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POST COORDINATE SCHOOL FOR SOCIAL AND EDUCATIONAL SCIENCES
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DOCTORAL UNIT OF RESEARCH AND TRAINING OF EDUCATION ENGINEERING

DEPARTEMENT OF CURRICULA AND EVALUATION

THE INFLUENCE OF CURRICULUM QUALITY ON GRADUATE EMPLOYABILITY IN THE FACULTY OF ART, LETTER, SOCIAL AND HUMAN SCIENCE OF THE UNIVERSITY OF YAOUNDE I

A dissertation submitted in partial fulfilment of the requirement for the award of a master's degree in curriculum and evaluation.

SPECIALITY

Curriculum Developer and Evaluator.

PRESENTED BY

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ACADEMIC YEAR 2021/2022

CERTIFICATION

Department of curriculum and evaluation, option: curriculum developer and evaluator. I hereby certify that this research project entitled "The influence of curriculum quality and university graduates' employability" in the FALSH University of Yaounde I. is written by Mbeboh martin Zinkia of the university of Yaounde I faculty of education. The work is carried out in partial fulfilment of the requirement for the award of a master's degree in curriculum and evaluation.

Head of Department

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President of Jury

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Supervisor

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Examiner

……...

Date: ……

DEDICATION

To all the war victims of the Anglophone crises in Cameroon

ACKNOWLEDGEMENT

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ABSTRACT

This study was carried out to investigate the influence of curriculum quality and university graduate employability from FALSH, university of Yaounde I; Four main key indicators of the curriculum were investigated in relation to the employability of university graduates. They included.

Goals, aims and objectives of the curriculum

The content of the curriculum

The resources of the curriculum

The evaluation criteria for implementing the curriculum

The general objectives of the study were to show the relationship between curriculum quality and the employability of university graduates. Four specific objectives were included.

To ascertain the relationship between curriculum quality goals, aims and objectives and university graduate employability.

To examine the link between the content of the curriculum and university graduates' employability

To find out if evaluation criteria influence university graduates' employability.

These objectives permitted us to find one general research question and four specific research questions.

From this, we developed a general research hypothesis which was

Curriculum quality significantly influences developed university graduates' employability FALSH University of Yaounde. The specific hypothesis, amongst others, included

$RH_{I:}$ (H1): goals, aims and objectives of the curriculum significant influence university graduate's employability

RH_2: (H2): the content of the curriculum significantly influences university graduates' employability

R_3: (H3): resources of the curriculum significantly influence university graduates' employability

R_4: (H4): evaluation criteria significantly influence university graduate employability case of FALSH University of Yaounde I.

The Spearman rank correlation test was used to test the hypothesis with the statistical package for social science (SPSS) 23.0.The social learning theory of Alfred Bandura, the cognitive theory of Jerome Bruner. The research hypothesis one RH_1: was correlated, and the coefficient is $r=0.522$, $p=0.000<0.05$, Indicating A moderate degree of significant RH_2 also was correlated 8 and the correlation coefficient is $r=0.772$, $p=0.000< 0.000<0.05$ indicating a high degree of significance and a strong correlation RH_3 was also correlated and coefficient is $r=0.654$, $p=0.000<0.05$ indicating high degree of significance and a strong correlation. RH_4 was equally correlated, the coefficient was $r=0.714$, $p=0.00<0.05$ indicating a high degree of significance and a strong link. So, all the four-research hypothesis were confirmed and all the NULL hypothesis rejected, meaning or explaining that curriculum quality significantly influences the employability of university graduates from FALSH university of Yaounde I

RESUME

Cette étude a été effectuée pour étudier l'influence de la qualité de programme d'études et de l'employabilité graduée d'université, de FALSH, université du Yaoundé I ;. Quatre indicateurs principaux du programme d'études ont été étudiés par rapport à l'employabilité de l'université les reçoit un diplôme ont inclus des buts, des objectifs et des objectifs du programme d'études.

Buts, objectifs et objectifs du programme d'études.

La teneur du programme d'études,

Les ressources du programme d'études,

Les critères d'évaluation en mettant en application le programme d'études.

Les objectifs généraux du rapport entre la qualité de programme d'études et l'employabilité des diplômés d'université. Quatre objectifs spécifiques étaient inclus.

Pour s'assurer le bateau de relation entre les buts, les objectifs et les objectifs de la qualité de programme d'études et de l'employabilité graduée d'université.

Examiner le lien entre la teneur du programme d'études et l'université reçoit un diplôme l'employabilité

Au findout si les critères d'évaluation influencent l'employabilité de diplômés d'université.

Ces objectifs nous ont permis de trouver une question générale de recherches et quatre questions spécifiques de recherches.

De ceci nous développe une hypothèse générale de recherches qui étaient

L'université d'influence influence de qualité de programme d'études de manière significative reçoit un diplôme l'université de l'employabilité FALSH de Yaounde que l'hypothèse spécifique entre autres an inclus

RHI : (H1) :les buts, les objectifs et les objectifs de l'université significative d'influence de programme d'études reçoit un diplôme l'employabilité

RH2 :(H2) :le contenu de l'université d'influence de programme d'études de manière significative reçoit un diplôme l'employabilité

R3 :(H3) :les ressources de l'université d'influence de programme d'études de manière significative reçoit un diplôme l'employabilité

R4 :(H4) :d'évaluation de critères cas d'employabilité de diplômé d'université d'influence de manière significative d'université de FALSH du Yaounde I. Les données rassemblées étaient avec l'utilisation d'un choisi. Les données rassemblées étaient avec l'utilisation d'un questionnaire. L'analysées et l'essai de corrélation de rang d'homme armé d'une lance a été employé pour évaluer l'hypothèse avec le paquet statistique pour la science sociale (SPSS) 23.0. La théorie d'étude sociale d'Alfred Bandura ; L'hypothèse une RH1 de recherches :a été corrélé et le coefficient est $r=0.522$, $p=0.000<0.05$, indiquant A RH2 Bandura ; modéré was correlated également 8 et le coefficient de corrélation est $r=0.772$, $p=0.000< 0.000<0.05$ indiquant que un degré élevé d'importance et d'une corrélation forte RH3 a été également corrélé et le coefficient est $r=0.654$, $p=0.000<0.05$ indiquant le degré élevé d'importance et d'une corrélation forte.RH4 a été également corrélé, le coefficient était $r=0.714$, $p=0.00<0.05$ indiquant un degré élevé d'importance et d'un lien fort. Ainsi, toute l'hypothèse de recherches de fourrure ont été confirmées et toute l'hypothèse NULLE a rejeté, signification ou expliquer que de programme d'études de qualité influence de manière significative que l'employabilité de l'université reçoit un diplôme de l'université de FALSH de Yaounde I

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LIST OF ABBREVIATIONS

ADB	:	Africa Development Bank
CAB	:	Cabinet
EC	:	European Commission
ENS	:	Higher Teachers Training College
FLASH	:	Faculty of Arts, Letters and Social Science
FSE	:	Faculty of Science of Education
GAO	:	General Accounting Office
Ha	:	Alternated Hypotheses
Ho	:	Null Hypotheses
IBE	:	International Bureau for Education
ICT	:	Information and Communication Technology
ILO	:	International Labour Organization
ITS	:	for Statistics
BMP	:	Bachelor, Master, PhD
MAT	:	Multi Trust Academy
MINESEC	:	Ministry of Secondary Education
MINIDUB	:	Ministry of Basic Education
NEF	:	National Employment Fund
P.T.A	:	Parent Teacher Association
RH	:	Research Hypotheses
SD	:	Standard Deviation
SPSS	:	Statistical Product for service solution
SRS	:	Simple Random Sampling
SSA	:	Sub-Sahara Africa
SWOT	:	Strength, Witness, Opportunity and Threat
U.S.A	:	United States of America
UNESCO		United Nation Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

The curriculum is undeniably the most critical aspect of education and the teaching-learning process (IBE/2016/WP/D/02). Its design, quality and implementation should be supported by solid foundational aims, objectives, goals, content, resources and evaluation criteria to enhance employability. According to Dewey (1938), The curriculum is increasingly viewed as a foundation for educational reforms aimed at achieving high-quality learning outcomes like experience, employability, lifelong learning etc. Therefore, the curriculum and employability are among the significant factors contributing to poverty reduction, sustainable development, economic development and growth.

The University is a higher institution of learning designed to provide a conducive environment for students learning, owners' and parents' satisfaction, and lecturers' wellbeing Bless (1988) . According to Onuaku (1981), curriculum constitutes a strategic factor in the teaching-learning process's organisation, programming and functioning. This is so because it determines to a considerable extent the smooth functioning of any social organisation or system, including education; he further states that its availability, quality, content, aims, goals, objectives, adequacy and relevance influence efficiency, high productivity and employability. To support this, Yang et al. (2020) say the University is the main gateway with its learning program to contribute to reducing poverty, sustainable development and economic growth. It also plays a vital role as a catalyst in graduates' employability and green innovation ecosystems.

Universities with quality lecturers and learning infrastructures that students may learn quickly, thus bringing about good achievement and employability. In his words, Tyler (1995) opines that a nation's curriculum and wealth could determine the quality of education in that land/territory, emphasising that a society with a good curriculum of good quality and wealth will establish good schools. Writing on the role of curriculum quality in teaching, Nduanya (1986) submitted that no effective education programme could exist without a good quality curriculum. This is because curriculum quality enables the learner to develop problem-solving skills and a scientific attitude. In their contribution, Philip and Jackson (2001) reiterated that when quality in the curriculum is provided to meet the relative needs of the school systems, students will not only have access to the reference materials, content,

aims, goals and objectives of what there are for but will also learn in their own paces and in advance, knowing full well what awaits them. The net effect is increased overall academic performance of the entire student.

Linda (1994) and Tyler (2003) showed that in most of the nation's universities, teaching and learning occur in a most unconducive environment, lacking basic materials. These deteriorating conditions have encouraged incessant complaints from students. Taba (1984), Biblao (1998), Owoeye (2000) and Tchombe (2002) submitted positive relationships between curriculum quality and student effectiveness in class. Dewey (1990) also highlighted curriculum as a significant influencing achievement in the university system. The author European scientific journal March edition vol. 8, No.6 ISSN; 1857 – 7881 (Print) e – ISSN 1857 – 7431 210 emphasised that the availability, relevance and adequacy of curriculum quality contribute to students' achievement while unattractive school buildings, crowded classrooms, non-availability of playground and flowerbeds and surroundings that have no aesthetic beauty can contribute to poor performance. Ahunanya and Ubabudu (2006) also reiterated the provision of curriculum quality for effective teaching and learning.

Managing and maintaining educational facilities, curriculum, and quality, such as schools, Academies, and Multi-Academy Trust (MAT), is a significant task. It can be inferred from the literature that a quality curriculum has a positive relationship with university graduate productivity. However, some authors still believe that quality education focuses on teaching than on curriculum quality. A growing body of research has found that curriculum quality can profoundly impact teacher and student outcomes. Quality curriculum program organisation enhances teaching environments, improves schools' culture, supports students' educational outcomes, and increases employability.

Regarding teachers, curriculum quality affects teacher recruitment, retention, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without a good curriculum, quality, and resources, it is challenging to serve large numbers of children with complex needs and not talk of employability after graduation. According to the U. S General Accounting Office (GAO), almost three-fourths of existing U.S schools in 1996 were constructed before 1970. Of these schools, about one-third needed extensive repair or replacement, and nearly two-thirds had at least one inadequate building feature and curriculum in fields such as substandard plumbing, roofing, or electrical systems. Moreover, 58 percent had at least one unsatisfactory environmental condition, such as inadequate ventilation, acoustics, physical security and curriculum quality.

Besides general maintenance and construction issues, researchers have found that most universities with 21st-century facilities and curricula in the form of infrastructure, laboratories, and instructional space. More than half do not have sufficiently flexible instructional space for effective teaching. Thus, quality curriculum and facility are essential predictors of teacher retention and student learning. Students' and teachers' physical and emotional health depend on the quality of the physical location, which makes establishing safe, healthy buildings essential.

Improving the quality of the school curriculum is an expensive undertaking. However, when the positive impacts of curriculum improvement on teachers and students are translated into financial figures, the rewards of such investments far outstrip the cost of the investments.

The curriculum represents a conscious and systematic selection of knowledge, skills and values Ralph Tyler (1999). A selection that shapes the way teaching, learning and assessment processes are organised by addressing questions such as what, why, when and how students should learn Marline and associates (1991) supported.

The curriculum is also understood as a political and social agreement that reflects a society's common vision while considering local, national, and global needs and expectations Philips & Mark,(2016). Giles (2002) reiterated that the curriculum, in other words, embodies a society's educational aims, goals and purposes. Therefore, contemporary curriculum reform and development processes increasingly involve public discussion and consultation with a wide range of stakeholders. Massimo and Renato (2016) confirm that Curriculum design and quality has evolved into a topic of considerable debate-frequently conflicting perspectives – engaging policymakers, experts, practitioners and society at large. The complexity of curriculum development processes and the range of issues informing the 'what 'and 'how' of teaching, learning and assessment present major challenges for policy-makers and curriculum developers. Posner (1992) reiterated that curriculum development processes are influenced by local needs and broader, transnational trends; a comprehensive international perspective on curriculum issues, trends, and approaches is critical. The International Bureau of Education [IBE] has a global mandate to support the development of good quality curricula in the member states of UNESCO, and it has a long and successful history of doing so. The IBE works with member countries seeking to improve the curricula to enable young people to acquire and develop the knowledge, skills and values that will help them lead successful lives.

A core challenge for all countries in the world, Sub Sahara Africa (SSA) and Cameroon in particular, is how to make these changes in an era of rapid and diverse social and global change Urubu, (1985). In confronting these challenges, curriculum developers need to answer many fundamental questions, including:

- Which knowledge, skills and values should we include in our curriculum?
- Would the acquisition and development of such knowledge, skills and values, and of the associated capabilities and competencies, enable our young people to lead meaningful and productive lives?
- Is our current paradigm of a set of 'subjects' constituting a curriculum adequate?
- How can we make learning relevant and interesting to students?

This can be done by:

Conceptual Framework

The development in students of broadly defined competencies or capabilities, such as critical and creative thinking, depends on the integration of three broad learning domains: knowledge, skills and values IBE/2016/WP/CD/02.

Knowledge: When used in this limited sense and contrasted with skills and values, the term 'knowledge', refers to content knowledge or to propositional, or declarative, knowledge, including, for example, both theoretical and empirical knowledge: knowledge 'that', as in "I know that …".John Hate (2009).

Skills: 'Skills' refers to procedural knowledge and include, for example, cognitive and non-cognitive skills, 'hard' and 'soft' skills: knowledge 'how', as in "I know Onuaku (1981)

Values: Nduanya's (1986) 'Values' refers to dispositional knowledge and includes, for example, attitudes (which are consequent on the values we hold), moral dispositions, motivation, Will and commitment: knowledge 'to', as in "I know to …". Dispositional knowledge includes, for example, attitudes (which are consequent on the values we hold), moral dispositions, and motivation will and commitment: knowledge 'to', as in "I know to …".

In this study, the terms knowledge, skills and values are principally used, and each is intended for the range of concepts and descriptors indicated above.

Central to curriculum change is the notion of ***quality***. The questions mentioned above are all related to this notion. But what does 'quality' mean in a curriculum context? What quality framework can curriculum developers set goals, develop and implement change processes, and eventually gauge their success? Some valuable indicators of a quality curriculum are relevance, consistency, practicality, effectiveness and sustainability – descriptors we explore in greater depth throughout the study.

Background of the Study

For any nation in the world to support the transition of all economic, political, social and cultural sectors to knowledge-driven ones, drive labour productivity and employability, attract foreign investment and develop well. It is necessary to have equated skilled workforce Gatava (1990) and to have this, she equally needs a suitable curriculum of good quality IBE/2016/WP/CD/02 reiterated. Cameroon today has realised that globalisation has made curriculum a Pivotal factor for the development of all countries in the world in terms of economy, information, technology, politics, development, education and culture. Smith (1999) supported that pedagogy in all schools must be improved to meet this goal, and the nation strives for quality education and quality curriculum as a fundamental engagement to ensure that all citizens realise their full potential. This is also confirmed by the first principle of the 1995 forum on national education, which states that education shall be recognised as the priority of priorities in the action of the state.

Against this backdrop, the government also came out with law number 005/ of 16/04/2001 portent orientation de L'enseignement Superieur. Also, the 1995 National Forum on Education, the professionalization of higher education (universities) and the BMP (Bachelor Master PhD) system that was also introduced that same year still to solve the problem of joblessness or employability after graduating from the university. Of all these degrees, laws or actions taken by the state and implemented, graduates do not still have jobs. This researcher wonders why and sort to find out the cause of this and thinks that the curriculum and its quality could be the cause given that most of what is taught in the university follows the curriculum put in place. Secondly, there are almost eight schools at the University of Yaoundé I and over 60 thousand students, more than half of these students do unprofessional courses, and yet the state has done much on its part by bringing in the BMP system; opening up technical school’s reforms made all over.

It is surprising to observe that up to date. The number of bike riders, robbery, “buyam sellam”, thieves, bush fallers, terrorists, and hawkers are increasing nationwide, and they are mostly graduates from university Ache (2002). This explains why there is currently an insufficient talent supply, and the workforce demand does not match the talent supply because of low graduates’ employability stemming from the quality of the curriculum in our universities. Lately, there has been a loud cry about falling education standards; our curriculum has goals, aims, and objectives to be attended at each level of education. However, we realise some of our graduates leave school without reading well or can write a good job application. Some graduate from university before going to professional schools. After the professional schools, not all are employed, and those who are employed cannot carry out certain tasks assigned to them; this may be because of a lack of orientation or the quality of our curriculum not being job oriented.

Parents send their children to school to take care of them tomorrow when they grow old; today, this is not the case. Therefore, the background of this study came from the fact that most cities in Cameroon are flooded with these people (thieves, bike riders, robbery, buyam sellam, terrorism, taxi drivers, hackers) and these activities are mainly carried out by graduates. They get certificates and graduate from universities but have no jobs. This explains why the researcher investigates the influence of curriculum quality and university graduate employability.

Two separate systems of education exist in Cameroon since independence, symbolising the unity between West and East Cameroon. These two systems were merged by 1976, but studies suggest they didn't blend well Tambo, (2012). Education became compulsory up to the age of 12 years when 6 years of primary schooling were complete. Primary school education is free since 2000, but families must pay for uniforms, book fees, and sometimes even anti-malaria prophylaxis for pupils. Private higher learning institutions have been an essential part of the education system, but most students cannot afford them given the high tuition fees and are compelled to choose government institutions. With the growing number of children of schooling age, the lack of capacities in a state university to accommodate all of them further compounded by the economic crisis that hit Cameroon in the late 80s, the State liberalised the educational sector. As a priority sector, private higher learning institutions are almost tax-free, and the authorities went further to pay subsidies to private institutions annually. Therefore, private institutions sprang up in the country in general and in Yaounde and other major cities in particular, with some founders having a

true vision for the promotion of education and others being moved by their business acumen and pecuniary motives, not paying particular attention to all those students needs in school for their development.

Curriculum quality emerges in the context of the obligation to establish and sustain the conditions under which students learnt, irrespective of their regional location Ornstein and Hankins (2009). In this light, the Dakar Framework for action reaffirmed the world Declaration's commitment to improving access to schooling with quality. Priority areas were focused on access and equity, quality, capacity building and partnership for sub-Saharan Africa (Regional conference on education for all sub-Saharan Africa, 1999). According to Chitty (2002), learning outcomes, key indicators of educational quality, need to be carried out in an acceptable learning environment with good resources, facilities and a quality curriculum. Educators and philosophers from diverse philosophical perspectives have debated the relationship between curriculum aims, goals, objectives, content, resources, quality and evaluation criteria, and student learning. According to Penny and McKim (1993), class size has not been consistently linked to students' achievement, but many studies have found a relationship between them Willms (1999, P.48). The class size Provides a safe, dignified, and healthy learning activities that promotes school attendance and high-performance achievement UNESCO (2015).

Statement of the Problem and Justification

From the background of education and curriculum in the world, sub-Sahara Africa and Cameroon, in particular, a gap exists in curriculum quality and graduate employability. Until now, their mastery of what is taught, the content aims, goals, objectives and evaluation criteria leave much to be desired.

A regional survey on factors affecting curriculum quality and education by the institute for statistics (IFS) UNESCO 2015 for sub-Sahara Africa shows that in nearly half of the SSA, Cameroon inclusive countries, there are more than 100 students per Amphi. In Cameroon, 30 students on average share a one-course textbook. More than 70% of students lack access to electricity Tchambe (1997). These statistics are somehow general. Investigating a small part of a whole examines the extent of the curriculum quality and education offered from specific to general. A study carried out at the University of Buea reports that 75% of our nation's curriculum is nonprofessional or job-oriented Ache,(2014).

Earthman and Lemaster (1996) postulated that student's surrounded by a safe, modern curriculum of good quality with good aims, goals, objectives and content experience a positive effect on graduate employability. However, a study like this is needed to draw a clear comparison between curriculum quality and graduate employability. Tambo (2012) reiterated the importance of curriculum quality, its content, aims, goals and objectives in teaching-learning.

Therefore, this study intends to highlight the influence of curriculum quality on graduate employability within the teaching-learning process. Hence, the problem identified in this study is that the quality of the curriculum influences graduates' employability. Therefore, this study is essential in today's very fast-changing world that universities should offer a good curriculum of good quality having good content, aims, objectives, goals and, of course, good evaluation criteria.

Purpose of the study

This study aims to assess the impact of curriculum quality on graduates' employability at the University of Yaounde I.

Research Objectives

Specifically, this study seeks to:

- Ascertain the relationship between goals, aims, and objectives of the curriculum and university graduate employability.
- To examine the link between curriculum content and university graduates' employability.
- To find out if curriculum resources influence university graduates' employability.
- To find out if evaluation criteria influence university graduates' employability.

Research Questions

1. To what extent do the curriculum's goals, aims, and objectives affect university graduates' employability?
2. To what extent does curriculum content affect university graduates' employability?
3. To what extent do curriculum resources affect university graduates' employability?
4. To what extent do evaluation criteria affect university graduates' employability?

Research Hypothesis

H_{a1}: Goals, aims and objectives statistically significantly affect university graduate employability.

H_{o1}: Goals, aims and objectives do not statistically significantly affect university graduate employability

H_{a2}: Curriculum content has a statistically significant effect on university graduates' employability.

H_{o2}: Curriculum content does not have a statistically significant effect on university graduates' employability.

H_{a3}: Curriculum resources have a statistically significant effect on university graduates' employability.

H_{o3}: Curriculum resources do not have a statistically significant effect on university graduates' employability.

H_{a4}: Evaluation criteria have a statistically significant effect on university graduates' employability.

H_{o4}: Evaluation criteria do not have a statistically significant effect on university graduates' employability.

Significance of the study

This study first is to demonstrate the influence of curriculum quality on graduates' employability and, when realised, will be beneficial to policymakers and to other researchers in the domain of Education, especially curriculum developers and evaluators. Also, this research will help in bringing out the back draws of the curriculum quality there by suggesting possible to improve the development of the curriculum and its quality.

This research will help pedagogic advisers, and councillors improve supervision, implementation and counselling of curriculum activities which can improve employment, learning outcomes and evaluation. This work will further be useful to other researchers who equally sort out some ideas in the coming years to realise their own projects.

Education is the best investment a parent can give to his children. This study will remind them of their responsibilities and encourage them to empower their children with the

necessary needs to their cluster while at school, which will help them end skills acquisition and expose them to the job market and why not a job and intend to take care of the family.

Definition of key concepts

Curriculum: According to Tanner and Tanner (1995) curriculum is a plan or program of all experiences the learner encounters under the direction of a school. Bobbitt (2000) considers curriculum as a series of things which children must do and experience.

University Graduate: According to the Collins dictionary for writers and Editors. A University graduate is someone who has a diploma or certificate, be it from a school, college or university, upon completion of a cours The act of graduating from a University College at which degrees are conferred of making that indicates measure.

Employability: According to the Oxford Advanced learners Dictionary, Employability is the situation in which people have work. The government is aiming at full employability. Yorke and Nant (2004) define employability as" practical intelligence" related to specific and contextual knowledge that is often and constantly aligned with a concern academic value and the promotion of good learning. It is a new way to bridge the gap between school and job.

Field Dependent: Cross (1993) defines them as learners who approach learning more globally, view ideas in a larger context and prefer small group work and discussion. These learners are easily distracted by their surroundings in their efforts to learn.

Field Independent: Cross (1993) defines them as learners who approach learning analytically, looking at pieces of whole or particular aspects of a concept or idea. These learners are not easily distracted by their surroundings in their effort to learn. They often prefer working alone.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter deals with the curriculum framework, conceptual framework, related theories, literature review, variables' definition, and hypothesis operationalisation. It gives insight into roles that learners or graduates play in their academic achievement or employability. It also involves the systematic identification, location and analysis of the document containing information related to the research problem.

Concept of Curriculum Framework

Curriculum framework is an important all-embracing curriculum document, usually developed by a high-level group of curriculum and education policy experts and reflecting a social and political consensus around a society's educational vision Fonkeng (2007). Wilkinson (2003) supported by saying that curriculum framework would normally include statements about underlying values, conceptions of learning, the major aims, purposes and tasks of education, the development of school culture, and the like. It is a core policy document that describes a range of requirements, regulations and advice which should be respected by all stakeholders in the education system Nkeng and Mambe (2007). The curriculum guides the work of schools, teachers and the developers of the other curriculum documents (such as textbooks and teacher guides).

