

UNIVERSITY OF YAOUNDE I

POST GRADUATE SCHOOL FOR
HUMAN, SOCIAL AND
EDUCATIONAL SCIENCES

DOCTORAL UNIT OF RESEARCH
AND TRAINING IN SCIENCE OF
EDUCATION AND EDUCATIONAL
ENGINEERING

THE FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM
AND EVALUATION



UNIVERSITE DE YAOUNDE I

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE EN
SCIENCES (CRFD) HUMAINES, SOCIALE
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UNITE DE RECHERCHE ET DE
FORMATION DOCTORALE EN
SCIENCES EDUCATIVES ET
INGENIERIE EDUCATIVE

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE CURRICULA ET
EVALUATION

INTERNAL QUALITY ASSURANCE AND EFFECTIVE PROFESSIONAL TRAINING IN SELECTED HIGHER INSTITUTES IN THE YAOUNDE III MUNICIPALITY

*A Dissertation of a Master's Degree of Education defended on 27th November
2024*

Option: Educational Management
Specialty: Inspection of School Life

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CERTIFICATION

This is to certify that the dissertation entitled *Internal Quality Assurance and Effective Professional Training in Selected Higher Institutes in The Yaoundé III Municipality and* submitted by **Gemuh Stella Vela Nyibiou** is the original research work for an award of a master's in curriculum and evaluation in the department of Curriculum and Evaluation, Faculty of Education at the University of Yaoundé I. Also, it is certified that the dissertation represents an independent research work of the student and has not been submitted for an award of any other degree.

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To the GEMUH NYOH'S Family

ACKNOWLEDGEMENTS

A dissertation of this level cannot be attributed to an individual. My sincere gratitude and appreciation are hereby extended to the following people who contributed enormously to the realisation of this dissertation.

Firstly, I wish to express my sincere gratitude to my supervisor professor who accepted to supervise this work, his expertise, assistance, guidance, comments, remarks and unfailing support contributed greatly to the finalization of this dissertation.

Secondly, my sincere appreciation goes to Mr. Bafon Joel Nshom, who's enlightening, sacrifice and suggestions greatly influenced my thoughts and made it possible for me to work on the study. His friendly support and encouragement gave me the confidence and more inspiration in this area of study

Furthermore, I would like to thank in a special way the following people who willingly shared their precious time during the process of writing this dissertation who gave me some orientation in the study. My sincere gratitude goes to all the lecturers who took out time to accept my interview and the teachers who accepted to answer the questionnaires. My appreciation equally goes to my lecturers in the Department of Curriculum and evaluation, whose training enlightened my understanding of research methodology.

Also, I would like to extend my gratitude to my classmates and friends. Special thanks for all their inspiration and motivation towards the realisation of this project.

Last but not the least; I would like to thank my entire family for their unconditional support, both financially and morally throughout my study.

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ABBREVIATIONS AND ACRONYMS

AU	: African Union
CESA	: Continental Education Strategy for Africa
GESP	: Growth and Employment Strategic Paper
ICTS	: Information and Communication Technologies
MDGs	: Millennium Development Goals
NDS	: National development strategy
NQFs	: National Qualification Frameworks
RQFs	: Regional Qualification Frameworks
SDGs	: Sustainable Development Goals
SWSE	: Sector Wide Strategy for Education
UNESCO	: United Nations Educational, Scientific and Cultural Organisation

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ABSTRACT

The main objective of this study is to examine the impact of internal quality assurance on effective professional training in selected higher institutes in Yaounde III Municipality. Internal quality assurance was conceptualised in three dimensions: institutional assessment, staff training and development, and procedures, supervision and control. In this study we adopted three quality management theories of Juran, (1951), Crosby, 1984, and Deming (1986). Methodologically we adopted a correlational research design, with a sample population of 133 lecturers from CITEC and Jimit higher institutes, a close ended questionnaire with 10 item likert scale was used for data collection and multiple regression as a model of analysis. The data were analysed using SPSS version 20 and Microsoft word. The findings revealed that institutional assessment is predictive at $\text{sig} = 0.000 < P = 0.005$ with the percentage score of 34.5%. For staff training and development procedures was predictive at $\text{sig} = 0.000 < P = 0.005$ with 38.8% and supervision and control results showed that it was predictive at $\text{sig} = 0.001 < P = 0.005$ with 25.5%. These findings implies that all the three alternative research hypotheses were confirmed. We therefore, concluded that internal quality assurance has a significant statistical impact on professional training on the selected professional higher institutes in Yaoundé III municipality. We then recommend higher education stakeholders at the institutional level should take internal quality assurance very seriously because it has a significant influence on professional education in Cameroon.

