*  
\*\*\*\*\*  
THE UNIVERSITY OF YAOUNDÉ I  
\*\*\*\*\*  
THE FACULTY OF EDUCATION  
\*\*\*\*\*  
DEPARTMENT OF EDUCATIONAL MANAGEMENT  
\*\*\*\*\*

#### **Graduate Employability: Questions for Administrators**

Dear participants,

This questionnaire contributes to a study in Educational Sciences. In its managerial aspect, the latter questions are to verify the link that exists between social governance in Educational organization and the employability of young graduates in the socio-professional world. It is not a morality inquiry. Its purpose is purely academic. Strict confidentiality and respect for people are preserved. Please speak with confidence.

What you say will be recorded, but we guarantee the confidentiality of your comments and assure you that the recordings will only be used for this research.

**Date of the Interview:**

**Place of the Interview:**

**Time of Start:**

**Time of End:**

**Code of the Interviewee:**

**Name of the Interviewer:**

<b>Theme 1: Social Governance on education</b>		
<b>Items</b>	<b>Formulation of questions</b>	<b>Content of the speech</b>
1	Is the policy of professionalization applied in the University of Yaoundé I contribute to graduate employability?  - Relaunch	

2	<p>Does the LMD system permits one man one job upon graduation as stated by the State?</p> <ul style="list-style-type: none"> <li>- Relaunch</li> </ul>	
<b>Theme 2: Student's Quality: Skills, Knowledge and Characteristics</b>		
3	<p>When recruiting young graduates, do you limit yourself on their qualification and not on their qualities? If not, why?</p> <ul style="list-style-type: none"> <li>- Relaunch</li> </ul>	

4	<p>What are the characteristics you do observe from young graduates before employment?</p> <ul style="list-style-type: none"> <li>- Relaunch</li> </ul>	
<b>Theme 3: Link between Curriculum, infrastructure and manpower on students' employability</b>		
5	<p>Do you think Curriculum organised in Universities is according to both the employers need and the students' aspirations? Why?</p>	



	<ul style="list-style-type: none"><li>- Relaunch</li></ul>	
6	<p>All lecturers are employed through academic competence and quality? Do you agree? And why?</p> <ul style="list-style-type: none"><li>- Relaunch</li></ul>	
<b>Theme 4: The formal and informal managerial methods used by employers</b>		

7	<p>The formal sector always needs a proof of a formal academic or professional training in order to recruit graduates. How true is this statement?</p> <ul style="list-style-type: none"><li>- Relaunch</li></ul>	
8	<p>Most often the skills required are learnt on the job, after recruitment. Do you agree with this? Why?</p> <ul style="list-style-type: none"><li>- Relaunch</li></ul>	

<b>Theme 5:A training reference: Stakeholders, Contextualization of curriculum and Partnership</b>		
9	<p>Are better quality and more practical teachings adapted to the social needs and realities? If yes, why do you say so?</p> <ul style="list-style-type: none"> <li>- Relaunch</li> </ul>	
10	<p>Do you think that companies/enterprises should interfere in school in curriculum for a better graduates' employability? And why?</p> <ul style="list-style-type: none"> <li>- Relaunch</li> </ul>	

<b>Theme 6: Identification of the respondent</b>		
11	Your sex?	
12	Your age?	
13	Your actual post or occupation?	
14	What is your matrimonial status?	

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