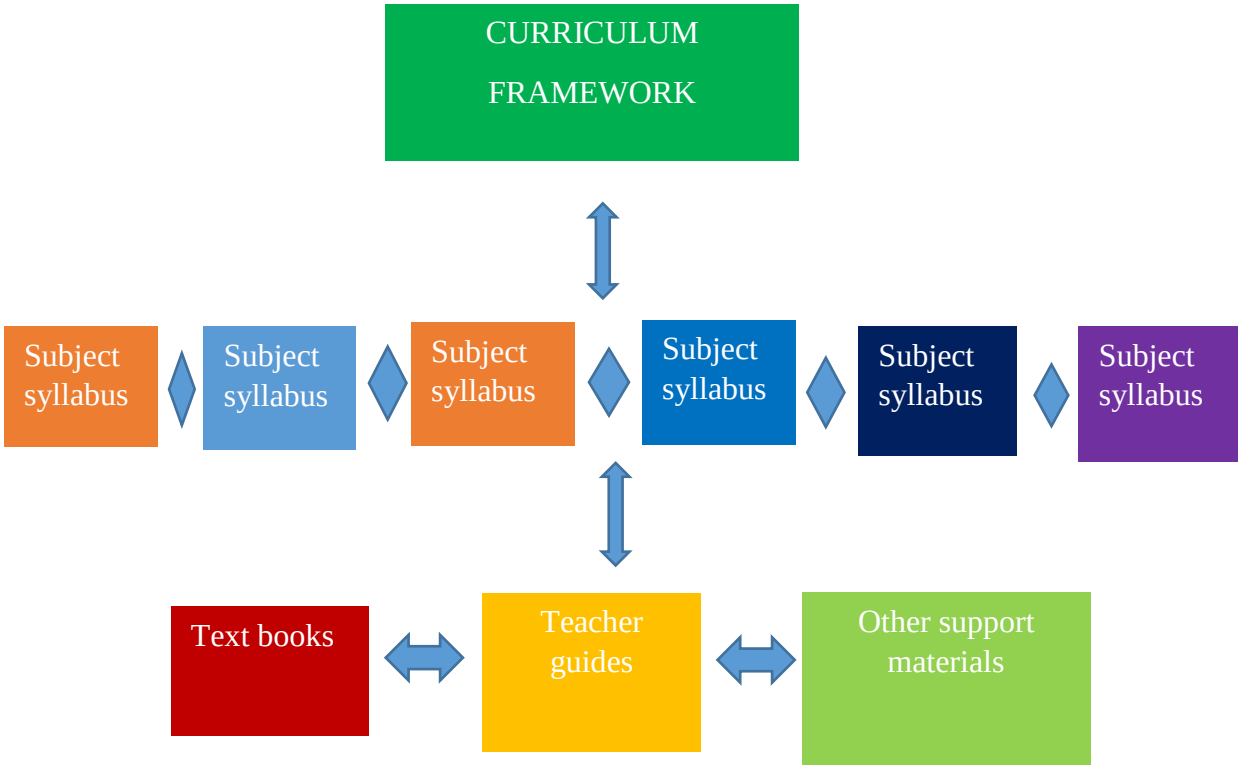
A curriculum framework can be viewed as a kind of constitution for the education system in the same way as a national constitution Posner (1992). Kolb (1985) goes further to define curriculum framework as the scope of places parameters around and legitimises the teaching-learning process. Banjo (2020), in an unpublished newspaper titled A west Africa Teacher Hand Book, says curriculum framework defines constraints and legitimises decisions within the school, classroom and the educational system. He goes further to add that it is important to open discussion, and consultations which are essential in its construction.

A curriculum framework can perform a range of specific functions such as:

- Placing national statements of vision, socio-economic context and development, educational values and education policy in a curriculum context.
- Setting out the curriculum's vision, aims and objectives at the various stages of schooling, the transition between each and links to further education, higher education, work and lifelong learning.
- Explaining the educational philosophy underlying the curriculum and the approaches to teaching, learning and assessment that are intrinsic to that philosophy.
- Prescribing requirements for curriculum implementation, monitoring and evaluation, including the provision of clear advice.
  - To teachers about appropriate pedagogy and assessment methodologies.
  - To policy makers across the education system about the requirements of the curriculum and how they can contribute to the realisation of the curriculum vision.
- Providing guidelines to teacher educators and if appropriate, textbook writers.
- Outlining the curriculum structure - its subjects or learning areas and the rational for the inclusion of each in the curriculum.
- If appropriate, allocating time to various subjects and learning areas in each grade or stage Tambo (2012).

Depending on how well-developed teaching and teachers are in any particular nation, curriculum framework and guidance need to have more or less prescription Keng (2008). Ndawi and Maravanyika (2011) added that countries need to know when they can move to less prescription to free up teachers to make local decisions.

Figure 1: Concept of Curriculum Framework



Shubert (2009) reiterated that Curriculum is written by the stakeholder and the ministry of education, which determine the teaching-learning progress of each subject in all the stages of formal education. Some different curricula written by other sources that use different learning progress in some subjects are equally relevant. The educational curriculum helps people decide what they will do, Tambo (2012). UNESCO (ISCED) (2001) says coherent or sequential educational activities are organised to achieve predetermined learning objectives or accomplish specific educational tasks over sustained periods. Within a curriculum, educational activities may be grouped into sub-components described in the National context as 'course, units or subjects' (Slattery, 2006). Ingram J B (2017) supported that Curriculum may have a major component not normally characterised as courses or modules, e.g., play-based activities, periods of work experience research project and dissertation preparation. Nkeng and Mambe (2007) says that many educationalists view the curriculum in slightly different perspective the meaning of curriculum has deferred consensus and brought controversies amongst educationist. The word curriculum has been used in the 19th century to mean a collection of subjects learned. Bilo and Adaboye (2003)

say curriculum is the sum total of all learning experiences and intended learning out comes that are offered to learners in an auspice of the school. Bent and Doll R (2016) reiterated that the Curriculum is also a vehicle through which education goals aims and objectives are being achieved.

The definitions above are in line with that of Gatawa (1990) which says that the curriculum is the totality of all learning experiences of children for which the school is responsible. Some people think that the curriculum is content where they mention all different subjects in school. The exclusive focus on subjects does not account for other planned or unplanned activities that are major part of students experience in schools. In fact, it's only account for topics to be covered but neglects such important aspects as cognitive development, expression and personal growth. Curriculum is much more in planning than in the subjects which deals with instructional strategies; sequencing, procedures, the scope of the subjects, motivational evaluation: instruments and interpretation of content are all attributes that make a different character of a subject. Also, social interaction among learners in corridors, play Grounds and formal activities that makes extra-curricular features of education are major factors in what is learned.

Further, others take the curriculum as planned activities Wheeled (1967). This image of curriculum includes scope and sequence interpretation and balance of subject matter; National devices, teaching techniques and anything that can be planned in advance. Written documents are daily lesson plans and program guides. To say that curriculum is planned actives is to place major emphasis on outward appearance rather than inner development. Its values outcomes and neglects the learning process. So, value is place on outcomes and less attention given to the means. Some people take curriculum as intended learning outcomes. John (1977) poser, (1982) hold that curriculum should not be the activities but should focus directly on intended learning outcomes which are also useful. It means they do not consider hidden curriculum which are outcomes of the culture of schooling. There are so many other images and view of curriculum as cultural reproduction, curriculum as experience, as discrete concepts, as agenda for social constructions, as curare (a race). We cannot detailly determine them. It is better for us to define a Curriculum as planning, organisation; implementation of all learning activities in the school and out of the school. This definition embodies all other images of the curriculum viewed by the different authors.

A university curriculum issue, means course of study which student undertake and complete, obtain certificate and graduate as well as other forms of academic rewards. Anja (2006) says curriculum has many definitions but she refers to it as the course of study at school and it could be explicit or implicit and it means the totality of all the subjects on the time table and includes the planned and unplanned activities lake game, sports community service projects and club activities. So, we can say that curriculum should be the totality of all that is planned and unplanned that helps the learners to achieve all that is needed to be responsible in real life. We can also consider the definition of: MKPA (1987) in Mkpa and Izuagba (2009) who defined curriculum as the planned and learning experiences and intended learning outcomes formulated through the systematic reconstruction of knowledge and experience under the auspices of the school for learner's continuous and wilful growth and personal social competence. For a curriculum to be considered a good one, it must have necessary resources that will be used to make its implementation effective.

Implementation of the Curriculum

Implementation refers to how the written curriculum is presented to students and how teaching, learning and assessment actually happens Harvey (2010). Education systems, schools, and teachers, make numerous decisions as they translate the requirements and advice of curriculum document into meaningful and effective learning activities in the class room Burges (1993) Ryle, and Gilbert [1971]. Wakame and Ruth in Wong (1990) emphasis that Implementing the curriculum will thus include all the decisions taken in turning curriculum documents into practice so that students learning outcome might be most effectively enhanced. Some will say in other words and in the holistic sense of curriculum exposed in this study, that teachers do not implement the curriculum, they have rather to understand and realise the curriculum in their own context with their own students.

To be implemented effectively, a good quality curriculum involves and places clear expectations on:

- Students
- Teachers
- Schools/learning environments
- Parents and employers

- Education systems and authorities
- Interest groups
- Cultures and ideology.

Curriculum implementation is the acts of translating the programmed document into action in the classroom by a teacher. Iowa (2000) says curriculum implementation" involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan and the actual execution of the plan in the classroom setting where teacher /learner interaction take place. According to common wealth of learning (2000) curriculum implementation entails putting into practice the effectively prescribed courses of study, syllabuses and subjects. This is done surely by the teacher. This curriculum and implementation are being planned and interacts with the contents and material in order to acquire the necessary skills, attitudes, knowledge. Boil (2010), Knight (2004) retreated that these necessary skills should be the employable skills needed in the labour market. The implementation of the curriculum at each level of education is to inculcate in learners what is needed in the real-life situation setting according to what the training is labour (2004).

Factors Influencing Curriculum Implementation

A number of factors are important as far as curriculum implementation is concerned. It Include the following:

The teacher: The teacher is the implementer of the curriculum; Tambo (2012). A teacher is regarded as a sergeant of the mind just the same as he or she is expected to constantly seek better and more modern ways to become a better inductor Walker (1990). Good (1999) add that if the teacher is not knowledgeable enough this will lead to poor implementation.

The learner: holds the key to what is actually transmitted and adapted from the official curriculum. The learner factor influences the teacher in their selection of learning experiences, instructional material; their ages and method of teaching.

Material resources and facilities: No meaningful teaching can take place without materials resources egg text books, teaching aids, stationery will enable teachers play their role satisfactorily in the curriculum implementation. The curriculum no matter how good, will not produce any good results if there are no resources. According to Oni (1992) facilities constitute a strategy factor in organisational functioning of the curriculum.

Interest groups: Interest groups like the Parent Teachers Association (PTA), school management guidance, religious groups etc, help in curriculum implementation by providing some resources ranging from material, financial as well as human resources. Formby opines that the wealth of a nation or society could determine the implementation of the curriculum in the land.

The school environment: The implementation of the curriculum in homestay environment, improve the culture of the school, support each student educational outcome and increases productivity and long-life learning. Schools found in rich socio-economic back ground implement the curriculum better than those in poor socio-economic background. This means that schools in rich areas have enough material, financial and human resources and this will influence curriculum implementation. According to multi–Trust Academy (MAT) the environment is a very important aspect in the implementation of the curriculum for it is a significant task. A growing baby of research and Harris (2007), the school environment have a profound impact on both the teacher and student outcome.

Teaching Equipment: Teaching Equipment influences curriculum implementation writing on the role of equipment's in teaching and curriculum implementation, Balagan (1982) summitted that no effective science education program (curriculum) can exist without equipment for teaching. This is because equipment in curriculum implementation enables the learner to develop problem solving skills and scientific attitudes. In their contribution Ajayi and Ogunyemi (1990) reiterated that when equipment is provided to meet relative needs of a school system, students will not only have access to the reference materials are equipment but will also learnt at their own paces. The net effect of this is increase performance of the entire students.

Culture and ideology: this are the culture of a people and their ideas towards a particular activity for example; education and curriculum implementation. Cultural and ideological differences in the society influence the curriculum of the people and the implementation (2007). Some communities may resist domineering culture or government ideology and hence this may affect curriculum implementation.

The Concept of Employability

Employability, advance graduate study is continuing professional education that caters for the need of the individuals from industries and further and enhance their skills and knowledge suitable for their respective work assignment. Many theories explicitly connect the importance of education as one of the means in investment in human capital formation that could result to economic development and growth in productivity.

Employability is a vital word in consideration on the platform of commerce and industry and education Knight (2004). Hillage (1998) goes further to say that employability is the capability to move self-sufficiency within the labour market to realise potential through sustainable employment Hillage, (1998) employability is the propensity of the graduate to exhibit attribute that employers anticipate will be necessary for the future effective functioning of their organisation. Harvey and lock (2002) reiterated. Employability is also referred to as attributes of a person that make that person able to gain and maintain employment. Graduates' employability focused on the ways in which university equips graduates to meet the needs of the labour market. Employability has become a central focus of universities missions, and is included in the university league tables. Today, universities have pursued a range of strategies to support their graduate's employability, and graduate employability researchers have considered a number of models based on various kinds of human capital, disposition and phyco-social influences Murray (2003).

Employability skills: Most of the post graduate students go on to work after graduation but most of them lack the necessary confidence to lunch their careers as professionals immediately after graduation therefore entrepreneurial skills are developed with the course to fill the gap. According to (EC) European commission (2016). Entrepreneurship in education is about inspiring entrepreneurial potential. People need the mindset skills and knowledge to generate creative ideas and the entrepreneurial initiative to

turn those ideas into actions. Professional aspect enables students to build the confidence to set up an enterprise and enables them to be aware of market expectations and needs. Students prepare a self-awareness SWOT (strength, weakness, opportunity, and threat). Analysis indicates the following; strength; in relation to skills, experience, knowledge areas, technical competence, positive personality etc. weaknesses; this is done by identifying major negative characteristics against the above condition.

- Opportunities for establishing an enterprise: current work situation, possible market points, potential clients and other strategies.

Research on graduate employability has produced varied list on employability attributes required in the temporary work force. Rosenberg, Heimler and Morote (2021) synthesised these attributes to eight categories literacy and numeracy, interpersonal attribute work ethic, leadership attributes, information technology, critical thinking, system thinking and management attributes. The task at the moment for universities is to determine the best strategies for effective and efficient delivery of these attributes to students the labour market expects the universities to enhance the graduate's employability, Yorkes knight (2006) suggested that employability can be fostered through a range of programs levels. They assert that one size cannot fit all Institution, the universities should develop a core module on graduate employability. These strategies include offering work experience, work related learning ready for work events as well as involving employers in course design and delivery.

Curriculum: Curriculum is as old as education itself. We can trace curriculum study from ancient Greek as one of the origins of Western formal education Aka (1986). Glathom (1987) defined curriculum as the plans made for guiding learning in schools usually presented in retrieval document of several levels of generality and the implementation of those plans in the classroom. According to Oxford Advance Dictionary (2008) curriculum is a course specially, a regular course of study or training as at a school or university. Those experiences also take place in a learning environment that influences what is learnt. Lachiever and Tarcif (2002) reiterated that having a good curriculum without the input of teachers cannot help in achieving the learning objectives and goals. They go further to add that even though modern technology is quickly finding its roots into the education system, teachers still remain the centre of students learning progress. Stenhouse (2012) supported in other words that, technology must be integrated in the curriculum but cannot provide a

perfect substitute for the rules played by the teacher in curriculum development and the general learning process.

Curriculum is the total set of organised educational experiences offered to a particular group of learners over a period of many years and comprising several fields of study Ugwu (2003). Nkeng and Mambe (2000, p.6] in their words define curriculum as a plan made for guiding learning in schools usually represented in retrievable documents of several levels of generality and the implementation of those plans in the classroom. Boller (1975) added that those plans guidance and activities take place in a learning environment that influence what is learnt. According to Sergio Vanni (1983) curriculum is all that a student is supposed to encounter, study, practice and master that is what a student learns. According to other authors like Brubacher (1969) curriculum is been referred to as the grounds which learners and teachers cover in order to reach the goals and objectives of education. Bobit (2000) consider curriculum as a series of things which children must do and experience by way of developing duties to do the things well that make up adult life.

According to Rogers and Taylor (1998) they described curriculum as all the ways in which a training or teaching organisation plans and guide learning. This learning can take place in groups or individual leaners. It can take place inside or outside a classroom. According to this researcher, a curriculum is what the learners have to learn under the guidance of a teacher including the goals, aims and objectives, arranged according to levels and consist of topics arranged from simple to complex. In all, it is the sum total of all learning activities and experiences. i.e., the organisation and programming of intended learning outcome or opportunities and activities which take place in school or out of school according to Ralph T (1991).

Quality of a Curriculum: According to Wikipedia (2010) good quality curriculum describes and promotes new roles for the teacher's approach shifts from 'I am here to teach' to 'I am here to lead an enable effective learning. Ndawi and Maravanyika (2011) reiterated that with this approach come new, personalised teacher-student relationships: Achankeng (2011) goes further to say that it is a move away from lessons dominated by teachers in the rule of sole authority, lessons in which the teacher recognises, values and teaches to

differences between students encourages effective learning in each individual and promote discussion, inquiry and curiosity. According to Lewell and Simmons (2009) personalized learning is essentially, learner-cantered education: Ndawi and Maravanyika (2011) in their words opines that teacher cantered teaching is teaching, learning and assessment that place considerably importance on the background Prior knowledge, needs, current stage of development and potential of each learner. They go further to say that Teachers need accordingly to know what each student is thinking, so that they can provide specifically targeted feedback to each student.

Stenhouse (2012) emphasised that they need to help learners to develop a capacity to reflect cognitively on their learning, and to articulate their current level of understanding. He goes further to say that Learner-cantered education and personalised learning thus edges teachers to play particular active role in the classroom. According to Sadker and Sadker (2000) learners are equally required to play an active role in taking responsibilities for their learning; participation; contribution to group work; experimental learning, preparation of their learning portfolios and other demonstrations of their understanding. According to Schubert (2009) Curriculum is in the simplest terms, a description of what, why, how, and when students should learn. He goes further to say that the curriculum is not of course an end in itself. Rather, it seeks both to achieve worthwhile and useful learning outcomes for graduates and to realise a range of societal demands and governments policies. Achankeng (2011) supported and says that it is through the curriculum that key economic, political, social and cultural questions about the aims, objectives; goals; purposes, evaluation; content and processes of education are resolved. According to Wikipedia (2010) the policy statements and technical documents that represents the curriculum reflects also a broader political and social agreement about what a society deems of most worth-that which is of sufficient importance to pass on to its children or next generation.

According to Wasley (2008) the principle objective of a quality curriculum is common in a fair and inclusive manner, to enable graduates acquire and develop the knowledge, skills, values, their associated capabilities and competence. Lewell and Simmons (2009) reiterated that the objective is to lead meaningful and productive key indicators of curriculum. They went further to emphasised that success include the quality of learning achieved by students, and how effectively students use that learning for their personal, common, social, physical, cognitive, moral, psychological and emotional development.

According to Tanner and Tanner (1995) quality curriculum maximises the potential for the effective enhancement of learning quality. They opines that quality curriculum should be understood primarily in terms of the quality of students learning, which in turn depends to a great extent on the quality of teaching. Of prime important in this is the fact that teaching and learning greatly enhanced by the quality come on relevance, content, resouces; evaluate criteria and effectiveness of the curriculum. That is a key rationale for this study.

Learning in schools is a range of intended and unintended ways. According to Wong el al (1998) intended learning frequently refer to us the 'planned' or 'formal' curriculum which most often occurs in the classroom and other 'controlled' setting. He goes further to say that it focusses on the 'state endorsed curriculum as implemented by teachers in the classroom. Oliva and Pawlas (2004) opines that the outcomes of the formal curriculum are normally assisted in various formal ways by teachers and examination authorities. According to Nolan and Hoover (2011) Unintended learnings or 'hidden' curriculum can occur anywhere anytime inside or outside the classroom. They went ahead to add that it is largely uncontrolled and it can emanate from the culture of the school, unintended features of the intended curriculum such as gender or cultural bias: relationships between students and teachers and between students themselves. According to Starratt (2007)

Curriculum is typically a phenomenon which includes many dimensions of learning including goals, aims, content, methods, resources, time, assessments etc. Keller (2010) supported that it refers to various levels of planning and decision making on learning. Achankeng (2011) on her part says it is the totality of what children learn while at school including what they learn through classroom activities in interdisciplinary task across the school. She had to add that this curricular totality also includes opportunities for wider achievements true sports, music, debating, and the like. For the purpose of this study, curriculum is defined in a holistic way and process-oriented way. This definition is based on the belief that, while curriculum might commonly be perceived as a set of documents; the quality of those documents is closely connected to the process used to develop them unto the means through which they are put into practice. In other words, judging the quality of the curriculum itself cannot be done in isolation from the broader process of curriculum development, implementation and evaluation.

This researcher therefore considers criteria for judging the quality of curriculum in four main categories as illustrated in Figure 2.

Figure 2: Categories of criteria for judging curriculum quality

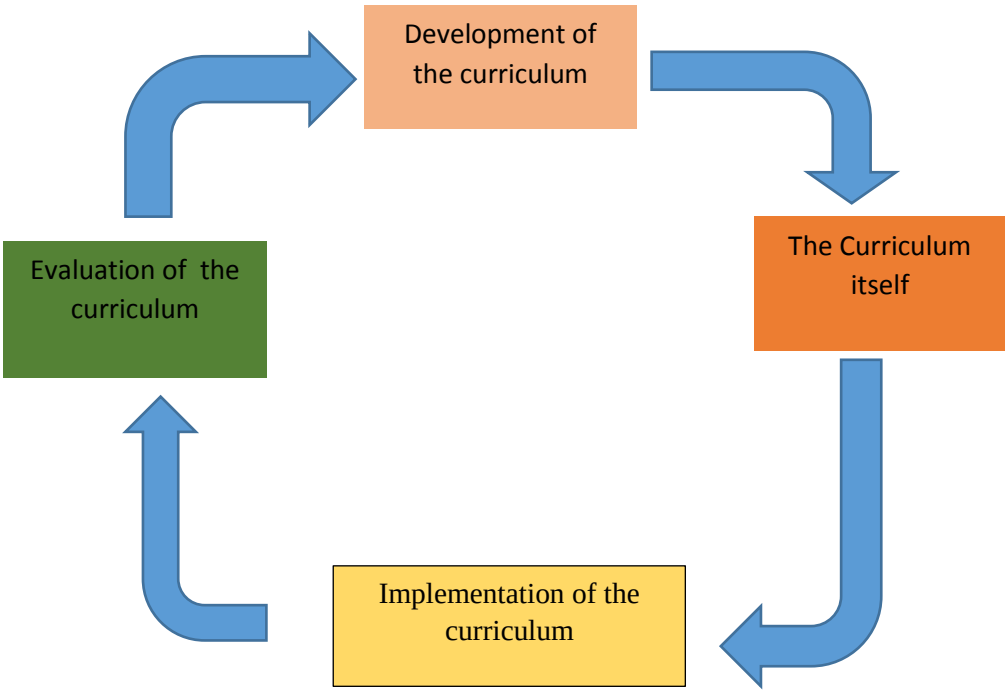


Table 1: Broad presentation of the criteria for judging curriculum quality

Criteria for curriculum quality	Description
Development of the curriculum	• Planned and systematic
	• Inclusive and consultative
	• Led by curriculum professionals
	• Cyclical in nature
	• Sustainable
The curriculum itself	• values each child and holds that every child matters equally
	• compromises high quality, relevant and appropriate 'content' and contributes to the development of competence
	• is well organised and structure
	• is underpinned by a set of assumptions about how children learn
Implementation of the curriculum	• new expectations placed on
	• students
	• teachers
	• schools / learning environments
	• education
Evaluation	• systematic and planned
	• regular
	• conducted by qualified and experienced people

A good quality curriculum needs to be inclusive to assist us students, regardless of ability, ethnicity, cultural background, gender, socio economic circumstances or geographical location, to reach their individual potential as learners, and to develop their capacities to the full. It is all too often the case that children are excluded, in whatever sense of the term on grounds of their socio-economic circumstances, the ethnicity, an all-cultural background, the agenda their geographical location, (or their ability all more accurately on account of his disability). The curriculum is an important means of redress, inclusion and compensatory provision, a means through which a society might give practical expression to a commitment to inclusion Onwuka, (1981).

Further, each student is different, not all are academically gifted. Some will do better in one domain than they will do in the other. But all students can be encouraged and supported to do their best. According to Schubert (2009) a good curriculum makes space for the recognition of each learner personal, social, and cognitive capacities, respect differences

in the way in which children prefer to learn. Wasley (2008) supported that a good curriculum will support teachers in leading, assisting and encouraging each student to achieve his or her potential or task. Sadker and Sadker (2000) in their words opines that a good quality curriculum enables and encourages learning differentiation. In other words, it provides space for teachers to adapt the curriculum to suit the students in their classes. They went ahead to say that a good quality curriculum does not demand that every student learn the same content in the same way and in the same number of hours. It provides teachers with the flexibility to ensure that their treatment of the content; aims; goals and objectives are appropriate to their students need and capabilities.

In developing approaches, true differentiation, the curriculum and the pedagogy it promotes would acknowledge that students learn in different and individual ways with their own learning styles and strategies. Some students for example are effective and skilled learners' others require visual stimulation and others learn best through practical exercises. According to Sullivan and Pawlas (2004) a good quality curriculum will encourage teachers to get to know their students individually and ensure that their teaching style and their classroom behaviours are directed towards achieving the best learning outcomes for each of them.

Principle of developing curriculum

- principle of equality
- principles of equity or fairness

Adara (2001) opines that accepting that every child matters equally means accepting the. She went further to say that in developing and implementing the curriculum, all needs to commit to these principles, while also understanding that each child is better at some things than at others, and has, for example, different interests, aspiration, histories, and preferred ways of learning. According to Nolan and Hoover (2011) supporting Adoarah in her (2001) publication says the principles of equality and equity will at times mean treating 'unequal's' equally: every child should be given the best opportunities possible to achieve his or her full potential, which may mean compensatory curricular provision for those who are at an educational disadvantage. This is what is meant by curriculum and values its child.

The UNESCO sustainable development Goals Four has to do with education in the post-2015

development agenda IBE/2016/WP/CD/02. It aims to "ensure inclusive and equitable quality education and promotes lifelong learning opportunities for all" According to IBE; given essential role of curriculum in enabling quality learning and articulating and supporting education that is relevant to holistic development; our purpose in this study is to identify what makes a quality curriculum so as to support curricula innovations in Cameroon as a UNESCO member state to the end of the realization of sustainable development goal four. In this we are assuming that curriculum, given its essential role in the provision of quality learning for children and young people and in articulating and supporting education that is relevance to holistic development, its critical in realization of SDG 4. It is the curriculum that determine to a large extent weather education is inclusive, thus playing a significant role in ensuring that provision is equitable. It is the curriculum that that provides the structure for provision of quality learning, especially where teachers might be under qualified and inexperienced, their classrooms under-resourced, and their students lacking the prior frameworks within which to situate their learning. Also, it is the curriculum that articulate both the competencies is necessary for lifelong learning competencies needed for holistic development.

Curriculum, in other words provides the bridge between education and development - and it is the competencies associated with lifelong learning and aligned with development needs, in the broadest holistic sense of the term, that span the bridge.

Aims Of the Curriculum

Educational aims, goals and objectives constitute the educational purpose. Aims and objectives give an account of reasons of teaching something to learners Urevbu (1985). Aims of education are broad statement or about what education should offer, that is what is expected from an educational enterprise in a given society. Education aims are spelled out policies of education Gross (1993). Selecting educational aim is only a step towards translating the needs and value of the society and individuals into an educational curriculum. Aims are important guides in education though they cannot be directly observed or evaluated. Bless and Achola (1998) reiterated aims are formulated at the national or state level. To select the aims of education, we must consider the social, political, economic, philosophical and psychological needs of choice making value judgment, Ivowi (2009).

Goals of the Curriculum

Goals of the curriculum are mission statements or intermediate objectives of education. Slattery (2006). The goals are derived from aims. Brahima and Lewis (2001) supported by saying that goals like aims are written in non-behavioural terms and are related to specific content or subject matter. We can distinguish ultimate goals and proximate goals. Ultimate goals are expected outcomes of education after a long period, for example after leaving primary school. Mediate goals are expected outcomes at a given stage of educational period; proximate goals are short term behavioural changes that are expected at the end of each lesson. According to Tambo (2007).