Key words: Internal Quality Assurance, Institutional Assessment, Staff Training and Development Procedures, Supervision and Control, And Professional Training

RESUMÉ

L'objectif principal de cette étude est d'examiner l'impact de l'assurance qualité interne sur une formation professionnelle efficace dans des instituts supérieurs sélectionnés dans la municipalité de Yaoundé III. L'assurance qualité interne a été conceptualisée selon trois dimensions : l'évaluation institutionnelle, la formation et le développement du personnel, ainsi que les procédures, la supervision et le contrôle. Dans cette étude, nous avons adopté trois théories de gestion de la qualité de Juran (1951), Crosby, 1984 et Demining 1986). Méthodologiquement, nous avons adopté une conception de recherche corrélationnelle, avec un échantillon de 133 professeurs des instituts supérieurs CITEC et Jimit, un questionnaire fermé avec une échelle de Likert à 10 éléments a été utilisé pour la collecte de données et la régression multiple comme modèle d'analyse. Les données ont été analysées à l'aide de SPSS version 20 et de Microsoft Word. Les résultats ont révélé que l'évaluation institutionnelle est prédictive à $\text{sig} = 0,000 < \text{PV} = 0,005$ avec un score en pourcentage de 34,5 %. Pour les procédures de formation et de développement du personnel, elles étaient prédictives à $\text{sig} = 0,000 < \text{PV} = 0,005$ avec 38,8 % et les résultats de supervision et de contrôle ont montré qu'elles étaient prédictives à $\text{sig} = 0,001 < \text{PV} = 0,005$ avec 25,5 %. Ces résultats impliquent que les trois hypothèses de recherche alternatives ont été confirmées. Nous avons donc conclu que l'assurance qualité interne a un impact statistique significatif sur la formation professionnelle dans les instituts professionnels supérieurs sélectionnés dans la commune de Yaoundé III. Nous recommandons ensuite aux acteurs de l'enseignement supérieur au niveau institutionnel de prendre très au sérieux l'assurance qualité interne car elle a une influence significative sur la formation professionnelle au Cameroun.

Mots clés : assurance qualité interne, évaluation institutionnelle, procédures de formation et de développement du personnel, supervision et contrôle, et formation professionnelle.

CHAPTER ONE

INTRODUCTION

Quality assurance is an indispensable component of Professional education in any given educational subsector. Higher institutes are charged with transmitted professional competences which respond to demand of the Labour market. Internal quality assurance is means of ensuring organisational efficiency and performance.

This background will be made up of historical, contextual, theoretical, and conceptual. These breakdown backgrounds are to establish the understanding between internal quality assurance and professional training in Cameroon higher education institutions.

HISTORICAL BACKGROUND TO THE STUDY

The historical background traces the historical evolution and internal developments in Cameroon from the 1960s to 2022. This is to demonstrate the various institutional changes that have occurred in higher education in Cameroon and their implication national socio-professional insertion and economic development.

Higher education institute in Cameroon from 1962

The demand for education by Cameroonians shapely increased as the demand for the struggle for independence intensified. In the 1960s most of the African countries gained their independence. Thus, education began to be oriented towards meeting the needs of the national independence and development in all aspects of public life. As a result, educational policies in Cameroon like many other African countries underwent a radical change (Ashu, 2016)

Initially, Cameroonians travelled abroad for higher qualification in different fields of education but the education they received overseas, was poorly adapted to the need of the Africans in general and Cameroon in particular (Njeuma et al 1999). Foreign education was more of brain drain and could not adequately respond to the needs of the socio-economic development at the time.