Goals and objectives of the curriculum should be derived from various sources including information from;

- Pupils' growth and development needs
- Pupil's home and community condition
- Career opportunities available in the community and society
- The cultural and economic needs of the society
- The nature of learning process
- The nature of subject matter
- Resources and facilities available for teaching and learning.

Tambo (2007) further explained that goals and objectives must be stated clearly in a way as to be understood by all the concerned in the educational process. That goals and objectives must be comprehensive, broad enough to include all that is needed in the learning process. That goals and objectives must be realistic, that is, they should be goals and objectives that are attainable, resources available. According to Okeke (1989) goals represent a broad spectrum of expectation from generalized ideas to specific aims e.g., if one of the goals in the primary school is to inculcate in a child permanent literacy and numeracy. Then we can see that it is quite broad or general. So, this must be broken down into specific objects through a series of activities.

Objectives of the curriculum

Objectives are intended outcomes of the process of education to an individual in particular and humanity in general John (2014). Harvey (2010) supported the educational objectives are of two categories. There are objective and specific objectives. General

objectives are outcomes of the school which can be long term, mediate term or proximate objectives. The specific objectives are expected behavioural changes to be attained at the end of a lesson or course of instruction. They are stated in measures terms.

Functions of education systems:

- Objectives define the direction of educational development and are stated in the educational curriculum. They are very important values statement of what a learner is trying to achieve or acquire. It helps to distinguish educational outcomes which learners, teachers, parents, and societies are striving to attain.
- Objectives help to select: content and desirable learning experiences, methods and materials. They form the basis for which teachers and children focus their disciplines.
- Objectives help in evaluation: the evaluation material or exercise are selected based on the stated objectives. That is, they provide guides for evaluation.

Content of the Curriculum

The content of the curriculum is one of the vital tools that facilitate the bridge between professional schools and the job market in every nation Nduanya (1986). It is written and intended to be used in schools as a point of departure for teaching and learning. In Cameroon, university education subjects implemented and taught to learners are decided following the goals, aims and objectives of policy makers which has a political influence according to Fonkeng (2006). Most often it is a political ideology purporting to bring change in a politically conditioned school system. Tanyi (2016) says the greatest influence on our educational system is that which is brought about by the dogmatic attitudes of our educational planners through educational system which is based more on socio-political activities. That is the appointment of a new minister brings a new policy in education and the dismissal ends also without policy. Most of the time the appointed minister is not from the teaching cohort and so they hardly know the problems of education.

Content is described as “the knowledge skills attitude and values to be learned” Anja and Fonche (2001) see content as the subject matter linked to each step-in vehicle columns of lesson plan. It is the skills attitudes and values to be learned. The same authors came out with criteria for selection of content. In selecting content, the following should be considered, validity, significance, utility, interest and learnability. Burges (1993) reiterate

that the content is valid if it is possible for the objectives to be attained through it use. The content is significant when it's learning helps in the understanding of the objectives and it is used for illustration and application in order facets of linewomen (2007). Furthermore, utility means content should be useful for the student both in classroom and outside the classroom Added Obito (2010).

The content is united with the goal and objective of the curriculum which responds to the need of the leaner. Tanyi (2016) it includes cognitive skills and effective element, fully and essentially covers the essential to avoid that which is not worthwhile. The content of the curriculum is practically achievable and its facts are based on the structure of cognitive subject matter, but contents must go beyond facts. Carrying out a process conceptual understanding means teaching and learning beyond facts Harvey (2010). This can be done by the use of thematic or integrated approach. Subject matter integrates the cognitive skills and the effective components. The cognitive content includes facts, conceptual, principles, hypothesis, theories, and laws. The skill component dwells on thinking and manipulating skills

Hatter (2009) says that the content instructional strategies are sequencing of content which means putting the content and material into some sort of order of succession. That is, from simple to complex. We also have continuing which should provide continuity in learning and prevent loss through forgetting. Students should be provided with step-by-step experiences. Another aspect is integration of content which means learning is more effective when facts and principles from one field of study can be related to another especially when applying knowledge, may stand for various proposed activities that can lead to the attainment of those stated goals and objectives. Finally, the means to determine whether the purpose is being attained stands for assessment and evaluation Tanyi, (2016). All these are carried out during the implementation of the selected content. What is worthwhile is relative because what is judged worthwhile in some societies may not be the same in others. Hence, to select content we must consider the context and leaners concerned, the society and the available resources.

The selection of content and learning experiences is very vital as implementation is concerned because specialized knowledge increases. To make room for knowledge and concept, more subjects must be added or priorities must be assigned in the current offering. It should be noted that the more one covers the less one learns. Therefore, there is a need for criteria to determine what to teach. The curriculum considers two main things which are the

content and the learning experiences Sadker (2000). The content covers the acquisition of knowledge with it four levels. The levels are; specific facts and processes given for a low-level abstraction, basic ideas and principles; this shows a causal relationship, concept. It is a complex system of high abstract ideas which can be built only by successive experiences in a variety of contexts. Thought system and method of inquiry: these experiences engage in discovery and problem solving. In all, learning experiences and content should be the only one that will help learners to integrate harmoniously in the society and being able to earn a living for self-satisfaction and for the development of the society in which they live. It should provide them with employability skills should reflect the contemporary scientific knowledge, be fundamental and basic, and have a wider breadth and depth of application.

In addition, the content of the curriculum must be consistent with social and cultural realities of the time. The curriculum should orient learners to the world around them Sadker (2000). It should have enough materials and experiences to develop minds that can easily adapt to change and techniques for doing it. Content should represent an appropriate balance of breath and depth. This refers to the depths of understanding and breath of coverage. It requires full understanding of basic principles, ideas, as well as the application. According to Tyler (2013) content provides achievement of a wide range of objectives.an effective content provides acquisition of significant new knowledge for the development of increasingly more effective ways of thinking, desirable attitudes, interests, appropriate habits and skills. Learning experience and content are the means of achieving all objectives obit (2002).

Achieving multiple objectives also involves increasing opportunities for the active form of learning. Learning experience, gives room for a variety of active mental processes found in the act of acquiring knowledge. They stimulate the learners to plan in place rather than following ready made plans. Stenhouse (2012) says that curriculum content should be learnable just like the one explained above for effective learning, the ability of the students should be considered at every point of selection and organization of the content. He goes further to say that, the content should be appropriate to the needs and interests of learners. Schubert (1998) supported that content should provide them with opportunities to practice behaviour implied in the objectives. It should help the learners economically. That is to help them to be able to get employment after school in their long-life activities and experiences.

Resources of the Curriculum

Resources are economic, physical, human, materials, financial and skills available to an individual or institution for the purpose of achieving specified objectives. The allocation of resources is deciding the number of resources to be made available or given, set aside for achieving particular objectives of the curriculum (employability). Resources in other words can be educational resources which involve "resource", person, place and instructional materials. For a curriculum to be effectively implemented, the teacher should be able to select an appropriate educational resource. The resources made available for the schools to achieve curriculum objectives. This is needed for the school to be appropriately allocated. Resources of the curriculum are undeniable one of the most important aspects in curriculum implementation and education according to Oni (1992) resources constitute a strategic factor in organizational functioning. This is because they determine to a very large extent the smooth functioning of any social organization put it a school or education. He goes further to state that their availability "curriculum resources" adequacy and relevance influence efficiency and high productivity. Farombi (1998) supported that the wealth of a nation could determine the curriculum taking into account its resources available. This will go a long way in establishing good schools, having quality teachers, good curriculum and good content, learning infrastructure, material resources, financial that with such, student may learn with ease and thus bringing about good academic outcomes.

Balogun (1982) stated that no effective science education program can exist without good curriculum resources. This is because curriculum resources enable learners to developed problem-solving skills, thought provoking and a good scientific attitude and thinking. In their contributions to this Ajayi and Ogunyemi (1990) reiterated that when resources are provided to meet the relative needs of a school system, students will not only have access to the reference materials i.e., curriculum resources mentioned by the teacher but individual students will also learn at their own time. The net effect of this is increase overall academic performance of the entire student. Muthu (1994) and Ahmed (2003) showed that in most of the nation universities teaching and learning take place under a most unconducive environment lacking the curriculum resources needed. These deteriorating conditions have encouraged incessant complaints from students. Adeboyeje (1984) Adedeji (1998), Owoye (2000) and Ajayi (2002) summitted positive relationship between curriculum resources and student outcome. Hallack (1990) also highlighted curriculum resources as a major

influencing achievement in the university system. The author of European scientific journal march edition vol.08, No.6 ISSN: 1857 – 7881 (print) e – ISSN 1857 – 7431210 emphasized that the availably relevance and adequacy of curriculum resources contribute greatly to student's outcome.

Evaluation Criteria of the Curriculum

The criteria for evaluating the curriculum generally includes alignment with the standards, consistency with objective, and comprehensiveness of the curriculum relevance and continuity are also some elements McNeil (1977). Ornstein and Hunkins reiterated that curriculum evaluation as a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept change or eliminate something. Many assessments evaluation do not cover the entire range of objectives due to difficulty in assessing some of the objectives effectively and objectively. For example, the effective domain where value traits such as integrity and honesty are tested through written examinations. The psychomotor domain, which helps our brain coordinate physical task such as catching a ball, have objectives that are often inadequately tested due to difficulties in logistics. Even with the cognitive domain, the knowledge involving the development of intellectual skills, only a small portion is usually tested Tanyi,(2016). However, a lot of effort is made to try and ensure quality examinations at least at the Summative evaluation level through a vigorous process of developing examinations which goes through several stages including group analysis.

Nkeng and Mambe (2007) says unlike consistency with objectives, curriculum evaluation should assess and measure the attainment of the curriculum objectives. Urebu (1995) supported that the various levels of learning objectives need to be kept in mind as per bloom taxonomy that is knowledge, comprehension, application, synthesis, analysis and evaluation. The various domain needs to be kept in mind that is the cognitive effective a psychomotor for example for a civic education curriculum, one effective domain objective could be Learners display appropriate attitude towards national patriotism. There annual goal should describe what learners can reasonably be expected to accomplish within a given appropriate instructional resources. Short term instructional objectives should be stated so clearly so that it is obvious how we would measure to see if the objectives are attained. Tyler R (2013) curriculum evaluation focuses on determining whether the curriculum as recorded in the master plan has been carried out in the classroom.

Schbert (1987) reiterated that a good curriculum makes maximum provision for the development of each learner. The program provides a wide range of opportunities for individuals of varying abilities needs an interest. Extensive arrangements are made for the educational diagnosis of individual learners. He added that a good curriculum utilized is the most effective learning experiences and resources available. Learning experiences are developed so that students see purpose meaning and significance in each activity. Needed available resources are utilized after the time they are relevant and helpful. Time allotments and schedules are modified as needs justifies. The selection of learning experiences reflects careful attention to the demands of the learning situation Charters (2007). Biblao and Lucido (2008) says that a good curriculum arranges learning opportunities and flexibility for adaptation to particular situation and individual. Ornstein and Hunkin (2009) reiterated that the process of evaluation looks for evidence that such attitudes have been developed for example education concepts for good citizenship are often evaluated in terms of knowledge of the government structure or knowledge of civics.

Teaching Strategies

Teaching strategy is the planning of teach a lesson. The techniques which a teacher uses to teach a particular lesson. Ingersoll and smith (2003) believe that new teachers typically express concern about ineffective means to handle the significant descriptive behaviour of pupils. Brower and Tomie (2000) also buttress that the teachers who do not master behaviour change and classroom discipline are frequently ineffective in the classroom and they often report high level of stress. These researchers mean that, lectures should lay more emphasis on teaching strategies. These will improve on the performance of the students/graduates. A teacher who does not master the various teaching strategies will find it very difficult in the field. Such a lecture will look at the teaching profession as a mistake.

Tambo (2012) suggest indirect teaching and interactive teaching strategies as the best which are to be used by teachers or lectures in the classroom. According to Tambo, indirect teaching is that which the lecture act as a facilitator or supporter, the lecture just guides the students most of the work is done by them from observation investigation and forming hypotheses. The interactive teaching strategy, is that which involves sharing of ideas between teachers and pupils and also between pupils and pupils. This helps to encourages group work. When a lecturer is teaching at the level of research, he should allow student to work in groups. This will enable them share ideas on what they are working on to come out

with the answer. A classroom where two strategies are practiced (the direct or lecture teaching strategies) might lead to a positive academic out come because, a child quick understands what he or she learns through observation and experience than he is just being told of. Tambo (2012) again reiterates that ‘’an idle mine workshop’. From the above one can say that, Tambo is calling on teachers to use the interactive teaching and the indirect teaching strategies which will involve all the learners and giving them no time to be idle. For an idle chill cause distraction in class which might lead to poor academic outcome but when every learner is involved it might lead to poor academic outcome but when every learner is involved it might lead to good academic outcome.

Farrant (1980) forwards his argument to support the positive impact of teaching strategies on pupil’s performance by saying that, ‘’ preventing is better cure’’. Here he means that teachers should exploit all the necessary teaching strategies which will work for the progress of the learners. A classroom where a teacher does not apply good teaching techniques might lead to poor classroom management thus poor academic performance while a classroom where a teacher exploits all the necessary good teaching strategies, might lead to good classroom management hence good performance. Some of the techniques are the use of didactic materials, how the teacher makes the pupils to be independent, how the teacher masters the subject matter, and how he reacts to pupils’ problems. All these count for a good classroom management which can affect pupil’s performance.

Empirical framework

The relationship between university and employability of graduates is a study that is mostly reviewed. The focus of this study is based on professional higher education and universities graduates who are still facing unemployment. Most graduate leave school and become job seekers just like those who leave universities. Since 1993 there has been the policy of professionalization of universities and high education. The World Bank in 2012 published a hand book titled: the right skill for the job market. Rethinking training policies for worker, in which different authors raised concern for the need of rethinking and promoting education and training as a tenet for tackling graduates’ employability problems. In effect a survey in 2008 indicated that deficits in education and skills are a major constraint in the labour market thus employability.

This study carried out by the World Bank goes in line with the present study as we examine the problem of graduate's employability with emphasis on rethinking professional education as strong tenets for tackling the problem. Even through the World Bank carrying this study covering many countries; this present study limit itself to Cameroon more specifically University graduate of FALSH university of Yaounde I. However, both studies brought out key issues linked to the skill mismatch. This finding is also related to the present study in that it is aimed at seeking that graduate should leave University with expected skills needed by the job market. The title of the book which is "the right job" is also our concern that universities should create a cooperation with the employers so that the right skills needed in the job market be included in the university curriculum. This will help graduates to leave University with the right skills for the job market.

In a thesis title "Professionalization of higher education and graduates' employability in Cameroon" Blamed the problem of employability faced by Cameroon on poor handling of professionalization indicators, such as policy, curriculum the teaching/learning process and evaluation processes. With the help of the human capital theory, she carefully exposed the lapses in university transformation machinery. Her findings showed that the employability problems observed on graduates from the University of Yaounde I are highly linked to the way they are trained. This study carried out by Teneng is linked to this present study is that the study is also examining the employability of graduates of higher education. This study also is examining graduates from higher education institutions and she examined graduates just like her, all are from higher education and all of them are there to train students that are ready for the job market. This study examines indicators like aims and objectives, content, resources and quality of teachers which are slightly different from the indicators mention above. These studies sought to identify lapses in training machinery of university graduates and to suggest strategies to bridge theses gaps.

To support this view UNESCO, UNEVOC 2013 online conference where UNESCO director at the time lamented that; We are witnessing a young generation frustrated by the chronic mismatch between skills and work. The best answer to this economic downturn is to ensure that young people acquire the basic skills and relevant training they need to enter the world of work. This researcher is not writing for the sake of writing but to demonstrate firmly that we need effective and quality professional education and university curriculum in order to fight the problem of education and functionary skills needed by employers and the world of work at large.

The ILO between 2013 and 2017 has presented the situation in the international job market where young graduates are unfit in terms of skills to integrate themselves in the job market and, one of the suggestions to seek solutions is the full revival and incorporation of professionalization in our university systems ILO, (2015). This study focuses on indicators which are curriculum, aims goals and objectives, content of the curriculum, resources of the curriculum and the quality of teachers. Ehiyazaryan and Baraclough (2009) hold that the value of enterprise education was clearly identified and integrated into academic curriculum through suitable pedagogical changes in a manner that will match students' academic degree programs to their intended further employability experience. The real-World experience is an essential step in is similar to real life situations.

This study examines a cross section of skill gaps in relation to higher education. The study asserts that the job market completion is very complex and each university institution and professional schools should equip its graduates with standardized job market skills in order to avoid using skills from other countries and allow the graduates they have trained to remain entrepreneurial skills.

For a number of years there have been concerns raised by employers about the quality and adequacy of graduates in relation to their ability to fulfil requirements of the post they take up after graduation. These concerns have been addressed in some companies by the provision of training courses in which are brought up to speed in specific areas required in their employment.

This potion is also linked to the present study in that university curriculum should be conceived with employers so that the exact skills needed in the field will be embed in graduates and that graduates will acquire adequate skills that match the requirement of the posts they take up at work place after graduation. Companies and employers should work hand in gloves with higher education to develop the best curriculum for the graduate. In the same light, the present study The Influence Curriculum quality and graduate employability also required that graduates should acquire skills which are vital in the job market. Curriculum developed should reflect these skills as well as the aims; goals and objectives should be tailored toward achieving these skills. This can only be possible if the state provides the necessary resources which are financial, material, human and infrastructures.

Employer want employees who are capable leaders and can motivate their co-workers in the process. To support this notion stating that employers want employees who are deemed as self-starters and value being empowered in the work place. Many feel that there is a skills gap between the manners in which student are prepared for the real world in university setting and what they will need to be successful in work place and for life in general. This skills discussion shifts the focus from work place preparation to responsibility and employers want to hire graduates that are ready for the work place. This apparent "skill gap" serves as a call to university to consider in the corporation leadership into program. The poor infrastructure and resources which universities provide leads for further challenges before employability. Cameroon universities standard also detracted more and are poor standard. Therefore, the quality and employability of aspirant is low making them graduates less employable. Because of their curriculum quality less, interaction between industries and institutes resulting wide gap in academic, industry and student employability. Curriculum quality and university graduates' employability. One of the key reasons why many students invest in professional education, or professional programs in universities is to improve their employment prospects and chances. However, whilst achievement of academic qualification is highly valued, it no longer appears sufficient to secure employment and even employers equally expect graduates to have well developed employability skills, so that they can make an immediate contribution to the work place as they gained employment.

Theoretical framework

Theories adapted for this study are, Bandura's social learning theory, and the cognitive theory of Jerome Bruner.

Bandura's Social Learning Theory

One of the most influencial theories of aggression is that of social learning theory put forward by Albert Bandura; According to this approach; most behaviour including aggressive behaviour is learnt Bandura (1973)! The specific forms that aggressive behaviour takes the frequency with which it is displayed and the specific targets selected for attack are largely determined by social learning factor ;It is important to note that aggressive behaviour need not involve fighting or other forms of physical attack; These three elements of social learning were demonstrated in Banduras research with children and the bobo dall; In this

study it was found that exposure to an aggressive model led to imitation of specific acts generally increased levels of aggression, and aggression was directed at the same target; According to the social learning theory of Albert Bandura (1977, 1986), the development of gender occurs as a result of the child's social experience. Generally, children learn to behave in ways that are rewarded by others and to avoid behaving in ways that are punished by others. This is known as direct tuition. A society has expectation about the ways in which boys and girls should behave, the operation of socially delivered rewards and punishments will tend to produce gender stereotypes and gender-appropriate behaviours. Albert Bandura also argued that children can learn gender stereotypes by observing the actions of various models of the same gender including other children, parents and teachers. This is known as observational learning. It has often been argued that much observational learning of gender stereotypes in children depends on the media and especially television.

The social theory contrast with cognitive-developmental theory in arguing that rewarding behaviour is behaviour that others regard as appropriate. Cognitive developmental theorist suggest that rewards are gained from doing things that fit one's own concept of gender identity i.e., gender-appropriate behaviour is self-rewarding. The social learning theory proposes that all behaviours is the consequence of conditioning direct and indirect and the key elements are observation, vicarious reinforcement and modelling or limitation. In all, there are two specific aspects of the social learning theory that were developed by Bandura (1977-1986) that helped explain personality development. These are the concepts of reciprocal determination and self-efficacy. Learning is influenced by self-regulation (reciprocal determinism) in so far as the learner very much contributes to the learning process. Learning is also affected by the way you fell about yourself that is your self-concept or self-efficacy.

Bandura's Social learning theory by Atefor (1999) stresses that, people are complex and active beings who learn a great deal through observation and imitation from their social environment. Observation models are tuned in to images; the ideas that can be recalled to guide behaviour. That is, children learn by observing and imitation models like their teachers, parents who shape their behaviour through a system of reinforcement and punishment which is the most important element in which they learn a language, develop a sense of morality and learn social expected behaviour of their gender. This same theory cited by Tambo (2010) states that "children learn new behaviour by view of what others are doing and observing". When a child sees what a teacher, parents and friends are doing, that child

gradually observe and also try to imitate. With this, that child has already learnt something new by observing and imitating.

Examining this theory, one would not hesitate to say that, most knowledge that children learn are mostly from their neighbours (parents, teachers and friends). This theory is related to his study in that, a pupil disciplined and attentive has the potential to obtain good performance while indiscipline, disorderliness, noisy and inattentiveness might lead to poor performance. So, teachers should enable discipline in the classroom by giving student work frequently, call student by their names, pay attention to all the student which lead to good classroom performance. \Albert Bandura (1977) proposed a social learning theory which argued that learning experiences of two types are of special importance in the influencing moral behaviour and thus learning.

Direct tuition: This is based on being reward or re-in forced for behaving in certain ways, and being punished for behaving in the other way.

Observational learning: Moral behaviour can be learned by observing other people being rewarded or punished for having in certain ways, and then imitating rewarded behaviour.

According to bandura social learning theory, it is assumed that an individual's behaviour in any situation is determined by the rewards and punishment their received or see others receive. Other children move in the direction of self-regulation, in which they rearward themselves for meeting internal standards of behaviour and experience a sense of failure if they do not meet those standards.

Albert Bandura suggested that there are four steps in the modelling process

Attention: If you are going to learn anything, you have to be paying attention. Certain characteristics of the model influence attention. If the model is attractive or prestigious or appears to be particularly competent, you will pay more attention: and if the model seems more like yourself, you pay more attention, parents, peers and the media are obvious model that command attention.

Retention: It is obvious that the model must be remembered and recalled. This stage requires reference to cognitive processes.

Reproduction: You may observe someone telling a joke well but that doesn't mean you can imitate it. Imitation requires personal skills. And interesting feature of imitation is

that just imagining oneself doing the activity can improved performance e.g., Footballers and athletes improved their own performance through imagination and direct practice.

Motivation: Finally, you need to be motivated to perform the action which depend on direct and indirect reinforcement and punishment. The first part of the equation is that you observe a behaviour (observational learning) but after that the likelihood you will repeat it is related to vicarious reinforcement or punishment.

The implication of Bandura Theory

Many animals unlike human beings according to the social learning theory of Albert Bandura live in group of two or more conspecifies, Group living promote and facilitates social learning for two reasons, First its offered the opportunity to learnt by observation and observing the behaviour of others and imitating any behaviour that appear to be desirable, The fact that it may appear to be desirable is called vicarcious reinforcement and is implicated in this study that learning takes place by observation, imitation and the fact that students learnt together and interact makes it important and improve changes in behaviour of graduates and their experiences i e one graduate receives reinforcement indirectly by observing what happens to another graduate, Secondly, group living which is preach by this theory presents many situations that require problems to be solved to ensure that individuals survive long enough to reproduce, For example an individual or graduate has to be aware of the interrelationships within the group need to cooperate with other group members in foraging and so on, Such social problems present greater challenges than many environmental problems, Albert Bandura social learning theory has a powerful implication for this our study which is talking about curriculum quality and graduates' employability and civism; That for learning to take place they must be a good suitable environment and reinforcement, imitation, retention etc. the graduates are able to study using this theory to come out powerfully. He led in proposing that the S-Psychologist are more flexible and allowing for conscious control of one's own behaviour when this is done in line following the theory then curriculum will influence or affect performance and thus employability of graduate.

Bandura (1963) insist that much of our behaviour takes place in the absence of any kind of reinforcement. The child Bandura claims has innate propensity for copying the behaviour of others. Even when receives no reward for doing so. The student does not require a specific reinforcement learning something, social learning can only occur by

exposure to environmental stimuli through imitation. The student for example, first imitates and the imitation is noted by the parents and praise comes later. This makes the whole cycle of behaviour and praise set up (Bandura, 1963). must learning takes place by imitation. He shares the view that learning principals are sufficient to explain and predict behaviour and behaviour change. They held the premise that behaviour is learned and personality can be explained in terms of the cumulative effects of a series of learning experiences in the environment.

Bandura, and Walters (1963) argued that most fundamental and significant principle of social learning is the principle of reinforcement through vicarious learning. Most of our behaviour in social situations is acquired through the principle of reinforcement in such situations where a person observes the action of another person who is reinforced or punish of the action and tries to exhibit the same type of behaviour. They introduced an important type of reinforcement known as vicarious reinforcement which refers to the modification of an observer's behaviour by reinforcement administered to the model which is being observed.

Significance of the Theory to the Study

Bandura's social learning theory is very vital in this study because the scope of response acquired through reinforcement is unlimited and explains how aggressive behaviour can be acquiring. It equally approaches the explanation of human behaviour in terms of continuous reciprocal inter action between cognitive behavioural and environmental determinants Tanyi (2016-p.165). With this process of reciprocal determinism lies an opportunity for graduate to influence destiny, employability, jobs and excel in life. This makes this theme influential by the bandura social learning theory and says that the nature of observational learning is governed by some interrelated meditational mechanisms.

- Attentional processes
- Retention processes
- Moto reproduction processes

Which are all in line to improve performance and will by so doing influence curriculum quality and graduate employability.

The Cognitive Theory of Jerome Seymour Brunner.

Bruner was a great psychologist who had written and published many books widely and offered an alternative in the form of an interactionism or social integrationist in the form of development,, According to his understanding of learning, he proposed the spiral curriculum, a teaching approach in which each subject area is revisited at intervals at a more sophisticated level each time ,To him subjects should be created with interest in order to stimulate, attract and relate to the daily experiences of learners so that they should be interested in learning such that learning should highly be participatory rather than passive, This theory stress that learning is meaningful and the teacher is there to promote meaningful learning. Thus, stressed on readiness to learn. The theory has two main contributions to learning.

- The theory of instruction
- The theory of discovery learning.

The theory of instruction

According to J. Brunner, the goal of teaching is to promote a general understanding of the structure of the subject matter when learning is concerned. Learners have to understand the subject matter and the technique used and the relationship of concepts. The theory of instruction is based on how learning is descriptive. It describes what happened or has to happen during learning. The theory is prescriptive as it prescribes or tell the instructor what to do in preparing for instruction in order to promote meaningful learning. The theory of Jerome Brunner is based on four major principles: structure, sequence, motivation and reinforcement.

Structure: Jerome Brunner holds that any subject can be taught to anybody provided it is well organized. This approach should be a practical one. According to him the structure of any subject can be grouped in three ways:

The method of presentation: This begins from the known to the unknown, simple to complete. When teaching as a good teacher, you need to consider the cognitive level of

learners and present the material equal to their level. This will equally help the instructor to choose the right method of teaching.

Sequence: Sequence is simply referred to the orderly presentation of material. This carries the teaching from concrete to abstract, known to the unknown and simple to complex. The principle of sequence influence understanding, change in behaviour, and bring for it a long-life memory not forgetting what was taught in class and brings about perfect proactive upon graduation and remain in the memory.

Motivation: Motivation is the process of arousing movement in an organism. It energizes and directs behaviour towards the achievement of a particular goal. It involves conditions which predesigns the individual to learn. Brunner stresses on intrinsic motivation whereby, the teacher need to create situations for learners to develop insight. Intrinsic motivation is more lasting since it comes from insight. With this the instructor should be able to arouse curiosity without involving intrinsic motivation. Jerome Brunner says he does not. However extrinsic motivation but says it is good at the beginning but to sustain learning it should however be intrinsic.

Reinforcement: Re-enforcement here mean feedback. The instructor has to give back timely feedback to the learners as knowledge of their performance to encourage learners. For example, a test given the scripts should be corrected faster and handed back to learners to see their performance and find ways of correcting before next test.

Discovery learning: Brunner argued that facts and relationship discovered by the learner throughout their own exploration are more useful and easily remembered than those the learner just memorizes. The instructor should make sure he provided the appropriate conditions which will lead to discovery. This will promote creativity and originality, self-confidence and thus positive self – concept in the learner.

Implication of the theory.

The Jerome Brunner cognitive theory has a very important role to play in this study. To begin with, the theory says that learning can become effective if individual can only learn the essence of the culture in which they live and children can be motivated intrinsically, learning process can be facilitated by the structure of the discipline and that discovery and spiral curriculum would enhance meaningful activities. The concept of discovery learning implies that students construct their own knowledge to be active participants of their own learning.

For Brunner, the purpose of education is not to impart knowledge, but instead to facilitate learners thinking and problem-solving skills which can be transferred to a range of situations. He brought in a structure of discipline and discovery learning, he thinks that academic discipline has a tendency to arouse curiosity in human beings in general and children in particular. While learning should be highly participatory rather than passive, teachers should be able to teach subjects according to structure of the academic discipline which are the essence and reflection of accumulated human curiosity. Brunner (1961) proposes that learners construct their own knowledge and to do this, is by organizing and categorizing information using a coding system. He believed that the most effective way to develop a coding system is to discover it rather than being told about it by someone else. And finally, he sought to develop a complete curriculum for the educational system that will meet the needs of students in three main areas a course for study.

Signification of the theory to the study

Research in education has firmly established that Jerome Brunner cognitive theory is at the helm of the interactionism approach to language development and others, exploring such theme as the acquisition of communicative intents and the role of parental input and scaffolding behaviour of learners. The author of the theory also wrote a book entitled “the process of education” that is based on “knowing how something is put together is worth a thousand facts about it”. He sought to develop a complete curriculum for the educational system that would meet the needs of student. One of the importance of this theory is that the author had a profound effect on education and studied a lot in the field to impacts lives. He is

not merely one of the foremost educational thinkers of the era but an inspired learner and teacher. His infectious curiosity inspires all who are not completely jaded.

Other significance of this theory to this study is that it makes teaching highly participatory, facilitated by the structure of the various discipline with discovery and spiral curriculum to enhance meaningful activities like practical, moral internship and others. All this in a bit to foster understanding and skills needed to promote employability of graduates and the student's population at large.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter treats research methodology and it's aimed at describing the instrument used to collect information for the study. It is divided in to the following subheadings. Research design, population of the study, target population, research population sample and sampling techniques, validation of instrument, method of data collection and method of data analysis.

Methodology can be defined as science which study the principles of method and procedures of scientific investigation. According to Salla (1982) research methodology is the systematic scientific investigation in the pursuit of knowledge in any field of research while methodology according to Growzit (2000) is a science of methods.

Research plays an important role in developing new technologies that can be the bases for economic development, improve quality of life, and reduce environmental impacts Nworgu (1991). In a country like Cameroon, there have been accelerated efforts to transform teaching-oriented higher education institutions into a research-intensive higher institution [universities] that can contribute to social development through the generation of new knowledge Amin (2005). Murray (2003) supported that there have also been parallel efforts to use internationalization to enrich both education and research. However, Fatterman (1991) says that the efforts of research reforms on the employability of university graduates is unclear. In this work, the influence of curriculum quality attributes on graduates' employability is investigated.

Philosophical background and justifications

Research philosophy is about gathering, analysing, and using data for a well-defined phenomenon. It illustrates on how the development of knowledge and the nature of that knowledge is viewed by different opinions namely; Ontology, Epistemology, Axiology, and Methodology. 'Epistemology' which is what is known to be true, unlike 'Doxology' which is what is believed to be true, encompasses various research approach philosophies. The most important aspect of philosophy is that it aids the researcher to understand the key terms in a way to apply research in practice.

The dilemma for the research to use an interpretive approach (ideographic methodology) of French philosopher August Comte, which involves the use of narrative informal language and the first-person pronoun or on the other hand, a positivist approach (nomothetic methodology) implying that the researcher makes use of formal language reported in the third person pronoun Yilimaz, (2013Positivist thinkers practice scientific methods as well as systematize knowledge generation processes with the help of metrology in order to improve precision in parameter descriptions and also the relationship between them. Positivism is concerned with finding truth and displaying it empirically Henning, Van Rensburg and Smit, (2004).

According to Walsham (1995), the positivist position sustains that scientific knowledge comprises of facts, whereas its ontology regards reality as being independent of social construction. If research study pertains to a stable reality, the researcher can after that embrace an 'objectivist' perspective: a realist ontology-- belief in a real, objective-world - and also separated epistemological stance grounded on the idea that people's perceptions and also declarations are right or wrong, true or false, an idea based upon a perception of knowledge as genuine, real and acquirable; a technique that depends on control and also manipulation of reality can hence be executed Antwi & Hamza, (2015). The preceding piece of approach highlights the philosophical choice for this study.

Ontology

The SAGE Online Thesaurus of Social Study Techniques (2006) defined ontology to be a concept concerned with the presence of, and also the connection between, different elements of the society such as social actors, social norms, as well as social structures. Snape and also Spencer (2003) also defined ontology as the study of the world's nature and also what we can understand or know about it. Thus, when one asks about a concept’s meaning, one is asking about the nature of reality. When scholars debate the meaning of a concept, they are arguing the substance of the empirical world Goertz & Mahoney, (2012). The primary topic of ontology is whether social entities should be considered as objective or subjective. Thus, objectivism (or positivism) and subjectivism are two important features of ontology.

The positivist ontology holds that the world is external Carson, Gilmore, Perry, & Gronhaug, (2001) and that any study occurrence or scenario, independent of the researcher's perspective or view, has a single objective reality Ozanne & Hudson, (1988) As a result, they use a structured and controlled approach to conducting research by determining a clear research topic, formulating proper hypotheses, and employing proper research methods Churchill, (1996).

Subjectivism ontology, also known as interpretivism or social constructivism, is a philosophical school of thought that maintains that the researcher and the societal phenomenon under investigation are inextricably linked and dependent on one another Ozanne & Hudson, (1988) Because of the complexity, plurality, and unpredictability character of what is perceived as reality, the interpretivist researcher assumes that prior knowledge of the research setting is insufficient in constructing a set research design Ozanne & Hudson, (1988)

In this study, objectivism is adopted. The ideal method for examining reality will be discussed as the study unfolds. Therefore, consistent with this ontological assumption, the study seeks to generate and test a model to assess the impact of quality amenities on school productivity.

Epistemology

Epistemology is a science that studies knowledge; it has as prime objective to answer the question of how we know what we claim to know. Epistemology is a general inquiry into the sense of knowledge claims and attributions, into the requirements and conditions for knowledge's possibility, into the essence of reality and justification, and so on Longino (2017). According to Crotty (1998), epistemology is a manner of looking and making sense of the world. It involves knowledge, it also expresses a particular understanding of what this knowledge entails. He goes further to explain that epistemology is interested in the ‘nature’ of knowledge, the possibility of knowledge (what knowledge is possible and can be attempted and what is not), its scope, and legitimacy.

This study adopts the positivist epistemology, which posits that the world is real despite the various views we have of it. The choice for the adoption of this view is because the objectives of this study are being measured using a five Likert scale, quantifiable with

the source of data obtained through close structured questionnaires. The value of this research's anchor is discussed in the next write-up.

Quantitative research, which for the most adopt a positivism approach, employs objectivist epistemological assumptions and reflects a perspective wherein a researcher observes all possible variables and the interactions of those variables in order to describe and explain the cause-effect relationships witnessed Hille (2016). A realist perspective and objectivity are considered fundamental aspects of such knowledge pursuits. The kind of case that the quantitative researcher assumes is subject to higher levels of measurement error is often precisely the kind of case that the qualitative researcher assumes is subject to the least amount of measurement error and vice versa Hiller, (2016). This study, therefore, assumes the positivist epistemology in assessing the impact of quality Curriculum on school productivity in Cameroon.

Axiology

Axiology is the philosophy branch that studies values (Saunders, Lewis and Thornhill),explained that if the researcher desires credibility of results, the role of their values in all the steps taken in the research is very important and the choice of one topic over the other by them reflects their values. It pertains to what the researcher considers as good or bad, right or wrong, and so on. An axiological assessment will deduce if the researcher is objective or if his/her values influence the research outcome. The researcher might also be researching to propose recommendations to better up a situation which he/she considers could be bettered up. Axiology is concerned with assessing the role of a researcher's value(s) on all the phases of the research process Li & Li,(2015).

Axiology therefore concentrates on what the researcher values in research. This is important because the researcher's values affect how he/she conducts research and what they value in the research findings. With a positivism approach as is the case with this research, the research is carried out in a value-free way; the researcher maintains an objective perspective.

Research design

Durkheim (2004:29) defines research design as a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research strategy. MacMillan and Schumacher (2001:166) defined it as a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s). They further indicate that the goal of a sound research design is to provide results that are judged to be credible. Leedy (1997:195) defines research design as a plan for a study, providing the overall framework for collecting data. It is a user guide for the study type of (correlational, descriptive, experimental, semi-experimental, meta-analytic, review) and sub-type (descriptive-longitudinal case study), research question, hypotheses, variables (independent and dependent), experimental design, and, if applicable, data collection methods and a statistical analysis plan. Research design can be quantitative, qualitative or mixed.

A quantitative research design differs from qualitative in that objectivist epistemology uses statistical measures to explain social behaviour (Yilimaz). Also, it believes that the measurement and analysis of variables should be based on already established theories. Therefore, the researcher has to be separate from the research to study reality objectively (Yilimaz).This study opts for a positivist descriptive design approach method for data collection known as the quantitative research design. Details on this research design method are discussed below.

Research strategy

Research Strategy deals with the process of collecting and interpreting data with clear objectives Nworgu (1991). Easterby-Smith, Thorpe, and Jackson (2012) reiterated that research strategy is a general plan as to how the research question set by the researcher should be answered. Yin (1994) goes further to proposed some key research strategies in social sciences, some of which are; surveys, case studies, experiments, and archival analysis.

Survey: The survey (method) strategy consists of a series of information/data gotten through interviews or pre-designed questionnaires and it is quite prominent in social sciences, business and management research. Moreover, it is associated with the deductive research approach Mark, Philip and Adrian, (2009). There are two types of survey research

strategy; the descriptive and the analytic. A descriptive survey research strategy is concerned primarily with addressing the characteristics of a specific population, either at a fixed point in time or at varying times for comparative purposes Canyon (2007). A descriptive survey strategy is mostly used for a census to uncover the numbers, characteristics, amount of a population or, whatever focal point of interest of the study.

Case study: Here, written description of a situation or a problem matter; it presents little group problems or focuses on an issue in particular Rahi (2017). Case studies are preferred when researchers have little control over events.

Experiments: It is geared in testing variables and then observing the impact of one variable with other variables. Similar to this assertion, Malhotra, Agarwal & Peterson (1996) have opined that the experiment strategy is implemented when researchers are examining variables for cause-and-effect relationships.

Archival analysis: This strategy reports incidence and prevalence related to a specific or particular phenomenon Rahi (2017). However, it is challenging to practice this strategy in the research area.

Research Method

Research methods refers to the tools that one use to do research Bless and Achola (1998). These can either be qualitative or quantitative or mixed. Amin (2005) reiterated that research method defers from research design in that it deals with how the researcher obtained data meanwhile, the later ensures the researcher obtains answers to the research questions. Patten, (2012) supported that nevertheless, despite the availability of a couple of research methods over time, the quantitative and qualitative research methods remain the most prominent.

Bell (1987) says qualitative research is a research method that focuses on obtaining data through open-ended and conversational communication. This method is not only about "what" people think but also "why" they think so. Moreover, is implemented for collecting details on a specific topic. Amin (2005) reiterated that this method assumes that the group's feelings are represented by a single person. Also, the person's emotions are as important to interpret, which the quantitative method overlooks; this method is commonly used by the interpretivists Rahi, (2017). Authors like Tashakkori (1999) and Creswell (2004) opine that

the qualitative approach is implemented when the researcher wishes to observe or construe an environment to conceive a theory.

The quantitative methods examine numerical data and often requires the use of statistical tools to analyse data collected, which is used in this research. It is a scientific method, and its basis can be identified in the positivist paradigm Grinnell & Unrau (2010). This method centres on fresh data collection as per the problem from a large population and the analysis of the data; however, it overlooks an individual's emotions and feelings or environmental context. Similarly, others have opined that the quantitative strategy works and relies on the objectivity and measurability of actions and opinions, which help the researcher to describe the data rather than interpret the data Rahi (2017).

Research approach

There are mainly two approaches to research. The first is the inductive approach, which is more abstract in nature and the second is the deductive approach, which is more empirical in nature.

Inductive approach: An inductive approach may be adopted where no established theory exists, and the research is trying to develop a theory Linda et al, (2008). The researcher begins by gathering information that is relevant to the topic concerned an after that, continue to assess the information hence going back to get an aerial perspective of their information, trying to find patterns in the data to yield a theory that can explain those patterns. Consequently, when scientists utilize an inductive technique, they start with a set of observations, then they go from those detailed experiences to a much more basic collection of suggestions pertaining to those experiences. In a resume, the inductive approach is associated with a theoretical statement about how the world works and how they move from information to theory or from the details to the general.

Deductive approach: The deductive approach is also called a confirmatory approach because the research is trying to confirm a theory. The deductive approach is associated with a quantitative method. So therefore, this research work adopted the deductive research approach. The actions previously illustrated for inductive research yet in a reversed order is not left out. The results, start with a social concept that is felt really compelling, then the effects being examined with data; that is, movement from a general perspective to a more certain and precise one. A deductive method to research study is typically associated with a

clinical investigation. The scientific research studies what others have actually done; existing theories are checked out then afterward evaluates theories that arise from those concepts.

The researcher, therefore, opts for the deductive approach of investigation to carry out this study. This is because the research commences from general arguments and theories narrowing down to a specific hypothesis. In order to test the hypothesis, the size of the population must be determined.

Area of study

This study is carried out in the University of Yaoundé one, Faculty of Art and Social sciences (FALSH) The choice of this area was because Yaounde being the political capital of Cameroon, host the mother university of Yaoundé one with many higher institutions of learning spreading around the capital city and the south region where other schools of FALSH are found, the two towns are hospitable, host nearly all the ethnic groups or tribes in Cameroon. The two cities of Yaounde and Ebolowa are equally made up of many industries, parents who are either farmers or hackers, public service workers, buyamsellam and bike riders or taximen. There are amongst the highest interactive centres or cities in Cameroon with much population. There are also many private, public and professional schools in these cities. There exist all the classes of people in these cities,

Population of the study

Nkom (2004) define population as the total number of people who live in an area, region, city, village or country. However, in research the word population is used in a more generalized sense. Luma (1993) supported that it Is all the members of a group be it human beings, animals, trees, objects event of a well define group giving some observable characteristics that researchers wish to study. According to Tamukong (1998) population of study refers to all member s of the group concerned. Bell (1987) reiterated that it is equally a universal term from which a sample is drawn and a group that has specific characteristics. In the same vaine, Kanla (2000) define population as a group of people living together within a particular geographical location with common characteristics.

The population for this study is all the unemployed graduates from FLASH, university of Yaoundé one. Living in Mfoundi division Yaounde and Mvilla division Ebolowa

Target population

Massimo (2016) says targeted population consist of all the subjects or individuals on whom the researcher wants to apply the result of this research. Mark and Gilbert (2011) supported that it is defined at the level of region, division and subdivision. According to Amin (2005) the target population, is the population to which researcher ultimately want to generalize the results. Posner (1992) added that targeted population is sometimes called parent population.

For this study the target population consist of all the unemployed graduates of FALSH of the university of Yaounde one residence in Yaoundé precisely Mfoundi division and Ebolowa town, precisely Mvilla Division. estimated at 400

Accessible population

Accessible population also called sample population is the one which the researcher was able to gain access to Nworgu (1991). Gargne and Briggs (1992) reiterated that accessible population is the population from which the sample is actually drawn. Sample results should in fact be generalized to sample population. For this study, the accessible population consist of students in FALSH who are not yet employed and resident in Yaounde and Ebolowa.

Sample technique

Orthanel (1990) Sampling technique is a technical / technique which permit the extraction of portion of the population to make a sample. Amin (2005) reiterated; a sample is a portion of the population whose results can be generalized to that of the entire population. Together population needed, a list of graduates from FLASH University of Yaounde I were obtained. This list helped the researcher with a range of graduates to work with which included all the schools in FLASH.

The student was selected by using the stratified sampling technique. Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subject proportionally from the different strata. It is important to note that the strata must beknown-overlapping. Having overlapping subgroups with grant some individuals higher chances of

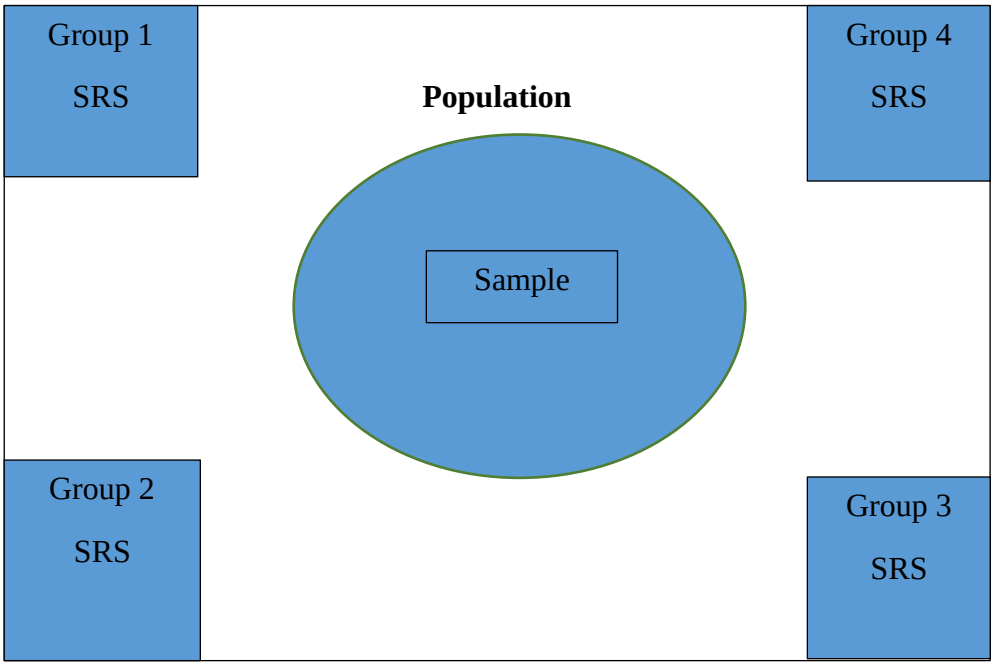
being as subjects. This completely neglect the concept of stratified sampling as a type of probability sampling. Equally important is the fact that the researcher must use simple probability sampling within a different stratum. Generally, the most common strata used in stratified sampling are age, status, religion or nationality.

Using the stratified sampling technique, as a researcher, you have a higher statistical precision compared to simple random sampling. This is because the variability within the subgroups is lower compared to the variations when dealing with entire population and because this technique has higher statistical precision, it also means that it requires a small sample size which can save a lot of time, money and effort of the researchers. The names of the graduates were written on slips of papers and put into different respective boxes. This activity was carried out by the researcher. To confirm the choice of these graduates, the graduates were visited by the researcher and note, was taken of the status and learning facilities available. This was to make sure that the number of graduates will be within a certain proportion that could be used as a representative population.

Data for this research was collected from elements making up the sample. In this study, the stratified random sampling method was used to extract the sample.

Stratified sampling is a method of sampling from a population, which can be portioned into sub-population.

Figure 3: Stratified random sampling



Sampling example

In statistical surveys, when sub-population within an overall population vary, it could be advantageous to sample each sub-population (stratum) independently. Stratification is the process of dividing members of the population into homogeneous subgroups before sampling Dewey (1993). Diablo and Lucide (2008) supported and that the strata should define the partition of the population. That is, it should be collective exhaustive and mutually exclusive. Pinar (2013) added and says that every element in the population must be assigned into one and only one stratum and the sample random sampling is applied within each stratum. The objective is to improve the precision of the sample by reducing sample errors. It can produce a weight demean that has less variability than the arithmetic means of a sample random sample of the population

In computational statistics, stratified sampling is a method of variance reduction in when Monte Carlo methods are used to estimate population statistics from a known population.

Sample size

This is the representative fraction of the accessible population on which the researcher carries out his research. It is also looked at as a portion of the population whose results can be generalized to the entire population. Here most oral the characteristics of the population is represented in the sample selected Amin, (2005). The sample size of this study was made up of 379 respondent who are unemployed graduates from FALSH University of Yaounde one. This number according to Krejci and Morgan (1970) table for determining sample size for a given population for easy research.

Instrumentation

Seaman (1991) holds that data collection instrument denotes devices used in collecting data. The main instrument of data collection used in this study is the questionnaire. A questionnaire is a list of questions in which the respondent will have to answer by the use of a tick (V) Hunkins (2009). Amin (2005) reiterated that it is a precise objective and constructed on the basic of indicators modalities and variables of the study. The questionnaire consists of two main parts, the preamble and the questions.

On the part of the preamble, we introduced the subject of our research and also pleaded for the graduates' sincerity and their participation. The questions in the questionnaire are in number. We asked direct questions to permit the orientation of the reader to easily analyze.

Validation and reliability of instrument

For an instrument to be term valid it must be reliable. This means that an instrument should be able to measure what it is intended to measure Clegg et al (2014) says. Validity and reliability are two concepts of measurement that are used together especially in research. Johnson (2004) supported that validity is also known as truthfulness.

Validity

Validity is defined as the extent to which an instrument measures what it is intended to measure Fatterman (1991). Amin (2005) refers to validity as the ability to produce finding that are in agreement with the theoretical and conceptual values, that is to produce accurate results and to measure what it is supposed to measure. In addition, Mbao (2003) refers to validity as the accuracy with which an instrument measures what it intends to measure.

The supervisor of this work cheeked the questionnaire to ensure that the instrument is appropriate for the collection of relevant data. He made corrections and approved the instrument as being good for administration

Face validity

Face validity describe the physical presentation of the research instrument in which the research after constructing the questionnaire hand sit to the supervisor for validation Brahima and Lewis (2001). In the case of questionnaire face validity to identification of respondents and questions from independent variable, dependent variable. This is done and confirmed that instrument is valid since the presentation started from the identification to questions from the independent to dependent variable.

Content validity

Slattery (2006) says Content validity explains the questions posed to respondent tie with the objectives research. Bless and Achola (1998) reiterated that to ensure content validity of an instrument, the researcher after constructing the questionnaire, hands it to the supervisor to check and verify it if the correspond to the objectives. The supervisor checked the questionnaire and confirmed that the content is valid. The content validity index of Cronbach' salpha, statistical tool was used. The calculated value stood at (.968) greater than (.7) the predetermined value. This confirmed that the content was valid.

Pre-test

This is known as internal validity and it involves asking questions to respondent who are part of the population but not part of the sample. So, the researcher asked questions to some final year students of some professional schools in Mfoundi division who were not part of the sample.

Reliability

Ali and Graham (1996) says reliability is the consistency in which an instrument measures the same items under the same conditions that is the consistency of an instrument to measure what it is intended to measure overtime and under the same conditions. When it gives the results, then it is said to be reliable. The Cronbach's alpha, a statistical value calculated stood at (.982) greater than (.7) the predetermined value. This also confirmed that the instrument is reliable.

Table 2: Processing summary

		N	%
Case	Valid	20	100
Excluded	0	0	0
Total	20	20	100

Reliability statistics

Reliability statistics Cronbach's Alpha

No. of items 0.98228

List wise deletion based on all variables in the procedure. Therefore, the reliability is 0.982. This implies that there is an excellent reliability.

Reliability of the instrument

The questionnaire was first administered to some university graduates and professional student who were not part of the sample. This group is not of the sample. This is the test-retest reliability. After four weeks the same instrument was administered and responses were consistent, thereby confirming the reliability of instrument.

Construction of research instrument

This explains how the question were structured according to subtopics. The questions followed the following structure; curriculum implementation, curriculum aims, goals and objectives, curriculum content, curriculum resources, evaluation criteria and employability.

Method of data analysis

This section describes the means through data collected and analysed in terms of inferential statistic. Data was analysed using the statistical product for service solution (SPSS) and presented in tables. Data will be analysed using the descriptive and inferential statistics. This data shall be analysed using correlation which according to Brad (1999) verifies the extent to which the variables are interrelated. Lockeed et al (1991) supported that with correlation data collected is used to verify if there is a relationship between two or more variables.

The relationship can now be used to make predictions. The statistical package for social science (SPSS) version23.0 was used for analyses and both the inferential and descriptive statistics were used to analyses data collected from the field with the use of questionnaire. The descriptive statistics was applied using tables and charts while the inferential statistics used is the spearman rank correlation index to test the hypotheses. The description resulted to frequencies and percentages while the inferential data determined correlation magnitude of relationship between the quality of curriculum and employability of graduates.