Following the independence of French Cameroon in 1960 and the reunification with the British with the southern Cameroons in 1961, there was a need to train senior administrators and civil servants to serve in the civil service. This led to the creation of the university complex known as national institute for university studies (institute national d'études universitaires). Its

activities started in October, 1961. Professional programmes were also developed at the same time through the school of administration, school of agriculture and military academy. The mandate of these institutions was to prepare students for degrees in education, law, economics and arts

1962, the university became the federal university of Cameroon, created by a presidential decree n°62-DF 289 of 28th july1962_(Ashu, 2016), it began in September of that year with an enrolment of 600 students all registered in the faculty of sciences, law and economic, and arts and social sciences.

Specialized schools were also created attached to the university and other professional institutions of higher learning were created such as the university Centre of health sciences (CUSS), institute of management- institute de administration des entreprises (IAE) in 1969.

In 1970, the international advanced school journalism of Yaounde - ecole superiere international de jounalisme de Yaoundé (ESIY) and the national school of technology

In 1979, the institute of international relations of Yaounde (institute des relations internationales de Yaounde, national advanced school of engineering, Ecole national superiere polytechnique became operational. These institutions prepared students for professional career (Fonkeng & Ntemmbe. 2009). Njeuma et al 1999 add that's that its mandate was to take over the role of training senior cadres in science, education and technology. Moreover, organisational unites of the university included faculties, school research centres and institutes. Each with specific mission.

In 1977, centres for language, translation and interpretation were created in Buea. The university centres for business studies and training of technical education teachers was created in Douala, university Centre for agriculture in Dschang and university centre for food science and food technology in Ngoundere. These centres were created to decongest the federal university due to rise in students' enrolment (fonkeng &Ntemmbe. 2009).

1962-1967 witnessed the creation of general education structures in Cameroon. 1967 was especially devoted in building professional and technical schools. Other establishments had been attached to the university and the same yearly the name was change from the federal university of Cameroon to the University of Yaounde (Njeuma et al 1999). It should be noted that, specialized school for example the school of administration, the military academy created

in 1961 and the national school of technology created in 1970 are attached to university (Fonkeng & Ntemmbe. 2009).

It is evident that higher education in Cameroon in the early years was divided into fundamental and professional education with the entrance to the previous being non-selective in the admission of students and producing a huge number of less qualified graduates who were not readily employable and the latter being highly selective, admitting small numbers of students through a competitive entrance examination.

This poses a problem of inequality in access to and quality of education in the sense that student from the technical or professional education institution and a student from the university with fundamental education do not have the quality of education. The same issues possess for those trained in universities and privates' higher education. More to this, since those trained in professional education are to serve in public services, it implies that the private service has less qualified Labour forced.

In addition, some of these professional institutions are concentrated only in the Centre regional, creating a problem of access. These inequalities in access and quality of education slow socio-economic development especially as two products will have to perform in the society.

The reforms of the 1990s and the continuous creation of new of universities

By 1990s, the university of Yaounde faced so much challenges among which were congestion as results of unprecedented massification, poor student and teachers' ratios and limited infrastructure amongst others (Njeuma et al, 1999). These and many other reasons accounted for the reforms. The main goal of the reforms was the digestion of the university and the professionalization of university study intended to produce graduates who will be useful to private sector and the country as whole. This goal still remains a major preoccupation as of today as the university courses are still transmitted with much of theory than practicals. Professionalization is just an illusion.

Moreover, goal three sought to make the programme more varied, professional, adapted and responsive to the need of the job market, by poverty more programmes that will enable the sectors as well as create self-employment. Observation shows that university courses in Cameroon are not professional even though the government policy development advocates for this implementation. There are responsive to needs of the job markets proof of the fact that thousands are unemployed

Most Cameroonians complain that Chinese shoes are poorly but there is no higher education institution that offer a course in shoe production. This poses a question on the relevant and quality of the higher education system in Cameroon.

The reforms sought to address the challenges of access, quality, capacity building and funding. These major challenges the of the education system, the reforms introduced led to creation of the Buea university in the south west province for the Anglophone and the university of Ngoundere for the francophones. In 1993 six universities were created out of the Yaounde university that existed that is four university centres and a semester course credit system was introduced, bursaries to student were eliminated they were asked to pay fee.

Also, the reforms broadened the funding based on the increasing participation of the different stakeholders in financing and management of the universities. This gave the University Autonomy and financial management of the universities. It should be noted that quality control is virtually non-existent in the universities and periodic performance evaluations are the only way in which the reforms can be monitored and kept on track.