Statistical procedures used

To measure the correlation between the two variables, the alpha and the standard error margin, the Spearman rank correlation index was used. The formula is described as:

Spearman Correlation is expressed as:

$$yz = 1 - \frac{6 \Sigma D^2}{n(n^{2-1})}$$

Where:

Ɛ=sum

D is the difference between the ranks of X and the corresponding of Y

N the number of X and the corresponding ranks of Y

Table 3: Correlation value and interpretation

Correlation value	**Interpretation**
00	No relationship
0.01-0.19	Very low
0.2-0.39	Low
0.40-0.59	Moderate
0.6-0.79	High
0.8-0.99	Very high

Source: Adapted from Chaffi Ivan, 2018

Data collection is discussed and study application process. There was a pre-test and the administration of the questionnaire to the sample. The pre-test was done by administering the questionnaire to graduates of some professional school who were not part of the sample. When the supervisor checked the instrument and validated, we took them to the University of (FALSH UY I). We presented ourselves to the authorities of the university; presented our research authorization and then they permitted the researcher to work with their students. We also presented ourselves to the students and administered our questionnaire. Some of them answered immediately and gave to the researcher while others asked the researcher to come and collect them the next day. It was administered to the final year students who were soon going to graduate.

Sources of data collection

According to Tchombe (1997) sources of data are those things that helped the researcher to gather relevant information. Burgess (1993) supported. Sources of data collection are always discussed under two main topics. We have the primary sources and the secondary sources.

Primary sources

The primary sources of data collection for this work describe the means through which first-hand information was being collected through the use of questionnaire.

Questionnaire

According to Birt and Scott (2016) a questionnaire is define as a list of questions that are answered by the respondent who are of interest. Bonwell (1991) reiterate it help other researcher where information gathered can lead to solution of a search problem. There are two types of questions. The open-ended question which gives room for, explanation and close ended questions which do not need any explanation. According to Amin (2005) a questionnaire is "a carefully designed instrument for collection of data in accordance with the specification their search questions and hypothesis. It consists of a set of questions to which the subject responds in writing'. The open-ended for interview and respondents were cautioned to be brief.

Secondary sources

Vollmer and Hackenberg (2001) secondary sources of data collection describe other instrument of data collection like documents, books, fliers, handouts the internet, and the information from people of these the researcher of this project in this case made great use of books and the internet.

Internet

The researcher gathered information on curriculum quality implementation and graduate employability through Google bimonopole scholar.

Textbooks

The researcher collected information from textbooks, class notes and thesis that had information related to his work.

Variable of the study

Variable according to Kuma (2011) is "an image, or concept that is capable of measurement hence capable of taking different values". Bishop and Verleger (2013) goes further to say that a concept can be measured as a variable. Also, Kerlinger in Kuma (2011) say a variable is a property that takes different values, a variable is something that varies.

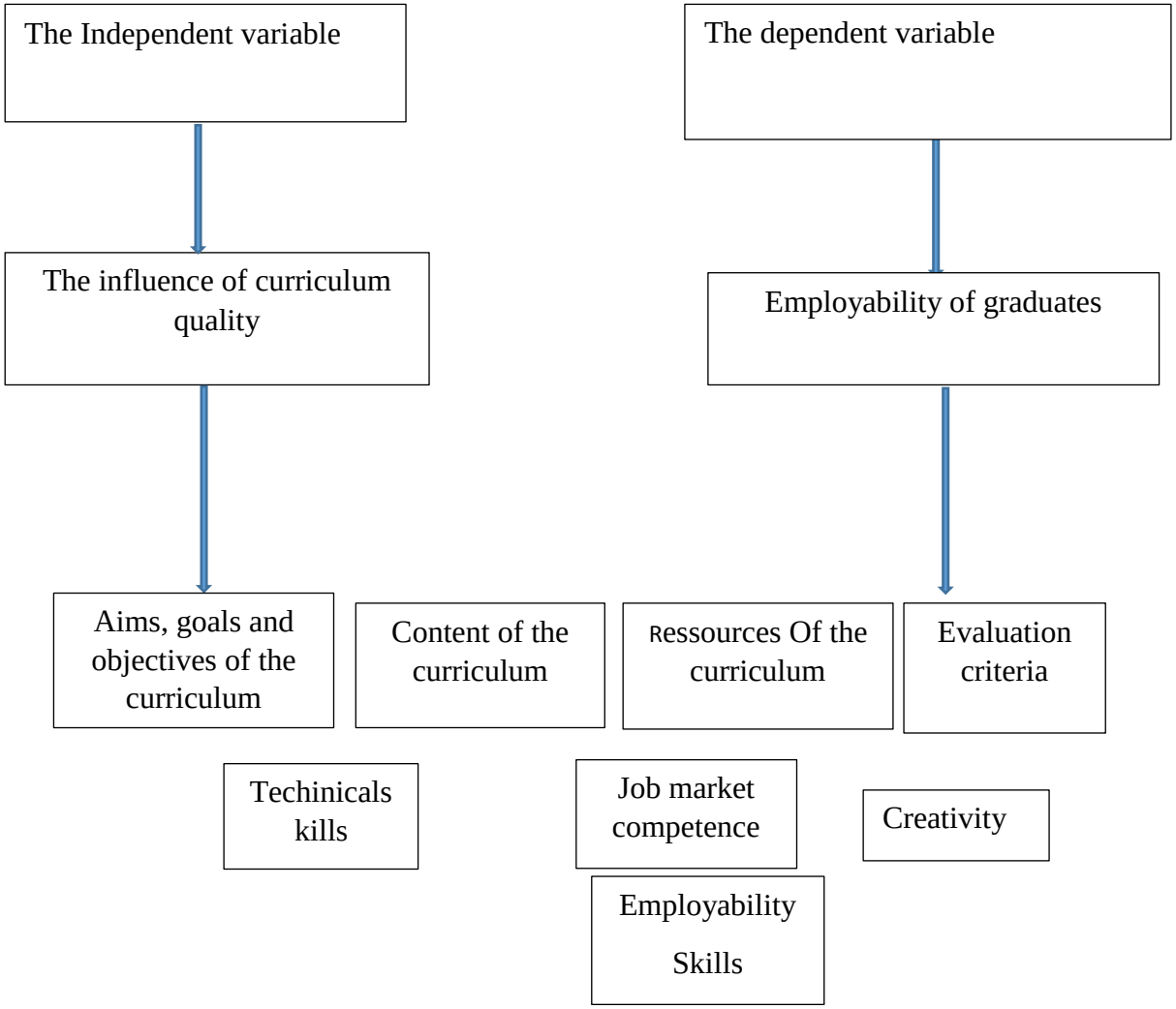
Independent variables

Mboa (2003) urges that an independent variable refers to that a factor that provokes or causes an event. In this light the independent variable of this study is: Curriculum quality. The independent variable of a study is the presumed cause of a phenomenon and also, known as the predictor Mboa (2003). The independent variable of this study is '' influence of curriculum quality''. It is presumed that; this variable has an effect on the dependent variable which is employability of graduates. The indicators are: curriculum aims, goal and objectives, content, resources of the curriculum and evaluation criteria.

Dependent variable

Dependent variables are the characteristics that are being studied when statements of hypotheses are made Mboa (2003). The dependent variable in this study is employability of graduates' students

The variables and main indicators of the study



THE RECAPITULATIVE TABLE OF THE HYPOTHESES, VARIABLES, INDICATORS, MODALITIES, MEASUREMENT SCALE AND STATISTICAL TEST

The General Hypothesis	The research hypotheses	The independent variable	The indicators	The modalities	The dependent variable	The indicators	The modalities	Statistical test	Theme amusement scale
Hao: there is a significant relationship between curriculum quality and graduates' employability	**Ha1:** there exists a significant relationship between curriculum aims, goals And graduates' employability	Curriculum quality	Aims, goals and objectives	Training for career Gain lifelong skills Gain general knowledge of self-discipline Breadth and depth of technical background	Graduates' employability	Employability skills Human skills And know how -team spirit	--Work experience interpersonal relations -respect of hierarchy interaction initiative	Spear man rank correlation	Ordinal

	Ha2: Thereisarelationshipbetweencurriculumqualityandgraduates'employability	Content of curriculum	-flexibility of course content -course contents job market reflection -skill-based content	-job oriented -global basic skills	Ordinal	Spear man rank correlation
	Ha3: thereisarelationshipbetweencurriculumresourcesandgraduates'employability	Resources of the curriculum	-human resources -financial resources -material resources/implementer	-Administrative staff -teaching staff -auxiliary staff-equipment –libraries -infrastructures -good conditions of staff	Ordinal	Spear man rank correlation
	Ha4: evaluation criteria have an impact on graduates' employability	-Evaluation criteria	-training initial training–in-service training -national and international seminar -work experience -experience -teacher development		Ordinal	Spear man rank correlation

According to Amin (2005), he seeks to explain that, the variable of a study, is the primary interest of the researcher in research and try to understand, describe, and explain variability. In this study the independent variables the curriculum quality and the dependent variable is employability of university graduates.

Ethnical consideration

The issue of ethics is very important in research Birt and Scott (2016) says. The researcher has to ensure ethnical requirements in the study such as confidentiality, anonymity, voluntary informed content, before administering the Graduates' and Ruth (1990) reiterated that the respondent in this study should be informed about the purpose of the research, also their consent be sought. They were assured that their response was confidential in order to protect their privacy relating to their identification and they were equally educated on the necessary objectives of the study. Thus, we can say that the ethnics of research were respected in this study as the identity of our respondent were not revealed. The information gathered was treated with a lot of confidentiality and used only for the purpose of research a s promised in the questionnaire. We respect the right of our respondent by seeking their consent first before handing our questionnaire to them.

According to Beilein (1978) in Kuma (2011) 'it is unethical to collect information without the knowledge of the participant and they expressed willingness and informed consent. Respondent were made aware of the types of information we needed from them. We explained to our respondent why we are seeking for the information, how they are expected to participate in the study. We did not give them pressure and made sure our study could not cause them any harm. We did not give willingly. When we collected the information, the identity of our respondents was not disclosed and the information got was used only for the purpose of the research so the information was treated with confidentially and, we also make sure there was no bias and subjectivity in handling all the work all through to the end.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DATA ANALYSIS

This chapter deals with the presentation of findings and data analyses; Here we are going to carry out practical plan exploiting all the types responses given by the findings in the questionnaire. We shall also be informed on frequency tables and verification of research hypothesis. The first part will be for descriptive statistics and the second part will be for analysis of inferential statistics and we shall use the spearman rank correlation in this study.

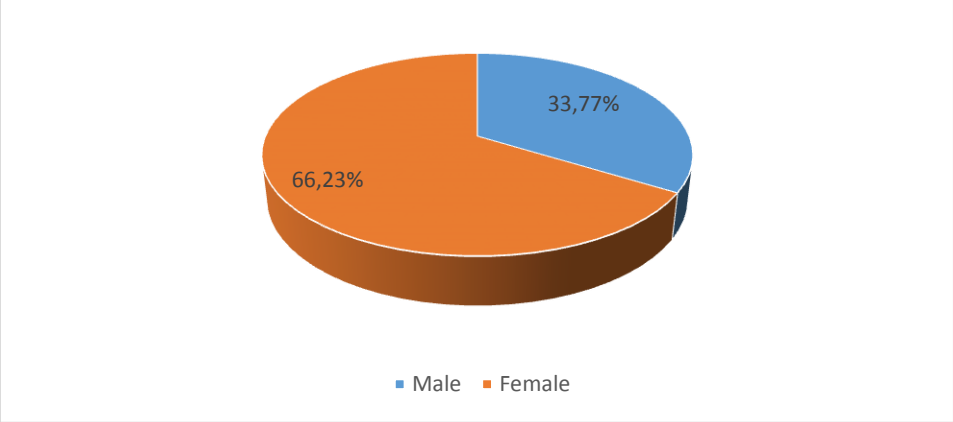
Descriptive statistical analysis

Table 4: SEX: Distribution of respondent according to sex

Modalities	**Frequency**	**Percentage**
Female	251	66.23%
Male	128	33.77%
Total	379	100%

Source: field data (2022)

Figure 4: Representation of respondent according to sex in a pie chart



Source: field data (2022)

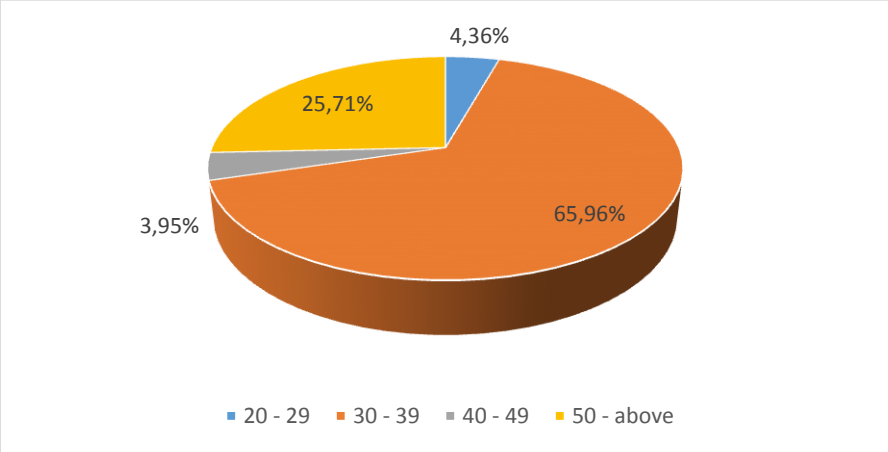
The table above for respondents according to sex indicates that the distribution table had 128 male and 251 female respondents with the percentages of 33.77% and 66.23% respectively. This is a clear indication that more women venture into the fields of education than the men

Table 5: AGE: Distribution of respondents according to age

Modality range	**Frequency**	**Percentage**
20 - 29	16	4.38%
30 -39	250	65.96%
40 49	15	3.95%
50 - above	98	25.71%
Total	379	100%

Source: field data (2022)

Figure 5: Representation of respondents according to age in a pie chart



Source: field data (2022)

The table above shows the distribution of respondent according to age. From it,16 respondents at the age range of 20-29 responded giving a percentage of 4.38%; 250 respondents at the age range of 30-39 responded with the percentage of 65.96% 15 respondent at the age range of 40-49 respondents with the percentage of 3.95% and 98 respondents at the age of 50 and above responded giving a percentage of 25.71%. From this there is an indication that most people arrived master's level at age range of 30-39 years old.

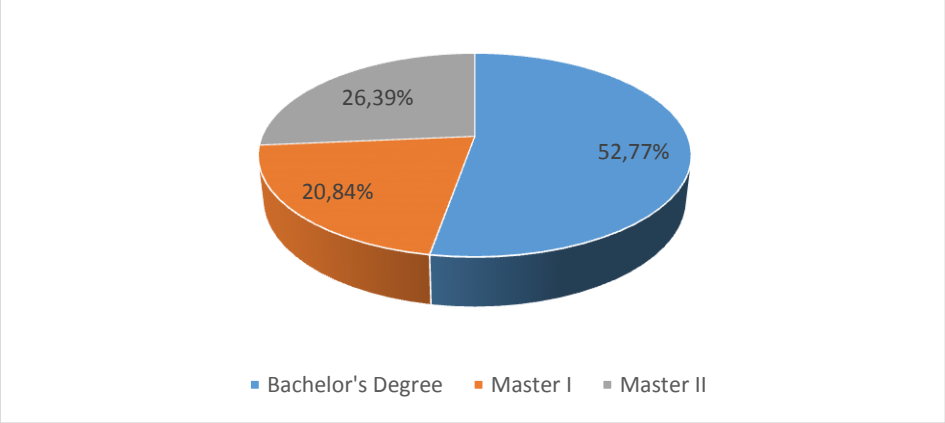
Level of education:

Table 6: Distribution of respondent according to the level of Education

Modalities	**Frequency**	**Percentage**
Bachelor's Degree	200	52.77%
Master I	79	20.84%
Master II	100	26.39%
Total	379	100%

Source: field data (2022)

Figure 6: Representation of respondent according to the level of Education in a pie chart



Source: field data (2022)

The table above shows the distribution of respondent according to level of education. According to it, 200 persons entered with bachelor degree making a percentage of 52.77%, 79 with Master I making a percentage of 20.84% and 100 persons with Master II with a percentage of 26.39%. most likely we can say that there are people from different works of life who wanted to improve their skills, reclassification and appointments at their various work places and improve their welfare, that of their families and societal, economic empowerment.

Analysis of independent variables

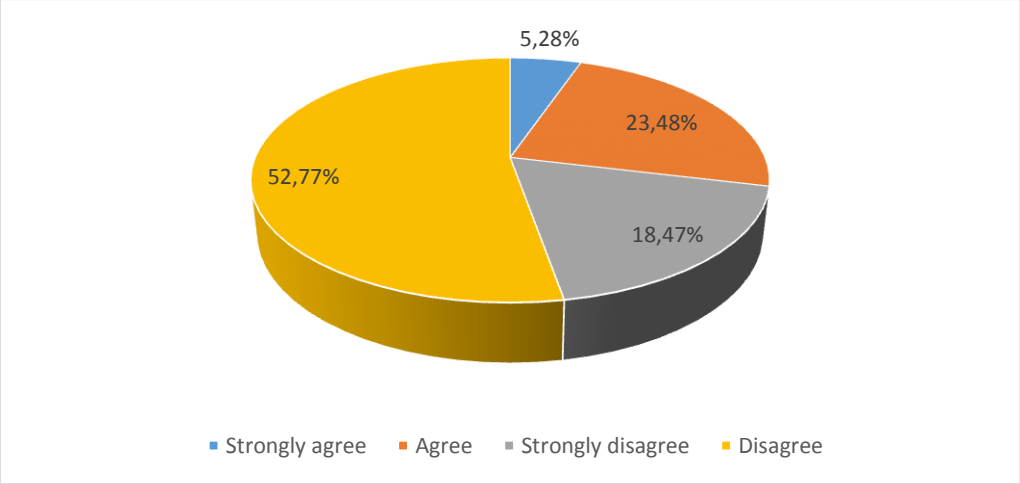
Presentation based on curriculum, aims, goals, objectives and employability of university graduates.

Table 7: Distribution of respondent to objectives communicated before lessons begins**.**

Modalities	Frequency	Percentage
Agree	89	23,48%
Disagree	200	52,77%
Strongly agree	20	5,28%
Strongly disagree	70	18,47%
Total	379	100%

Source: field data (2022)

Figure 7: Representation of respondent to objectives communicated before lessons begins in a pie chart



Source: field data (2022)

The table above shows the distribution of respondent according to objectives communicated before lessons begin. The results show that out of 379 respondents 20 strongly agree with a percentage of 5.28% 70 responded strongly disagree giving a percentage 18.47% and 200 responded disagree with a percentage of 52.77% and 80 respondents agree with 23.48%.

When we look at the results above, we can see that a large portion of the responded disagree that objectives of lessons are communicated before lesson meaning students have little or no ideal of

what and how the lesson is to be and this the objectives of the lessons may not be attained more likely.

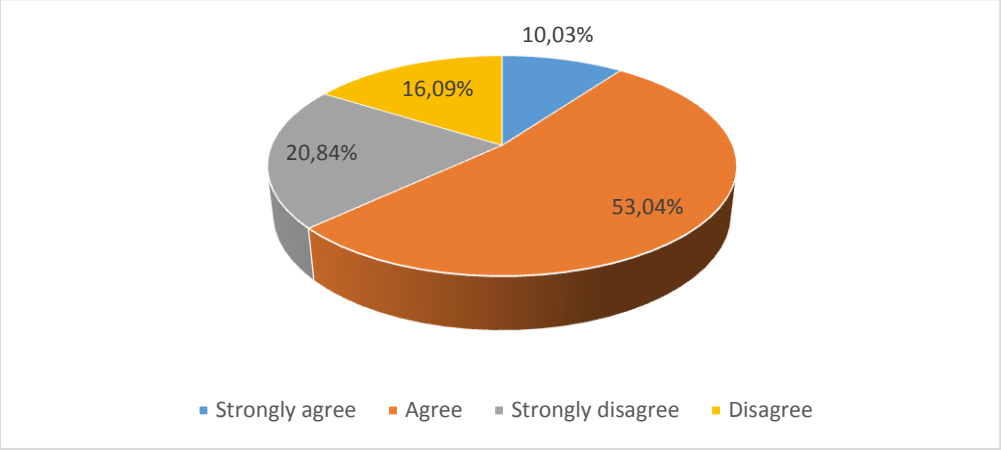
Distribution of respondent according to objectives corresponding to what is done in classroom in practical lessons objectives correspond to what is done in practical lesson.

Table 8: Objectives correspond to what is done in practical lesson**.**

Modalities	**Frequency**	**Percentage**
Agree	201	53,04%
Disagree	61	16,09%
Strongly agree	38	10,03%
Strongly disagree	79	20,84%
Total	379	100%

Source: field data (2022)

Figure 8: Representation of respondent according to objectives corresponding to what is done in classroom in practical lessons objectives correspond to what is done in practical lesson in a pie chart



Source: field data (2022)

The table above shows the distribution of respondents according to objectives corresponding to practical lesson. From the results we can see that out of 379 respondents who responded 38 of them strongly agree with a percentage of 10.03% and 201 of them agree giving a percentage 53.04%, 79 respondents strongly disagree giving a percentage of 20.84% and 61 respondent disagree with a percentage of 16.09%

From the above results, it is clear that the number of respondents agree to the objectives correspond to what is done in practical lesson is higher than others with a total number of 201 respondent giving a total percentage of 53.03%. Therefore, it is clear that objectives correspond to what is done in practical lessons.

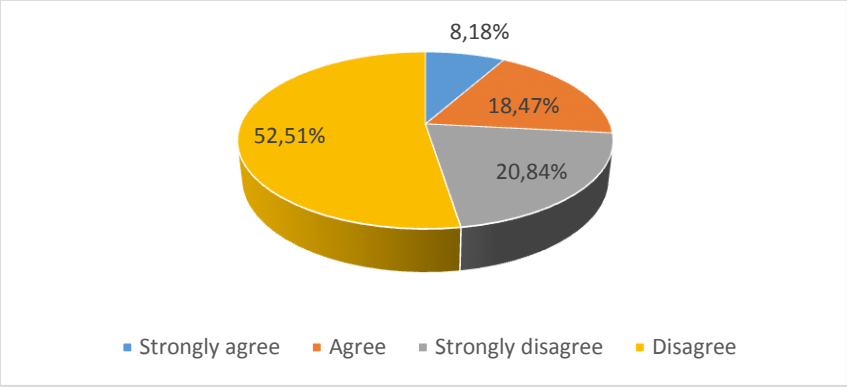
Distribution of respondent according to Evaluation items from the objectives and match with what is needed in the job market.

Table 9: Evaluation item from objectives and match with needs in the job market

Modalities	**Frequency**	**Percentage**
Agree	70	18,47%
Disagree	199	52,51%
Strongly agree	31	8,18%
Strongly disagree	79	20,84%
Total	379	100%

Source: field data (2022)

Figure 9: Representation of respondent according to evaluation criteria in a pie chart



Source: field data (2022)

The table above provides the distribution of respondent according to the evaluation item from the objectives match with what is needed in the job market. The results attest those 31 respondents strongly agree with a percentage of 8.18%, 70 respondents agree with a percentage of 18.47%, 79 respondents strongly disagree giving a percentage of 20.84%, 119 of them disagree with a percentage of 52.51%.

The results tell us that the respondents who denied or disagree that Evaluation item from the objectives match with needs in the job market are more than those that accept the fact.

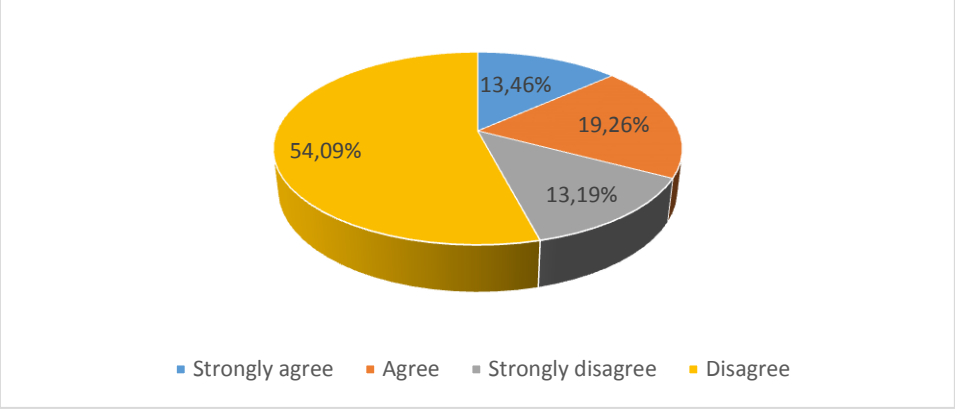
Distribution of respondents according to curriculum objectives, you can compete with other graduates from other universities.

Table 10: From the curriculum objectives, you can compare with other graduates from other Universities.

Modalities	Frequency	Percentage
Agree	73	19,26%
Disagree	205	54,09%
Strongly agree	51	13,46%
Strongly disagree	50	13,19%
Total	379	100%

Source: field data (2022)

Figure 10: Representation of from the curriculum objectives, you can compete with other graduates from other Universities in a pie chart.



Source: field data (2022)

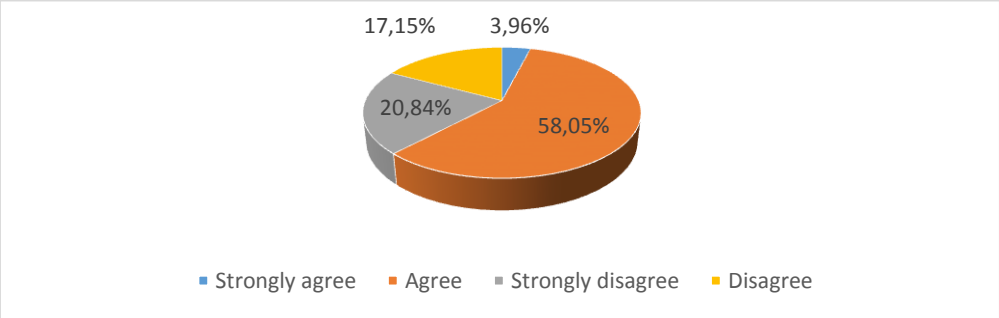
The table above presents the distribution of respondents according to from the curriculum objectives, you can compare with other graduates from other universities out of the 379 respondent, 51 respondents strongly agree with 13.46%. 73 respondents agree with 19.46%, 50 respondents strongly disagree with 13.19% and 205 respondents disagree with 54.09% that from the curriculum objectives you can't compete with other graduates. This is proven from their highest number of respondents denying the fact. Therefore, from the curriculum objectives you can't compete with other graduates from other universities.

Table 11: Distribution of respondents according to the objectives similar to that of other departments.

Modalities	**Frequency**	**Percentage**
Agree	220	58,05%
Disagree	65	17,15%
Strongly agree	15	3,96%
Strongly disagree	79	20,84%
Total	379	100%

Source: field data (2022)

Figure 11: Representation of respondents according to the objectives similar to that of other departments in a pie chart



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Source: field data (2022)

The table above provides the distribution of respondents to are course objectives similar to those of other departments offering the same course. The result shows that 15 respondents strongly agree with 3.96%, 220 of them agree with 58.5%, 79 strongly disagree with 20.84% 65 respondents disagree with a percentage of 17.15%. The result makes us to understand that the

respondent who deny the fact that the course objectives are similar to course objectives of students of other departments offering the same course are more than those who accept that fact.

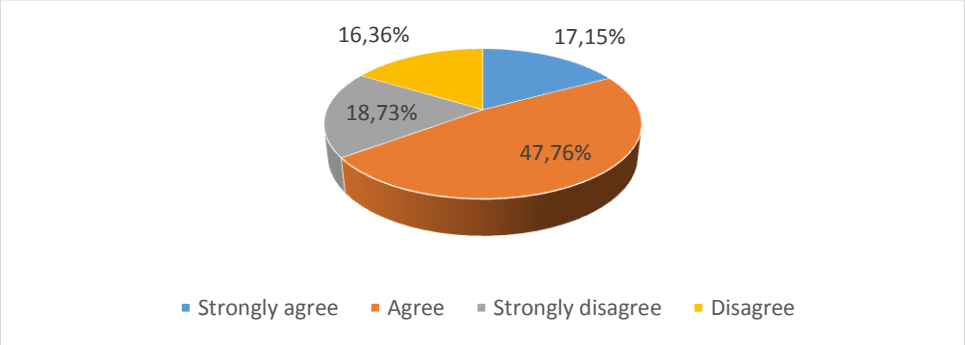
Table 12: Distribution of respondent according to courses corresponding to activities in real life situations.

Modalities	**Frequency**	**Percentage**
Agree	180	47,76%
Disagree	62	16,36%
Strongly agree	65	17,15%
Strongly disagree	71	18,73%
Total	379	100%

Source: field data (2022)

Figure 12: Representation of respondent according to courses corresponding to activities in real life situations in a pie chart.

Source: field data (2022)



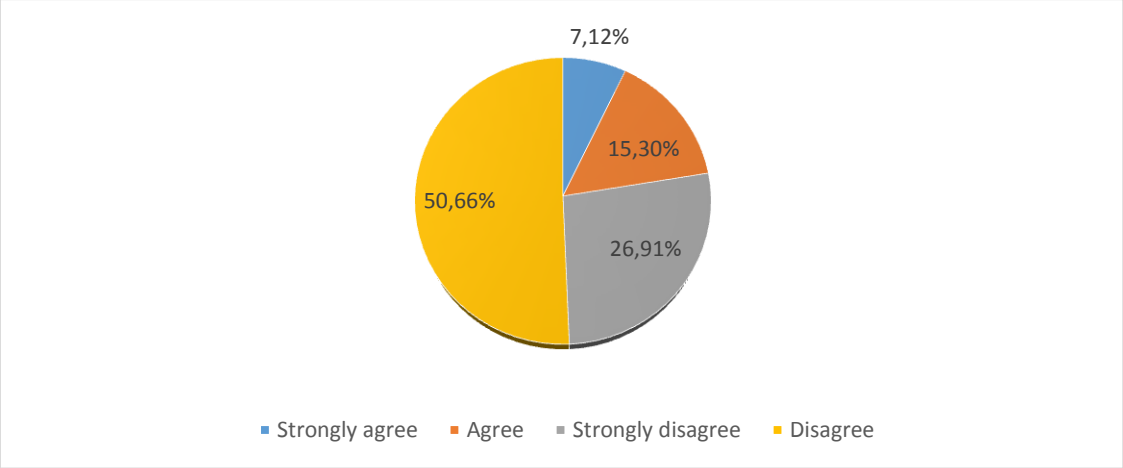
The above table shows the distribution of respondents according to the courses corresponding to the activities of real-life situation. From the table 65 respondent strongly agree with 17.15%, 181 agree with 47.76%, 71 strongly disagree with 18.73%% and 62 responded disagree with 16.36% that courses addresses to activities of real-life situation therefore it is clear that courses t-o real life situation.

Table 13: Distribution of respondents according to the course content is practical in the field.

Modalities	Frequency	Percentage
Agree	58	15,30%
Disagree	192	50,66%
Strongly agree	27	7,12%
Strongly disagree	102	26,91%
Total	379	100%

Source: field data (2022)

Figure 13: Representation of respondents according to the course content is practical in the field in a pie chart



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Source: field data (2022)

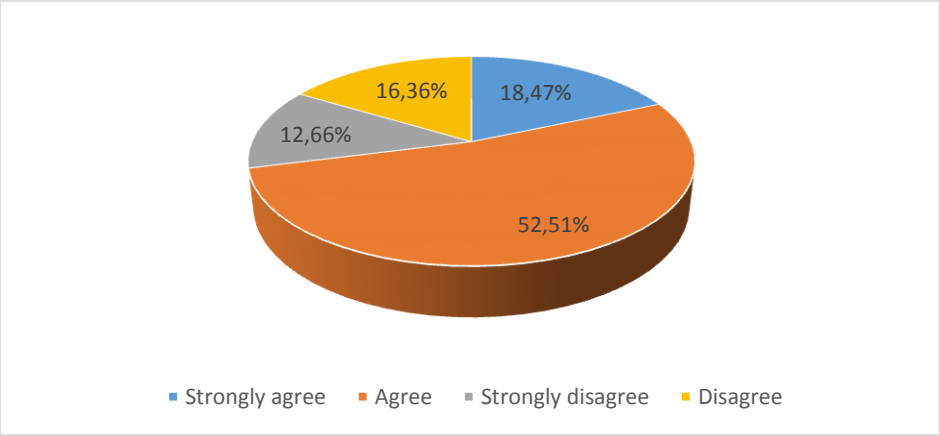
The table above shows that 27 respondents strongly agree that the course content is practical in the field with 7.12%, 58 of them agree with 15.30%, 102 responded strongly disagree with 26.91% and 192 responded with 50.66% disagree that the course content is practical in the field. This proves or shows that a majority of respondents are against that the university course contents are practical in the field.

Table 14: Distribution of respondent according courses being skill based and dominated by practical.

Modalities	Frequency	Percentage
Agree	199	52,51%
Disagree	62	16,36%
Strongly agree	70	18,47%
Strongly disagree	48	12,66%
Total	379	100%

Source: field data (2022)

Figure 14 Representation of respondent according courses being skill based and dominated by practical in a pie chart.



Source: field data (2022)

The table above shows that 70 respondents agree that courses are skill base focused and dominated by practicals with a percentage of 18.47%, 199 agree with a percentage of 52.51%, 48 respondents strongly disagree with a percentage of 12.66% and 62 of them disagree with a percentage of 16.36% that courses are skill base focused and dominated by practical's

From the forgone, we deduced that more respondents disagree that courses are skill base focused and are dominated by practical.

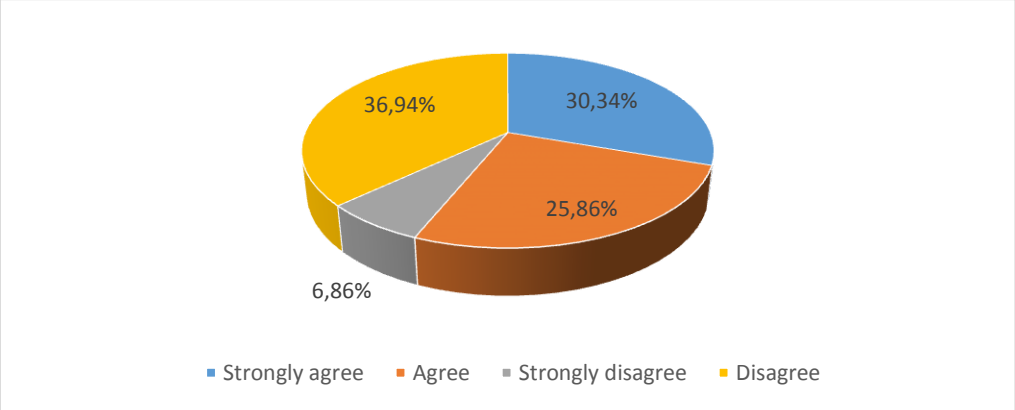
Table 15: Distribution of respondent according to content reflecting employee's expectations.

Modalities	Frequency	Percentage
Agree	98	25,86%
Disagree	140	36,94
Strongly agree	115	30,34
Strongly disagree	26	6,86%
Total	379	100%

Source: field data (2022)

Figure 15: Representation of respondent according to content reflecting employee's expectations in a pie chart**.**

Source: field data (2022)



From the table above 115 respondents strongly agree that course content reflects employee's expectations with 30.34%, 98 of them agree with 25.86%, 26 strongly disagree with6.86% and 140 disagree with36.94% that course content reflect employee's expectations

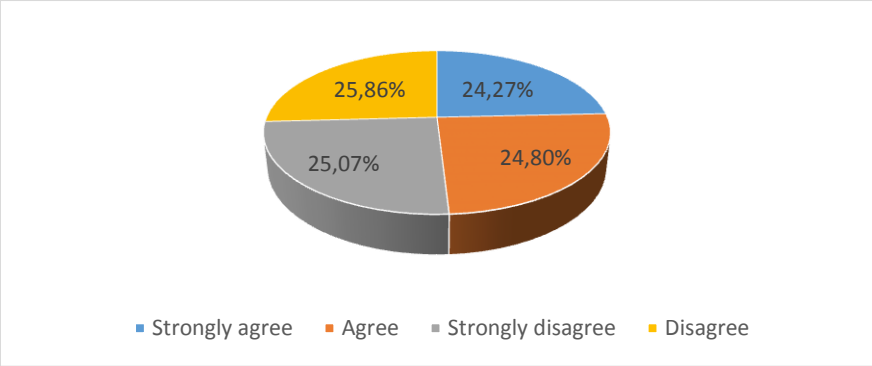
Therefore, from the forgone, course content does not reflect employee's expectations as can be seen with the percentage and number of respondents.

Table 16: Distribution of respondents according to more time is allocated to practical lessons

Modalities	Frequency	Percentage
Agree	94	24.80%
Disagree	98	25.86%
Strongly agree	92	24.27%
Strongly disagree	95	25.07%
Total	379	100%

Source: field data (2022)

Figure 16: Representation of respondents according to more time is allocated to practical lessons in a pie chart



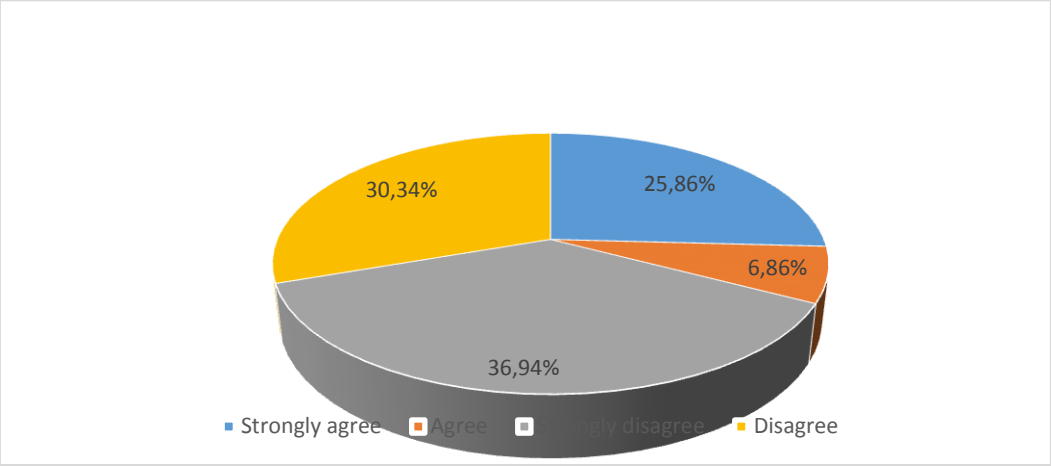
Source: field data (2022)

From the table above we can see the respondents are distributed according to time allocated to practical lessons 92 respondents with 24.27% strongly agree that more time is allocated to practical lessons, 94 respondents agree with 24.80%, 95 respondents with 25.07% strongly disagree and 98 of them disagree with 25.86% that more time is allocated for practical lessons.

Table 17: Distribution of respondents according to all lecturers cover their curriculum**.**

Modalities	**Frequency**	**Percentage**
Agree	26	6,86%
Disagree	115	30,34%
Strongly agree	98	25,86%
Strongly disagree	140	36.94%
Total	379	100%

Figure 17: Representation of respondents according to all lecturers cover their curriculum



Source: field data (2022)

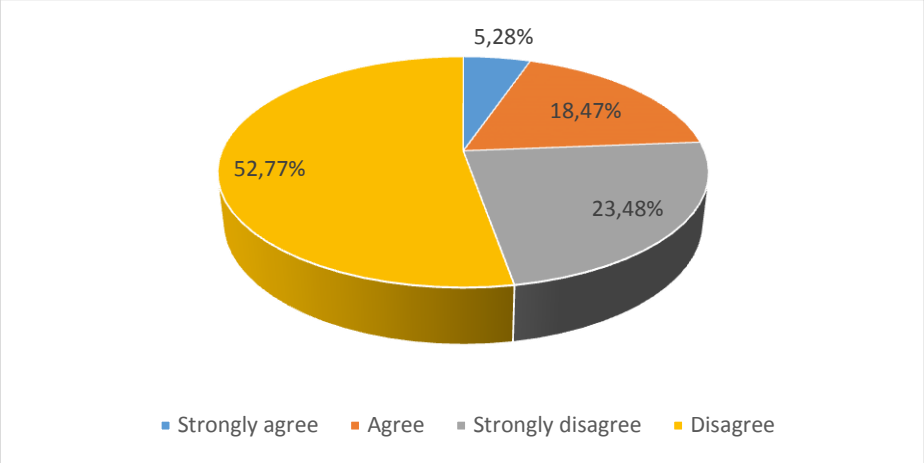
From the above table out of 379 respondents who responded to the questionnaire 98 respondents strongly agree with a percentage of 25.86%, 26 respondents agree with 6.86%, 140 respondents strongly disagree that lecturers cover their curriculum with a percentage of 36.94% and 115 respondents disagree with a percentage of 30.34%. From this, we can detent that lecturers don't often cover their curriculum by the end of the year or semester.

Table 18: Distribution of respondent according to well-equipped library with school books in the school program

Modalities	Frequency	Percentage
Agree	70	18,47%
Disagree	200	52,77%
Strongly agree	20	5,28%
Strongly disagree	89	23,48%
Total	379	100%

Source: field data (2022)

Figure 18: Representation of respondents according to well-equipped library with school books in the school program in a pie chart.



Source: field data (2022)

The table above provides the distribution of respondents according to the fact that there is a well-equipped library with books in the school program. 20 respondents strongly agree that there exists a well-equipped library with books in the school program with a percentage of 5.28%, 70 respondents agreed that there is a library with books in the school program with 18.47%, 89 respondents strongly disagree that the ideal exist with 23.48% and 200 respondents disagree that there are well-equipped libraries with books in the school program with a percentage of 52.77%.

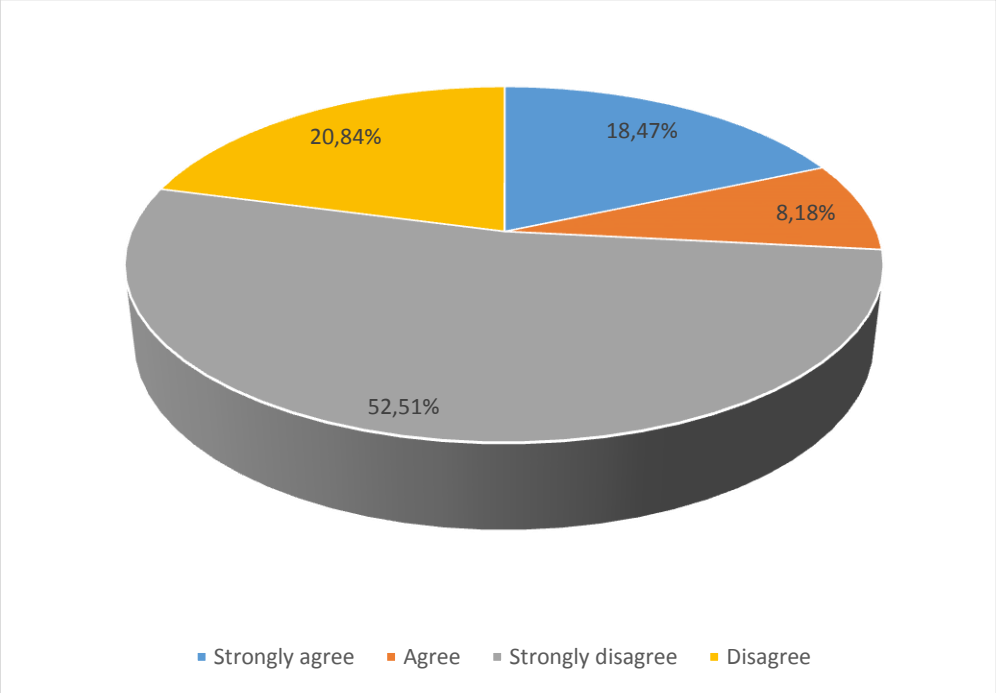
Conclusively, therefore more respondents believe that there are no equipped libraries with books in the school program.

Table 19: Distribution of respondents according to you have all the lecturers in all courses you need who are qualified and experienced.

Modalities	**Frequency**	**Percentage**
Agree	31	8,18%
Disagree	79	20,84%
Strongly agree	70	18,47
Strongly disagree	199	52,51%
Total	379	100%

Source: field data (2022)

Figure 19: Representation of respondents according to you have all the lecturers in all courses you need who are qualified and experienced in a pie chart



Source: field data (2022)

From the above statistics it is discovered that out of 379 respondents, 70 strongly agree with 18.47%, 31 agree with a percentage of 8.18%, 199 respondents strongly disagree with 52.51% of the total respondents and 79 disagree with 20.84%

Therefore, it is clear that not all lecturers are in all courses they need who are qualified and experienced.

Table 20: Distribution of respondents according to is there are enough infrastructure to accommodate the personnel, students and equipment with enough space for practical.

Modalities	**Frequency**	**Percentage**
Agree	81	21,37%
Disagree	111	29,29%
Strongly agree	89	23,48%
Strongly disagree	98	25,86%
Total	379	100%

Source: field data (2022)

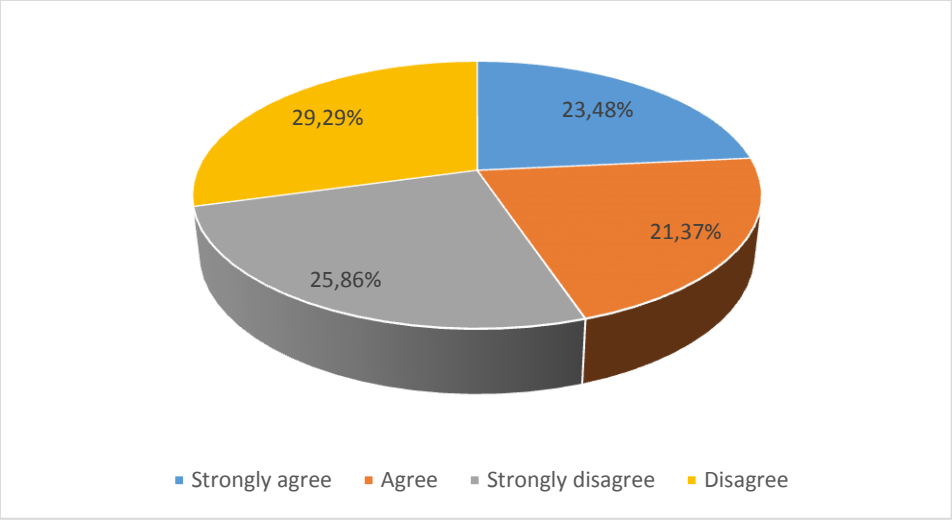


Figure 20: Representation of respondents according to is there enough infrastructure to accommodate the personnel, students and equipment with enough space for practical in a pie chart.

Source: field data (2022)

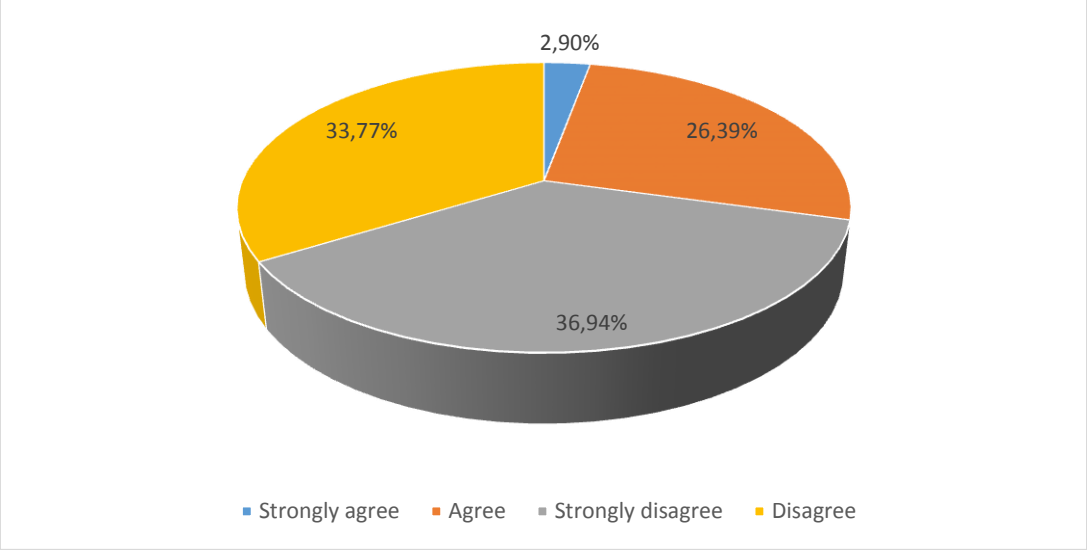
From the above presentation, the table and chart show the distribution of respondents according to infrastructure are enough to accommodate personnel, students and equipment. The result shows that 89 respondents with a percentage of 23.48% strongly disagree, 81 respondents with a percentage of 21.37% agree, 98 with a percentage of 25.86% strongly disagree and 111 respondents with a percentage of 29.29% disagreed to the fact. Therefore, those against the view are more than those for thus, infrastructure is really a problem in the University of Yaoundé I.

Table 21: Distribution of respondents according to the E-learning Facility.

Modalities	**Frequency**	**Percentage**
Agree	100	26,39%
Disagree	128	33,77%
Strongly agree	11	2,90%
Strongly disagree	140	36,94%
Total	379	100%

Source: field data (2022)

Figure 21: Representative of respondant accoding to E iearning facilities



Source: field data (2022)

From the presentation above, out of 379 respondents11 who answered the questionnaire respondents with a percentage of 2.90% strongly agreed that there are E-learning facilities, 100 respondents with 26.39% agreed, 140 respondents with a percentage of 36.49% strongly disagree

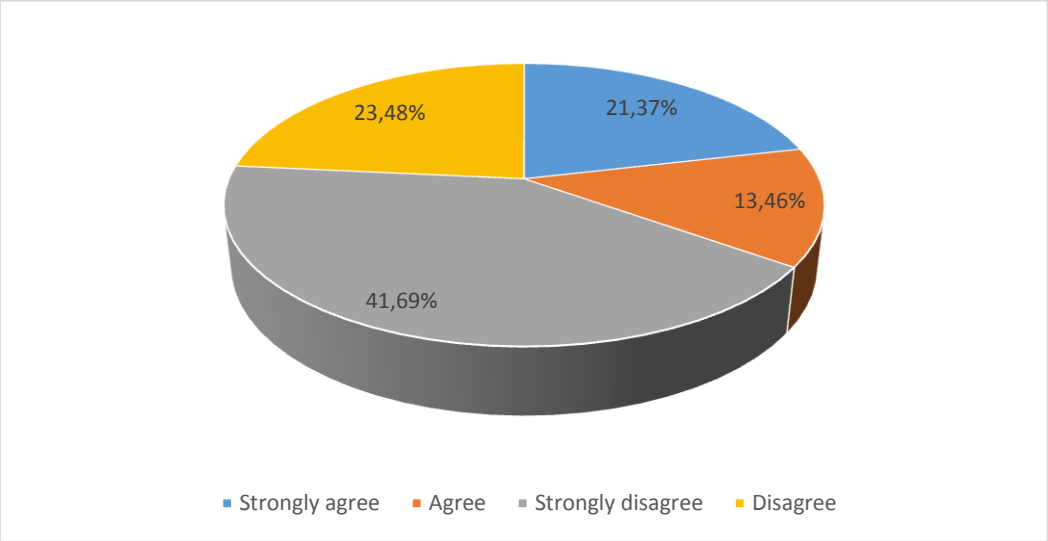
and 128 respondents with 33.77% disagreed to the fact that there are E-learning facilities. Conclusively, therefore the highest are the group who strongly disagree with a percentage of 36.94% which entails that there are no E-learning facilities.

Table 22: Distribution of respondents according to lecturers are Doctor, Professors and full-time lecturers

Modalities	**Frequency**	**Percentage**
Agree	51	13,46%
Disagree	89	23,48%
Strongly agree	81	21,37%
Strongly disagree	158	41,69%
Total	379	100%

Source: field data (2021)

Figure 22: Representation of respondents according to lecturers are Doctor, Professors and full-time lecturers in a pie chart



Source: field data (2022)

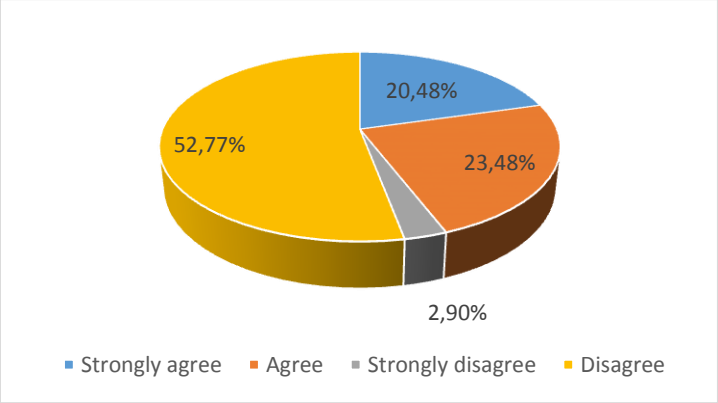
From the table above, the distribution of respondents shows that out of the 379 respondents who answered the questionnaire, 11 respondents with a percentage of 2.90% strongly agreed, 100 respondents with a percentage of 26.39% agreed, 140 of them with a percentage of 36.94% strongly disagreed that lecturers take their practical lessons seriously and 128 respondents representing 33.77% disagreed to the fact.

Table 23: Distribution of respondents according to the lecturers that take their practical lessons seriously.

Modalities	Frequency	Percentage
Agree	89	23.48%
Disagree	200	52,77%
Strongly agree	79	20,48%
Strongly disagree	11	2,90%
Total	379	100%

Source: field data (2022)

Figure 23: Representation of respondents according to the lecturers that take their practical lessons seriously in a pie chart.



Source: field data (2022)

From the table above, the distribution of respondents shows that out of the 379 respondents who answered the questionnaire, 79 respondents with a percentage of 20.84% strongly agreed, 89 respondents with a percentage of 23.48% agreed, 11 of them with a percentage of 2.90% strongly disagreed that lecturers take their practical lessons seriously and 200 respondents representing 52.77% disagreed to the fact.

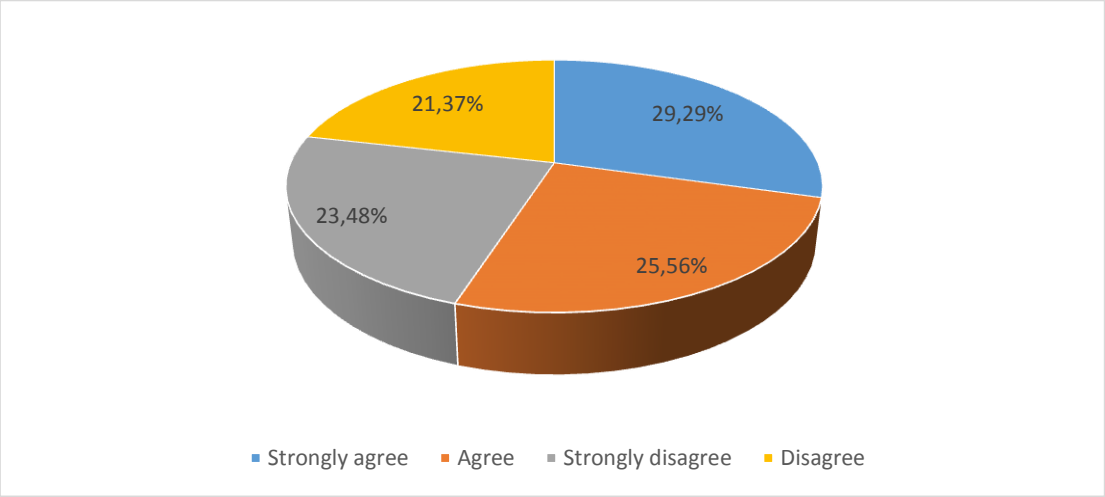
Thus, from the above many respondents are of the opinion that lecturers do not take their practical lessons seriously.

Table 24: Distribution of respondents according to the lecturers are regular and punctual in class.

Modalities	Frequency	Percentage
Agree	98	25,56%
Disagree	81	20,37%
Strongly agree	111	29,29%
Strongly disagree	89	23,48%
Total	379	100%

Source: field data (2022)

Figure 24: Representation of respondents according to the lecturers are regular and punctual in class in a pie chart.



Source: field data (2021)

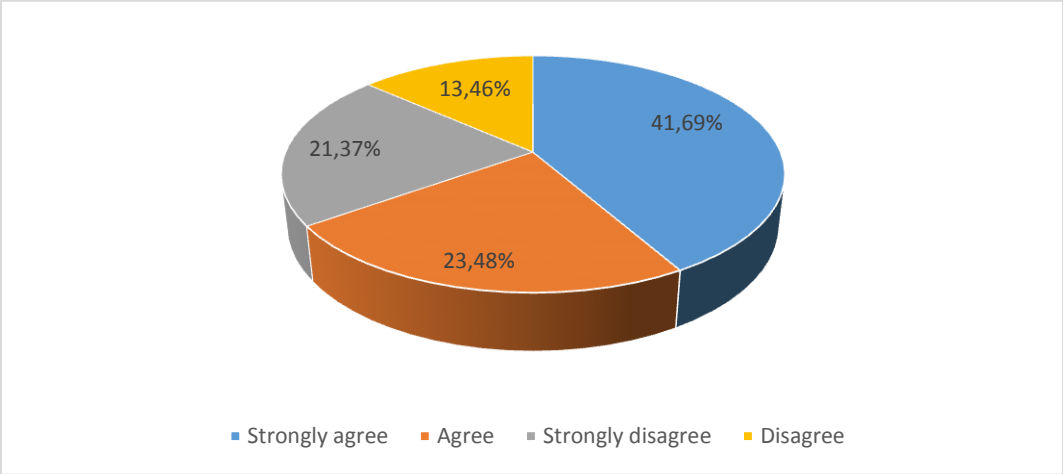
From the table above, the distribution table shows 379 respondents of which 111 with a percentage of 29.29% strongly agreed that lecturers are regular in class and punctual, 98 respondents with a percentage of 25.56% agreed, 89 respondents with a percentage of 23.48% strongly disagreed and81% disagreed with a percentage of 21.37%. Therefore, vividly one can conclude that lecturers are regular and punctual in class.

Table 25: Distribution of respondents according to the lecturers have cordial relationships with their students.

Modalities	Frequency	Percentage
Agree	98	32,48%
Disagree	51	13,46%
Strongly agree	158	41,69%
Strongly disagree	81	21,37%
Total	379	100%

Source: field data (2022)

Figure 25: Representation of respondents according to the lecturers have cordial relationships with their students in a pie chart



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Source: field data (2022)

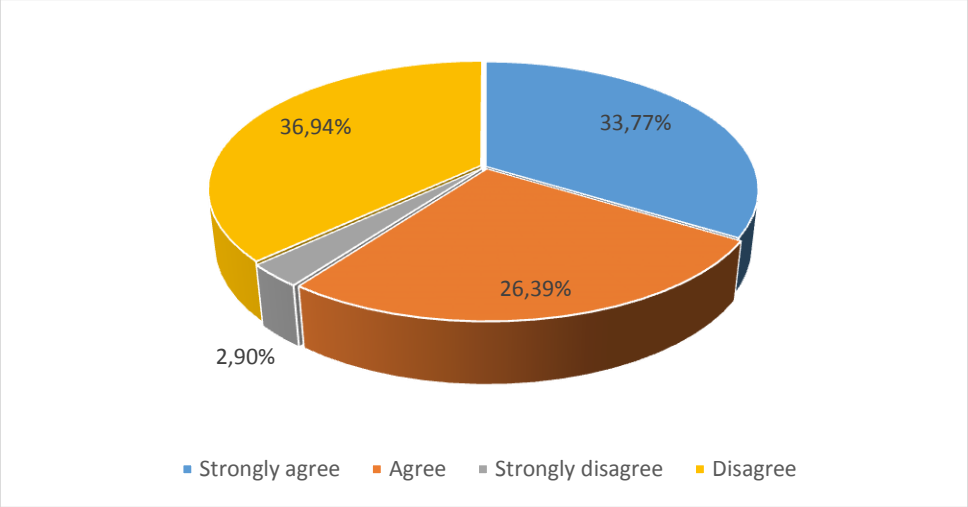
From the distribution table of respondents above, 158 respondents with a percentage of 41.69% strongly agree that lecturers have cordial relationships with their students 98 respondents with a percentage of 23.48% agreed, 81 respondents with percentage of 21.37% strongly disagreed and 51 respondents with a percentage of 13.64% disagreed. Therefore, the conclusion is that lecturers have a cordial relationship with their students.

Table 26: Distribution of respondents according to, do lecturers give practical and theoretical assignments and correct them.

Modalities	**Frequency**	**Percentage**
Agree	100	26,38%
Disagree	140	36,94%
Strongly agree	128	33,77%
Strongly disagree	11	2,90%
Total	379	100%

Source: field data (2022)

Figure 26: Representation of respondents according to do lecturers give practical and theoretical assignments and correct them in a pie chart.



Source: field data (2022)

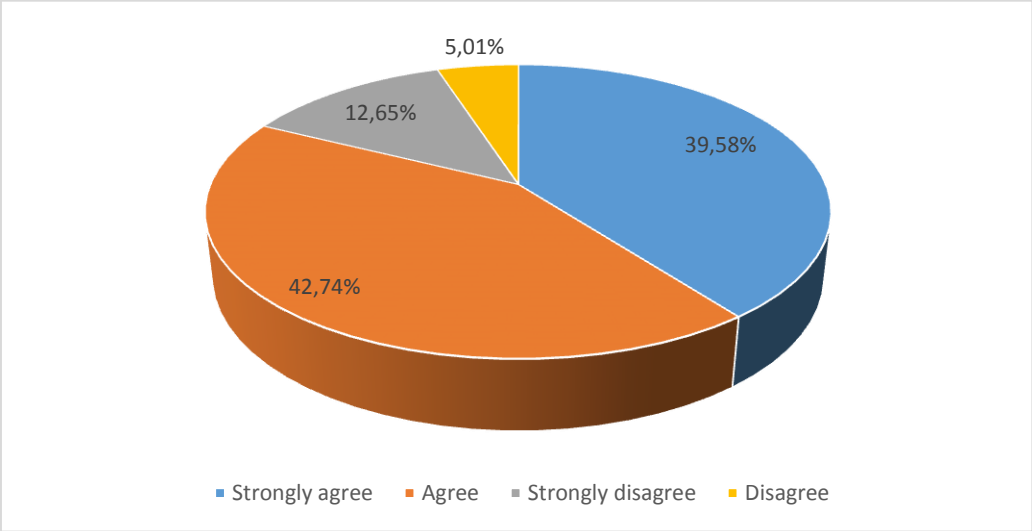
From the distribution table above 379 respondents who answered the questionnaire, 128ofthem with a percentage of 33.77% strongly agreed to the question, 100 respondents with a percentage of 26.39% agreed, 11 respondents with a percentage of 02.90% strongly disagreed and 140respondents with a percentage of 36.94% disagreed with. Therefore, it is clear that lecturers don't give practical and theoretical assignments and correct them.

Table 27: Distribution of respondents according to your lecturers follow up students and make sure they are present in class and understand the lessons.

Modalities	**Frequency**	**Percentage**
Agree	162	42,74%
disagree	19	5,01%
Strongly agree	150	39,58%
Strongly disagree	48	12,65%
Total	379	100%

Source: field data (2021)

Figure 27: Representation of respondents according to your lecturers follow up students and make sure they are present in class and understand the lessons in a pie chart



Source: field data (2022)

From the distribution table of respondents above, it shows that out of 379 respondents contacted, 150 respondents with a percentage of 39.58% strongly agreed that lecturers follow up students and make sure they are in class and understand lessons, 162 respondents with a percentage of 42.74% agreed, 48 respondents with a percentage of 12.65% strongly disagreed and 19 respondents with percentage of 5.01% disagreed that lecturers follow up students and make sure they are in class and understand lessons.

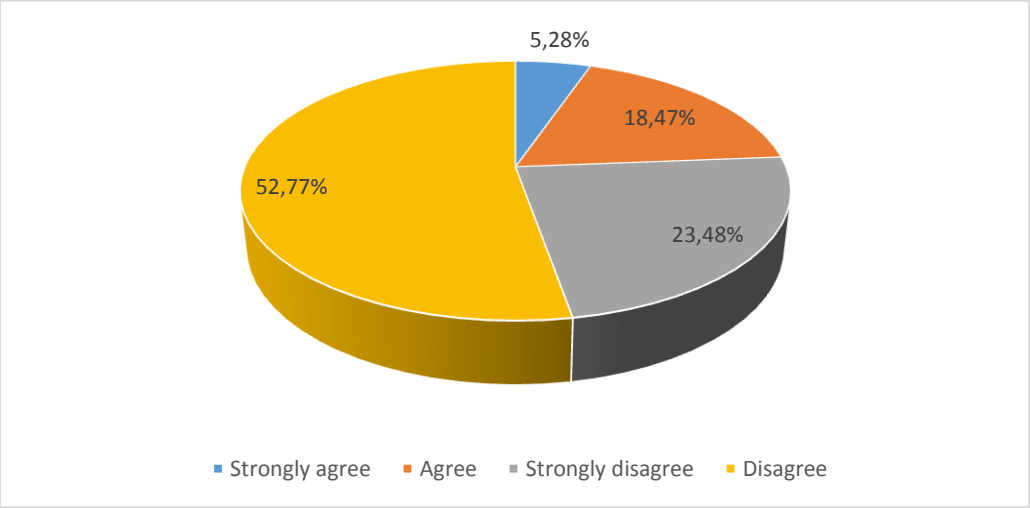
From the table it is clear that lecturers follow up students and make sure they are in class and understand lessons since it has the highest percentage of 42.47% and162 respondents pout of 379 respondents.

Table 28: Distribution of respondents according to lecturers attend Nation and International seminars for their career development

Modalities	**Frequency**	**Percentage**
Agree	70	18,47%
Disagree	200	52,77%
Strongly agree	20	5,28%
Strongly disagree	89	23,48%
Total	379	100%

Source: field data (2022)

Figure 28: Representation of respondents according to lecturers attend Nation and International seminars for their career development in a pie chart.



Source: field data (2022)

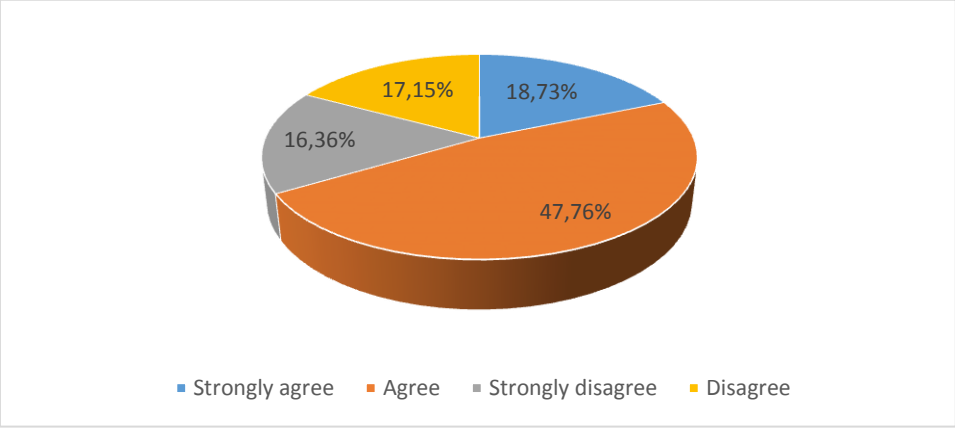
From the above distribution table of respondents, out of 379 respondents who answered the questionnaire, 20 respondents with a percentage of 5.28% strongly agreed that lecturers attend national and international seminars for their career development, 70 respondents agreed with a percentage of 18.47%, 89 respondents with a percentage of 23.48% strongly disagreed and 200 respondents with a percentage of 52.77% disagreed that lecturers attend national and international seminars for their career growth.

Therefore, from the above table lecturers fairly attend national and international seminars for their career development given that many respondents disagreed 200 of them with a percentage of 52.77%.

Table 29: Distribution table according to all lecturers are experts in their domain and teach courses for which they are trained for.

Modalities	**Frequency**	**Percentage**
Agree	181	47,76%
Disagree	65	17,15%
Strongly agree	71	18,73%
Strongly disagree	62	16,36%
Total	379	100%

Figure 29: Representation of respondents according to all lecturers are experts in their domain and teach courses for which they are trained for.



Source: field data (2022)

From the above distribution table of respondents, out of 379 respondents who answered the questionnaire, 71 respondents with a percentage of 18.73% strongly agreed that all lecturers are experts in their domain and teach courses for which they are trained for, 181 respondents agreed with a percentage of 47.76%, 62 respondents with a percentage of 16.36% strongly disagreed and 65 respondents with percentage of 17.15% disagreed that all lecturers are experts in their domain and teach courses for which they are trained for.

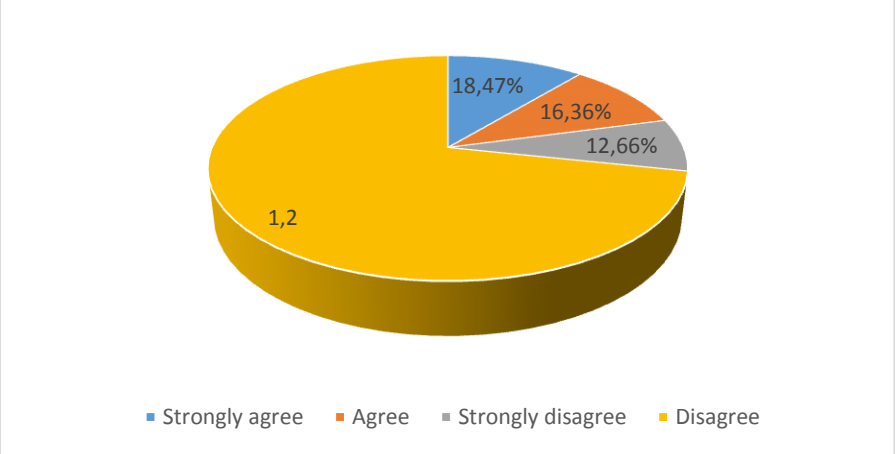
Conclusively, from the table it is clear that all lecturers if not all but a higher percentage are experts in their domain and teach courses for which they are trained for given that the respondents who agreed to this had a total number of 200 respondents with 47.76% being the highest of the respondents group.

Table 30: Distribution table according to the University have partner Universities.

Modalities	**Frequency**	**Percentage**
Agree	62	16,36%
Disagree	199	52,51%
Strongly agree	70	18,47%
Strongly disagree	48	12,66%
Total	379	100%

Source: field data (2022

Figure 30: Representation of respondents according to the University have partner Universities in a pie chart.



Source: field data (2022)

From the above distribution table of respondents, out of 379 respondents who answered the questionnaire, 70 respondents with a percentage of 18.47% strongly agreed that the University of Yaounde I has partner universities, 62 respondents agreed with a percentage of 16.36%, 48 respondents with a percentage of 12.66%, strongly disagreed and 199 respondents with percentage of 52.51% disagreed that Universities have partner universities.

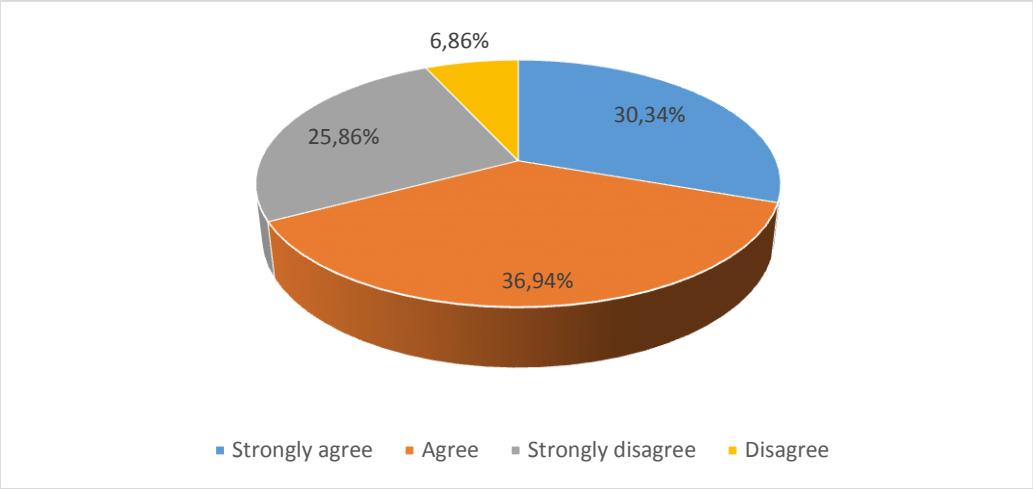
From the statistics gathered it is clear that the university has not got partner Universities. This is because from the statistics above, out of 379 respondents 199 disagreed with a percentage of 52.51% this with the highest sampled population.

Table 31: Distribution table according to universities choose the right internship sites for their students and supervise them or follow up**.**

Modalities	**Frequency**	**Percentage**
Agree	140	36,94%
Disagree	26	6,86%
Strongly agree	115	30,34%
Strongly disagree	98	25,86%
Total	379	100%

Source: field data (2022)

Figure 31: Representation of respondents according to universities choose the right internship sites for their students and supervise them or follow up in a pie chart



Source: field data (2022)

From the above distribution table of respondents, out of 379 respondents who answered the questionnaire, 115 of them with a percentage of 30.34% strongly agreed that the university chooses the right internship site for students and supervise them or follow up, 140 respondents agreed with a percentage of 36.94%, 98respondents with a percentage of 25.86% strongly disagreed and 26 respondents with percentage of 6.86% disagreed.

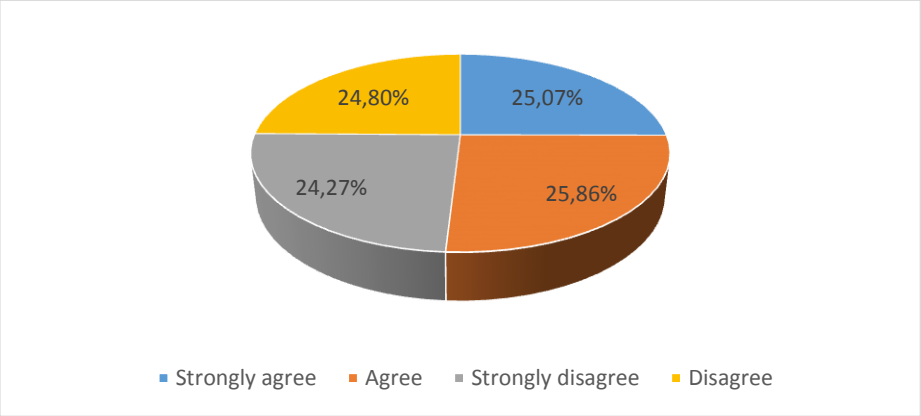
Therefore, from the above analysis, the respondents who agreed that the university chooses the right internship site for students and supervise them or follow up had the highest number of 140 respondents who agreed with a percentage of 36.94%

Table 32: Distribution table according to the university has modern machine use to facilitate learning like projectors and interactive boards etc.

Modalities	**Frequency**	**Percentage**
Agree	98	25.86%
Disagree	94	24,80%
Strongly agree	95	25,07%
Strongly disagree	92	24.27%
Total	379	100%

Source: field data (2022)

Figure 32: Representation of respondents according to the university has modern machine use to facilitate learning like projectors and interactive boards in a pie chart.



Source: field data (2022)

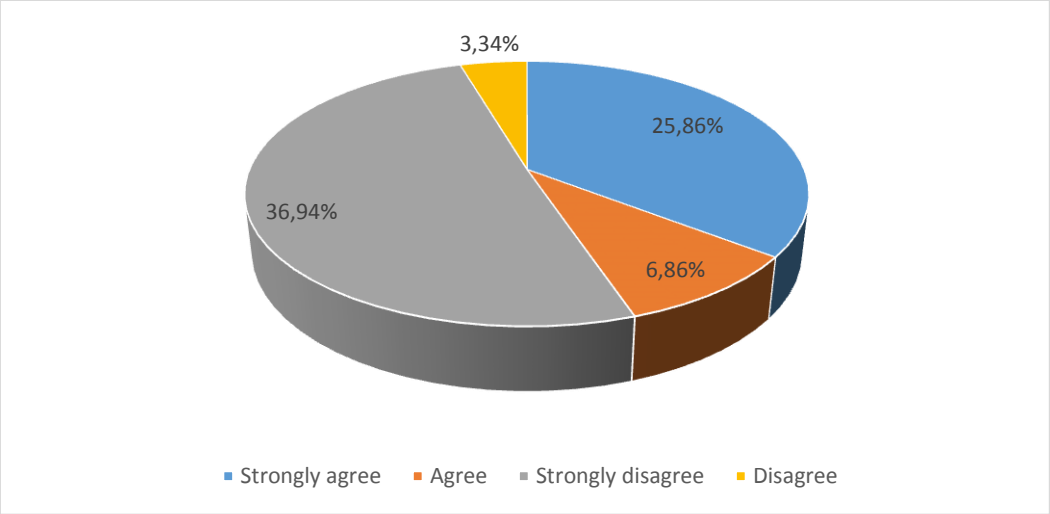
From the above distribution table of respondents, out of 379 respondents who answered the questionnaire, 95 of them with a percentage of 25.07% strongly agreed that the university has modern machines used to facilitate learning, 98 respondents agreed with a percentage of 25.86%, 92 respondents with a percentage of 24.27% strongly disagreed and 94 respondents with percentage of 24.80% disagreed. From the table therefore it shows that the majority are the respondents who agreed with a total number of 98 respondents 25.86%.

Table 33: Distribution table according to there is a computer laboratory with enough computers and internet connection.

Modalities	Frequency	Percentage
Agree	26	6,86%
Disagree	115	30,34%
Strongly agree	98	25,86%
Strongly disagree	140	36,94%
Total	379	100%

Source: field data (2022)

Figure 33: Representation of respondents according to there is a computer laboratory with enough computers and internet connection in a pie chart.



Source: field data (2022)

From the above out of 379respondents who answered the questionnaire, 98 respondents with a percentage of 25.86% strongly agree that there exists a computer laboratory with computers and internet connection, 26 respondents with a percentage of 6.86% agree, 140 respondents with a percentage of 36.94% strongly disagree and 115 respondents with a percentage of 30.34% disagree.

Therefore, it is clear that there exists little or no computer laboratory with computers and internet connection given that the majority of the respondents strongly disagree by scoring 36.94% which is the highest as compared to this question.

Verification of research hypothesis

Research hypothesis 1

HR1: Aims, goal and objectives of the curriculum quality have a significant influence on employability of university graduates

Ha: There is a strong corelation between aims, goals, objectives and the employability of university graduates

Ho: there is a weak correlation between aims, goals and objectives of the curriculum quality and employability of university graduates

Table 34: correlation between aims, goals and objectives of the curriculum quality and employability of university graduates

Aims, goals and objectives of the curriculum quality and university graduates' employability				
Spearman's rho	Aims, goals and objectives	Correlation Coefficient	1000	,522**
		Sig. (2-tailed)	379	0.000
		N		379
	Employability of university graduates.	Correlation Coefficient	,522**	1000
		Sig. (2-tailed)	0.000	
		N	379	379

The correlation table above shows the spearman's correlation value = 0,522, which indicates a high correlation between goals, aims and objectives of the curriculum quality and employability of university graduates. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05 (alpha)which is the standard error margin ***r*** =0, 522**, *P* =** 0, 000 less or equal to 0, 05.the correlation within the range of a strong correlation since it is high and moves towards 1. These results permit us to confirm Ha: There is strong correlation between aims, goals and objectives of the curriculum quality and employability of university graduates. While Ho is rejected. Thus, at an error margin of 5% HR1 is confirmed. Therefore, the Thus, amongst university graduates is strongly blamed on aims, goals and objectives of the curriculum quality.

Research hypothesis 2

HR2: There is a significant relationship between content of the curriculum and employability of university graduates.

Ha: There is a strong correlation between content of the curriculum and employability of university graduates.

Ho: There is a weak correlation between content of the curriculum and employability of university graduates.

Table 35: correlation between content of the curriculum and university graduates' employability

		Content of the curriculum and University graduate's employability		
Spearman's rho	Content of the curriculum	Correlation Coefficient	1.000	,772**
		Sig. (2-tailed)	379	0.000
		N		379
	Employability of university graduates.	Correlation Coefficient	,772**	1.000
		Sig. (2-tailed)	0.000	
		N	379	379

The correlation table above shows the spearman's correlation value r= 0.772 which indicates a high correlation between contents of the curriculum and university graduates' employability. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05 (alpha) which is the standard error margin: r= 0.772, then P= 0.000 less or equal to 0.05. the correlation falls within the range of a strong correlation since it is high and moves towards 1. These results permit us to confirm Ha. There is a strong correlation between content of the curriculum and employability of the university graduates while Ho is rejected. Thus, at an error margin of 5% HR2 is confirmed. Therefore, the alarming unemployability of university graduates is statistically related to the content of the curriculum

Research hypothesis 3

HR 3: There is a significant relationship between resources of the curriculum and graduates' employability.

Ha: There I am strong correlation between curriculum resources of the curriculum and university graduates' employability.

Ho: there is a weak correlation between resources of the curriculum and university graduates' employability

Table 36: Correlation between resources of the curriculum and the employability of university graduates.

		Resources of the curriculum and university Graduate employability.		
Spearman's rho	Resources of the curriculum	Correlation Coefficient	1.000	654
		Sig. (2-tailed)	379	0.000
		N		379
	Employability of university graduates.	Correlation Coefficient	654	1.000
		Sig. (2-tailed)	0.000	
		N	379	379

The correlation table above shows the spearman's correlation value r= 0.654 which indicates a high correlation between resources of the curriculum and employability of university graduates. This is equally on the fact that the level of significance is 0.000 which is largely less than 0.05 with (alpha) which is the standard error margin: r =0.654, P = 0.000 less or equal to 0.05 the correlation falls within the range of a strong correlation since it is high and moves towards 1. These results permit us to confirm Ha: there is a strong correlation between resources of the curriculum and university graduates' employability while Ho is rejected thus at an error margin of 5% HR 3 is confirmed. Therefore, the manner in which resources of the curriculum are handled highly influence the employability of university graduates.

Research hypothesis 4

HR4 Evaluation criteria has an impact on university graduates' employability.

Ha: There is a strong correlation between evaluation criteria of the curriculum and university graduate employability.

Ho There is a weak correlation between evaluation criteria input and university graduates' employability.

Table 37: Correlation between evaluation criteria and university graduates' employability.

		Evaluation criteria and university graduates Employability		
Spearman's rho	Evaluation criteria	Correlation Coefficient	1.000	,714**
		Sig. (2-tailed)	379	0.000
		N		379
	Employability of university graduates.	Correlation Coefficient	,714**	1.000
		Sig. (2-tailed)	0.000	
		N	379	379

The correlation table above shows the spearman's correlation values r = 0.714 which indicated a high correlation between evaluation criteria and the employability of university graduates. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05 (alpha) which is the standard error margin: r = 0.714, then P = 0.000 less or equal to 0.05 the correlation falls within the range of a strong correlation since it is high and moves towards 1. These results permit us to confirm Ha: there is a strong correlation between evaluation criteria and employability of university graduates, while Ho is rejected. Thus, at an error margin of 5% HR4 is confirmed this means that evaluation criteria are statistically responsible for unemployability situation of university graduates.

Table 38: Recapitulation of results

Hypothesis	Alpha	Degree of significance	Correlation coefficient	Decision
RH1	0.05	0.000	,522**	Ha retained and Ho rejected
RH2			,772**	Ha retained and Ho rejected
RH3			,654**	Ha retained and Ho rejected
RH4			,714**	Ha retained and Ho rejected

Conclusively, since all the four specific research hypotheses have been confirmed the main research hypothesis have equally been confirmed, all the null hypothesis were rejected therefore the university graduate's employability situation in the FALSH, University of Yaounde I is strongly blamed on the quality of the curriculum.

CHAPTER FIVE

DISCUSSION OF FINDING, CONCLUSION AND RECOMMENDATION

In this chapter, we are going to be talking about the discussion the findings of this work conclusion and future recommendation

Discussion of Findings

This study sets out was to demonstrate that curriculum quality influences university graduate employability in FALSH, university of Yaoundé I. To attend the objectives of this study the researcher came out with one general and two specific objectives, one general research question and three specific research question and one general hypothesis and three specific research hypotheses. The primary data was collected through one source using the questionnaire. Data was analysed using spearman ranking correlation test and to choose the number of respondents of the questionnaire the Krejci- and Morgan table was used and the result from the various analysis reveal that:

- Curriculum quality significantly influence university graduate employability
- Aims, goals and objectives of the curriculum significantly influence the employability of university graduates
- The content of the curriculum significantly influences the employability of the university graduates
- Curriculum resources significantly influence the employability of university graduates
- Evaluation criteria significantly influence the employability of the university graduates

Following the results obtained and respondents responds to the questionnaire, we can therefore conclude that the hypothesis were duly verified and proven valid

Hypothesis I

The very first hypothesis gave a response to the research questions and research objectives which sought to verify the extent to which goals, aims, and objectives of the

curriculum influenced the employability of university graduates in FALSH Yaounde I. Data was collected through the use of questionnaire. This data was analysed with the help of the spearman ranked correlation and based on this analysis we can say that the HaI at the correlation results of r=0.522, p=0.000<0.05: the confirmation of this hypothesis blames the employability problem of the university graduates, to the goals aims, and objectives of the curriculum which has to be designed with cognizance of the needs of the graduates' job market and the society all needs at large

During this analysis, it was noted that most parents invest a lot on the education of their children or graduates by paying their school fees and buying their equipments the aim being for them to gain jobs at the end and fend for themselves. This is not the case these days and this can be possible if our goals, aims and objectives of the curriculum are carefully designed to meet the need of the society at a given time. For the most part, the curriculum of the university is not profitable and useful for contemporary society, and that explains why most graduates leave the university and at the end have no job. It is therefore better for the curriculum of the university be made job oriented and orient students entering the university towards biomedicalsciences, technology and agriculture which will permit them at the end of their course as graduates, create jobs and gain employment in the society.

Lack of orientation or little or no orientation to students entering the university has led to many students choosing the wrong academic programs which has resulted in the difficulty of getting jobs upon graduation simply because there are no jobs in that academic field they choose and for the most part graduate turn to be writing Ecole normal and becoming teachers, bike riders, buyam sellam etc for the most part. This researcher thinks that a new curriculum could be developed which will match with the current needs of the society and the job market now because the old curriculum that led to employability in those days, all those areas are fully occupied now and given the current trend of the changing world and technology, this researcher thinks that orientation and a new curriculum following the new world is very important. In the same vein, the human capital theory was used, which fits very squarely to this ascension of the new curriculum as it aims at facilitating the formation of university policies. There are these policies that designed the goals, aims and objectives of the university curriculum. This theory links the economic to the education and the work force. To the profounder of this theory, honestly, good health is human capital. Therefore, to him, man power or human resources should be well trained to permit graduates gain skills to be able to integrate into the economic

sector upon graduation as graduates. This theory and the findings of this researcher comes to enlighten the university authorities, Curriculum designer, Curriculum Developers of the quality of the curriculum to be designed and to be able to came out with goals, aims and objectives of the curriculum that will allow graduates gain employment or jobs upon graduates and why not be job creators.

Most people look at employability in the light of recruitment in the public service and not even talking of self-employment. If the objectives of the curriculum are designed considering the needs of the students and the job market at each time period will be good because, when we see the number of unemployed graduates today, we can affirm that the aims, goals, and objectives of the curriculum are already outdated and should be revised to address the needs of the society now. This will help to train graduates who are job makers and not job seekers.

Hypothesis II

The second research hypothesis (Ha2) gave an answer to the second research question which sought to investigate the extent to which the content of the curriculum significantly influences the employability of university graduates from FALSH university of Yaoundé I. The theme framework analysis helps us to confirm the correlation coefficient $r=0.772$, $p=0.000<0.05$.

Human lives varied and consist in the performance of specific activities. Education that prepares for life is one that prepares adequately and definitely specific activities which requires that one goes to the world of affairs and work or job and discover the different ways activities of the society unfold some authors like Bobbit (1918p.42) says the central theme of the curriculum is simple and all these show the abilities, habits, attitude, appreciation and form of knowledge that men and society need in the job market. The curriculum quality here will be the series of experiences which graduates must have by way of obtaining their objectives. That is job or employability.

Furthermore, the curriculum initiated by the teachers which meets the needs of the graduates maybe the best curriculum for learners but when they propose it to the top educational authorities, they take and put in their drawers only and it will never reach learners or graduates for which it was intended to reach them for the welfare.

In a study carried out by Nkamta (2019) in Cameroon to verify the strength of the curriculum in equipping graduates or school leavers, the author examines the linkage between curriculum development and the acquisition of employment skills in the context of Cameroon. He further concluded that there is a need for relevant skills and the content of the curriculum for the job market, opportunity and employability. Abusively in Cameroon, curriculum quality, implementation, it is regrettable as most if not all the curricular in Cameroon are "top-bottom" instead of "bottom top". Top –down curricular does not consider the needs of the learners/ graduates and those of the social, political and economic environment so to speak whereas the curriculum content and quality should respond to demographic characters.

Considering the fact that too many students graduate from the university each year and there are no jobs, considering the 1998 law of orientation section 5 article 1 which states that "train citizens who are firmly rooted in the cultures but open to the world and respectful of the general interest and the common wealth and given that the world has become a global village. The curriculum of the university should be of quality and carry programs/organization which are important to the international and local job markets or opportunities

Hypothesis III

The third research hypothesis responded to the third research question which sought to find out how resources of the curriculum quality influence university graduates employability case of FALLSH. University of Yaoundé I. On this, the theme frame work analysis allowed us to confirm this hypothesis at a correlation coefficient $r=0.654$, $p=0.000<0.05$. This result obtained is in line with the question resources of the curriculum in training of the graduates. Resources like infrastructure, teaching/learning materials, human, and financial resources need to be revitalized in other to better developed influential skills in graduates such that they can get employment after school.

As noticed by you and I, we can affirm that there is an urgent need of modern equipped infrastructures, machines, teaching aids and other resources in the university of the 21st century in Cameroon most especially FALSH, University of Yaoundé I. we do not have projectors, no computers labs, no teaching staff, most staff are part time lecturers and all this make work difficult and leads to poor results and subsequently low employability of graduates.

The theory of Maslow's hierarchy of needs in this study in chapter II states that human needs are stratified or are in hierarchy.as the lower needs are stratified, they start seeking to

satisfy the next need. In the same way, resources of the curriculum are the basis and fundamental needs that must be acquire in an educational setup before objectives can be attained without which human material and financial resources, any training project will not bear fruits. Thus, the low rate of university graduate's employability is caused by lack of or inadequate resources to train students such that they can acquire labour skills and be able to sell in the job market upon graduation.

The general trend nowadays in homes, families and the street are that, after gathering all financial resources and going to the university is wastage because after university graduates turn out to be motor bike riders, buyam sellam, thieves, and you name it. Even the few who can succeed to gain jobs can only go to Ecole normal on high negotiations. This they turn to say "no need to go to the university". Consequently, low graduate employability because the curriculum quality is not there. Thus, curriculum quality/resources greatly influence university graduates' employability

Hypothesis IV

The fourth hypothesis respond to the fourth research question which sought to investigate the extent to which evaluation criteria influence university graduates' employability case of FALSH university of Yaoundé I. In this regard, the analyses allow us to inform this hypothesis at a correlation coefficient =0.714, $p=0.000<0.05$

Principally, teachers are the implementations of the curriculum. They are the people who impart the skills to the learners. Rivers (1996) argues that the single important factor affecting students "achievement is the teachers and the effects of teachers on students is both additive and cumulative. Kanno (1987) supported and says that it is the teacher who knows the right mode of communication to apply and when necessary. The issue of the teacher quality is to look at initial training. To have teacher quality teachers have to go for recycling workshop given that time too changes and curriculum too.

Educational policies for the university do exist and do a great job as far as university graduate employability is concerned. Like the new university governance law in 2000 with the main focus on professionalization of the university education creating the post of vice rector in charge of corporation with the business world to site just that, because these policies are geared towards preparing university graduates for gainful employment and to a later extent given that

the graduate leaves university and still not gain jobs is an indication that the policies are not enough or not right ones for employability of university graduates. Maybe the policies do not give chance for more infrastructures to be constructed and equipment and even recruit more qualified lecturers and stay out of part time teachers and maybe put lecturers in the domain they were trained for and give them the latitude to attain international seminars to improve better their know-how and why not create partnership with other universities around the globe, choose the right internship site for their students and follow them up during internship and during class period by being punctual in class and given assignment and correct it with practical lessons

Suggestion

Following all the difficulties encountered during this project, it is eminent that some suggestion be made to ease future researchers do better work and help our educational stakeholders work on improving our system of education, curriculum implementation and creation of jobs for the young ones given that the youths are the leaders of tomorrow. To this effect the following suggestion are eminent.

To the government

To revisit the curriculum content by creating more professional and practical curriculum that could equip university graduates with vital professional skills to fit todays challenging and competitive job market, as well as enable them create jobs and not seeking jobs but to be self-reliant. The government should make valuable efforts to make university institutions align with the emerging exigencies of professionalism by introducing programs like BMP system and the integration of ICT in their education or programs.

Invest in building infrastructure of modern technology laboratories as well as workshops in the university to foster sustainable practical lessons for students in order to ease their recruitment in to the job market. Make teachers in each domain to have all the necessary materials and infrastructure to impart the skills. They need computer laboratories, well equipped, internet connection and all the necessary programs in the computers in stored. On human resources send lecturers to international seminars or to countries that are very skilful to learn the skills needed in our society to come and teach students who will graduates with

expertise and carry out projects in this country rather than offering such projects in other countries outside.

Make sure citizenship and moral education is included in our curriculum so that when the students graduate and are employed, they will not mismanage funds given to them for the realization of projects. They should be honest in their work places so as to end the confidence of their employers or the government and fight against corruption and embezzlement which is eating deep into our society.

To the university

The university should strengthen the relationship with developed countries to foster the transfer of technology and teaching staff. The authorities of the university should look for such opportunities where they exist, in support of government efforts to upgrade the university laboratories, lecturers and the warfare of the university community.

Enhance the missions of institutions that are interested in the employment of university graduates like national employment fund (NEF) to designed a curriculum that foster self-employment opportunities for graduates. Initiatives such as partnership that was signed between the NEF and the French company in charge of building the road Babajou-Bamenda west and North West regions and china communication agency and the Cameroon government for the construction of Dchang-menji- Bakebe road in the south west region linking the west region, which is encouraging and needs to be fostered. According to the partnership the NEF is responsible to supply the necessary labour force and ADB finances for the construction. In this case the NEF and ADB recruit Cameroonian engineers who are intelligent so that they can and grasp all the technical skills that are implied so that when the state wants to construct another road elsewhere, they can now use only Cameroonians and the income remain in Cameroon for the development of our nation.

The university should create a partnership with companies and employers so that they can send students there on internship to gain those skills before they graduate so that if they are employed after school they will not be retrained, they may even involve them when developing the curriculum of the university so that they can give exact skills needed in the field to be included in the curriculum some incentives may be given to these companies so that they can train students effectively without reserve. The university should organize internships and

arrange with the companies then send students according to their specialty this task should not be allowed only in the hands of students who are sometimes not accepted when they apply to carry out internship. The university should always send lecturers to follow-up students on internship to ensure that they actually do it

It is also the wish of this researcher that the university allowance should be reinstituted so that if these graduates cannot get a job after graduation, they can start up something which is in line with the ministry of higher education "one student one enterprise" this gesture can give room for students to develop entrepreneurial spirit. We are suggesting that entrepreneurial education should be institutionalized in FALSH university of Yaoundé I. It is true that there are some efforts that are being made in the direction with courses offered and techniques of creating enterprises but the content is still skeletal. A well-designed curriculum should therefore be developed at every level of how to developed entrepreneurship capacities and be employed.

To the state

That in the allocation of budgets at the parliamentary session, more financial resources should be allocated to education so that modern infrastructures should be constructed for technological, laboratories enough space for all types of practical activities. More qualified teachers and permanent teachers should be recruited in the university so that they can be effective impartation1 of skills, knowledge and competence that are useful for the students and the job market. The state should equally recruit guidance counsellors who will help oriented students to choose the right career that are needed in the job market. This will help the country to the needs and aspirations of the emerging Cameroon came 2035, and most importantly lecturers' allowances especially research should be increased to put them at work not also forgetting the increments of their pay packages.

To Curriculum developers

They should lay emphases on the contents that meets the needs of the students and that of the job market, they should compare our contents with that of other countries that we use their services so that they can adopt some of their contents that can go with our context. They

should equally involve employers in curriculum development to give the exact skills they need so that it could be included in the curriculum.

To employers

To corporate with the university in the training of students, in admitting students on internship; to help give students job market experience before they graduate. This is to help that when they are employed, they start working and not being retained.

To parents

They should gather their resources and do their best to provide their children with their school needs and learning materials to ease acquisition of knowledge They should also encourage their children at home by following up and seeing to it that they study well and give them a chance to make a career choice because it is easier to learn what one likes

To students.

They should take their lessons seriously both their theory and practical so that they will be able to master the skills and competences imparted by their teachers. They should equally seek the advice of guidance counsellors to be oriented towards the right career choices that are expected from them in the job market

Important Note to The Authorities

It is important for the state of Cameroon and the university community, authorities concern in education and curriculum developers to launch a series of in-progress reflections on current and critical issues in the curriculum and learning to open a communal space for a global conversation, collective production and discussion on those issues of high concern for the nation which will booster or support country efforts in mainstreaming challenging issues within the process of curriculum renewal and development across different levels, setting and provisions of the education system.

Basically, the focus areas of the in-progress Reflection series encompass, among others; (I) early childhood care and education as foundation of holistic child development and learning;

(ii) reading and writing in early grades to support the development of essential competencies; (iii) youth culture and competencies for youth in the early 21st century (covering formal, non-formal education); (iv) ICT curricula and inclusive pedagogy contributing to relevant and effective learning outcomes; (v) science, technology, engineering and mathematics, curricula to foster sustainable development, values, ethics, multiculturalism, etc.; (vii) assessment to enhance and support learning opportunities and (viii) inclusive education as an over guiding principle of education systems.

The series of reflections covers a wide array of knowledge products, among them: discussion papers, policy briefs, frameworks, guidelines, prototypes, resource packs, learning tools and multimedia resources. These materials are discussed, refined, used and disseminated engaging education and curriculum agencies/institutes, and in particular curriculum developers and specialists, development experts, policy makers, teacher trainers, supervisors, principals, teachers, researchers and other educational stakeholders. Also, they serve as reference materials for the IBE menu of capacity-development training on curriculum, learning and quality education, namely; masters, diplomas, certificate and workshops, to forge policy and technical dialogue involving a diversity of stakeholders and to support sustainable country field work. All of which is aimed at fasting, promoting, employability. Through blogs and e-forums, we encourage the audience to actively interact and bring in diverse perspectives. Effectively, the online space for reflection will allow us to stay connected, facilitates exchange between experts from different regions of the country and truly fosters continuous reflection on the issues concerned. The blog will be structured to gather diverse themes so as to provide a complex and rich set of materials targeted to the specific need of comments shared by the audience, and will serve as a key resource to support states efforts in mainstreaming relevant findings and effective practices in national policies, curriculum frameworks and developments and in professional practices.

Limitations of The Study

This piece of work was realized with a lot difficulty. It suffered from a lot of setbacks. However, this researcher did his best to brave the ought and carried out this research enhancing scientific tendencies in the entire work. In this research, there have been difficulties faced which might have tempered with the quality of this work, field research deep necessities deep

investigations. My wish was to cover a great number of university graduates in FALSH university of Yaounde I but due to time and financial, constraints we could not cover that great number.

In addition, some respondents were reluctant to give information by filling of the questionnaire. Some of them were not willing to cooperate, they complained of lack of time.

Some said we are making them to remember their frustration in the job market. Others collected the questionnaires and did not give back. I went there several times and they complained that they forgot. I succeeded mostly with those who filled and gave back on the same day.

It is really true that the information is difficult to get because for me to get respondents from some departments, it took me more than two months. When I go there, they will give me one reason or the other and ask me to come back. I persevered and finally got what I was looking for.

The financial part of it was the worst, given that times are hard and the economy is not moving Raising money to type, print and photocopy the questionnaires was not easy

Transportation: moving from one place to another to visit the respondents and plead for them to answer the questionnaires was not easy. The worst one was visiting Ebolowa to meet graduate in FALSH in Ebolowa took me a lot of financial constraint.

Time factor: was the worst too. Going to work and carrying out research was not easy especially given that permission was only for one day to get to the south and work with the graduates took me four days and three nights

The **supervisor complained:** of my English and getting to adopt and learn English language (grammar and vocabulary) was another school which took me back into the classroom studying and learning English language; and today I call myself Mr. English teacher thanks to my supervisor who took me back to the classroom and taught me English language as a subject which I did without which I would not have been able to came out with this project. It was really difficult in writing this project given the level of grammar and vocabulary my supervisor needed for the work to be of standard; let me not lie.

For Further Studies: After doing everything possible for this study to be carried out and considering what was obtained from the field, and respondent this researcher is proposing the following as possible areas for further study by future researchers. To begin with, this very study can be carried out in other levels of education like our secondary and high schools. This are levels where some youths end their studies and are drop out and integrate in the society. So, the school curriculum at all levels of education should also be rich enough to provide it learners with the skills needed at the job market, and the society at large.

This amongst others include:

1. "The influence of university authorities and the employability of university graduates".in this case we can look at the authorities in terms of quality, their openness to the outside world, their leadership quality, their cooperative and initiative spirit. This idea is because good leaders' breath success. There are some leaders who are very narrow minded, egocentric and do things according to their self-interest and not the interest of everyone

2. The influence of curriculum resources on students' academic achievements. The problem of resources has been major in any educational setup. These resources range from human, financial, material, and infrastructural resources. This is because we may have a very wonderful program but what will create and impact is implementation. Implementation is impossible without adequate resources.

3. The comparative study of curriculum content and employability of graduates in Cameroon. If we want to compare content of the curriculum, we must compare with a country that is industrious and developed so that we can import some of their contents that can be of importance to us. We must find out if their context is similar to ours and also check if we have adequate resources.

4. The influence of curriculum content and graduate employability
5. Orientation of graduates and employability upon graduation
6. Choice of filler /study and graduation employability.

7. Curriculum implementation and graduate employability
8. The curriculum and school environment
9. Implementation of the curriculum and impact on learner's outcome.
10. The impact of curriculum evaluation and the teaching learning process.

CONCLUSION

The teaching-learning process brings about relative permanent change in behaviour and attitude due to experiences and has a direct relationship with employability. Without education, you cannot get a job and vice versa. Since the teaching profession is like that of a health officer or preacher is delicate and accountable. While the health officer checks and reports on the wellbeing of the body, the preacher checks and reports on the soul, and the teacher checks and reports on the social, political, and economic stability of the human being. The teacher helps people to integrate into the society. To be able to give a good account of what has been achieved. The teacher is called upon to do his/her job effectively. There is a difference between teaching as an art and a profession whose fruit is change in behaviour and attitude due to experience. That is why the greatness of an educator and the teacher should be both as an artist and a scientist. Therefore, education and the curriculum are perceived as a pathfinder to any society in terms of citizenship, welfare of the population and employability of a state. In the same light, the university curriculum is conceived in this vision and potentials which enable the state to meld minds of citizens who are the workforce of the nation and it is through this that we fight poverty, unemployment and improve the economy.

Therefore, the employability of graduates and the growth of the country's economy and guarantor depends on the state policies and a good curriculum to train graduates. Base on this knowledge and the analysis of the statistics carried out on "**The influence of curriculum quality and university graduates' employability the result review that"**

- Goals, aims and objectives significantly influence university graduates' employability in FALSH university of Yaounde I.
- The content of the curriculum significantly influences university graduates' employability of FALSH university of Yaounde I.

- The resources of the curriculum significantly influence university graduates' employability of FALSH university of Yaounde I.
- Evaluation criteria significantly influence university graduates' employability of FALSH university of Yaounde I.

From the above results, one can see that the hypothesis was duly verified and proven valid, especially when the overall p-value of <0.05 was obtained, indicating that the affirmation error margin is low.

It is no doubt evident today that education has improved the living standards and conditions of many who came from a humble background and have become important and prominent people and humble citizens in society. When something needs to get to the society, it passes first through the educational system and has to take appropriate measures to enforce this capacity. This is one of the reasons why university graduate employability has the potential to enhance the economic potential of a state or nation.

Based on all what have been said, analysed and proven, it is appropriate to conclude that the universities should be connected with relevant segment of the local and global communities, as the world has become a global village so that the curriculum of the university and it quality can be customized to serve the local and global interest, adopting an appropriate counselling unit to provide career guidance to students and fostering entrepreneurship capacities for self-employment "employability".

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QUESTIONNAIRE

SECTION A

Demographic information

1. Sex Male ☐ Female ☐

2. Age 20-29 ☐ 30-39 ☐ 40-49 ☐ 50 + ☐

3. Level of Education GCE A/L ☐ Degree ☐ aster ☐

SECTION B

Curriculum Goals, Aims, objectives and employability of university graduates

NOTES: STRONGLY AGREED = S.A, AGREED= A, STRONGLY DISAGREED=S.D DISAGREED=D

N°	STATEMENT	S.A	A	S.D	D
4	All the objectives of the lesson are communicated before the lesson begins				
5	All the objectives of the lesson in the classroom correspond to what you do in practical lessons.				
6	Evaluation items come from the objectives and match with what is needed the job market				
7	From the curriculum objectives, you can compete with other graduates in other departments				
8	Are objectives of your study similar to those of other departments				

SECTION C

Curriculum content and university Graduates' employability

9	The courses you offer correspond to activities in a real-life situation				
10	Your course content is practical in the field				
11	The courses you offer are skilled base focused and dominated by practical				
12	Course content reflects employees' expectation				
13	More time is allocated to practical lessons				
14	All lecturers cover their programmes or course outline				

SECTION D

Curriculum resources and university graduate Employability

15	The library is well equipped with textbooks in programme				
16	You have all the lecturers in all courses you need who are qualified and experienced				
17	The infrastructures are enough to accommodate the personnel, students and equipment with enough space for practical's				
18	There is an E-learning facility				
19	You have modern machines used to facilitate learning like projectors, interactive boards etc.				
20	There is a computer laboratory with enough computers with internet connection				

SECTION E

Evaluation criteria and university graduate employability

21	All your lecturers are Doctors, Professors and full-time lecturers				
22	The lecturers take their practical lessons seriously				
23	The lecturers are regular and punctual in class				
24	The lecturers have a cordial relationship with their students				
25	Your lecturers give practical and theoretical assignments and correct them				
26	Your lecturers follow up with students and make sure they are present in class and understand the lessons				
27	Lecturers attend National and international seminars for their career development				
28	All your lecturers are experts in their domain and teach courses for which they were trained for				
29	The university have partners universities				
30	The university choose the right internship site for students and supervise them or follow up				

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970