Furthermore, the principle that the students should be admitted according to available space has not been respected by universities. Also, libraries are small and equitable access from a regional point of view is a serious problem as all programmes are not equitable. This was a serious impediment to quality assurance (Njeuma et al 1999).

Given that the reforms did not completely solve the problems, HE was facing in the 90s, the government passed a law on 16th April 2001 on the orientation of higher education. According to the law, higher education was to be provided not only public higher institution but also by private institutions approved by the state (law 005on the orientation of higher education, April, 2001). Therefore, private higher education institutes started increasing by the 2000s. This possess a question as observation proof that private higher education institutes still exist without approval by the state. How then is this policy implemented? How are private higher institutes monitored if at all they are?

The law stipulates that higher education organised, produces and disseminates knowledge for development purposes. But how is this knowledge transmitted; what teaching approaches do they actually use?

If this is real for the public universities is it actually real for the private institutions. Also, article 28.1 states that private higher education shall determine their teaching activating, research

programmes as well as pedagogic methods and assessment methods, how does this law apply to the private higher institutes? On a general note, the 2001 orientation law on HE orientates both the private and public higher education institutions, but it should be noted that there is no clear-cut system of accountability, monitoring and results oriented management system drafted out for the private sector.

To add the law states that lecturers are the guarantors of quality of HE and it makes provision for those fit to lecturers of HE aptitude if this applies to private higher institutes how realistic is it given that some lecturers of private higher institutes do not. This and many other issues possess a problem on the quality of education provided by some private institutes on the quality of education they provided.

CONTEXTUAL BACKGROUND TO THE STUDY

The contextual background highlights some internal and external environmental factors or conditions driving Quality assurance and accreditation in Cameroon higher education following strictly a normative system which assure and pertinence in institutional management. The Responsibility of quality assurance higher education rests with the Ministry of Higher Education/Ministère de l'Enseignement Supérieur. (NUFFIC 2016). Based on the organisational structure of the ministry, there is a department of quality assurance and accreditation (university standards 2015). This department outlines norms and standards to be respected by all higher educations. However, the effective elaboration of these standards is faced with a seemingly poor implementation at the institutional level. This is especially with the private higher education institution. The ministry of higher education developed a quality assurance implementation framework to measure the internal performance. They are on the data received from this institution which may not be a reflection of the activities underground.

According to NUFFIC (2016) The Minister of Education in question makes the substantive policy orientations in relation to universities' operations and function, however, each university has its own governing council. These councils are in charge of staff recruitments. New departments, degrees, courses, structures and institutional changes as well as procedural regulations have to be approved by the ministry concerned. This typically applies to state universities which have limited autonomy which is one of the challenges to ensure quality in professionalism in the Cameroonian university. These universities are funded by the state. They equally receive funding from donor agencies under the supervision of the ministry of higher education. The Universities in the Anglophone regions are governed by a vice-chancellor who

is appointed by the government and who is also chairman of the Administrative Council. Other public universities are likewise governed by vice-chancellors and the chairman of the Administrative Council (NUFFIC 2016). Most university top administration in Cameroon are appointed by the government which makes institutional management so fragile due to political influence. These practices mar democracy which could have guaranteed effectiveness and internal quality assurance in the university system.

In this light, private higher education institutions are autonomous. They auto-finance their activities, for the fees students pay are comparatively higher than that which is paid by students in the state universities. They are equally organised based on the regimes defining their status in their professional domain. These institutions mostly offered professional courses. They are headed by directors who run the affairs of the institution. They function under the accreditation of state universities, especially, degree award; but however internal quality assurance management is highly neglected by the university tutorship. It is necessary for the ministry higher education to work on improving the internal quality management in these institutions

Some of the state-owned higher education institutions are not directly under the responsibility of the Ministry of Higher Education but the minister of higher education works to ensure that they meet up with higher education standards (HEI Annual statistics, 2018). Some of these institutions are under the direct responsibility of other ministries and offered professional or specialised training in the areas of agriculture, health, post and telecommunications, forestry and public works. (NUFFIC, 2016). These institutions are referred to as institutions with particular status (HEI Annual statistics, 2018)

According to Teneng (2020) *“The 21st century job market has become very competitive and exigent, as it commands relevant and quality skills as the main prerequisite for graduates to obtain gainful job positions.”* In this way, internal quality is central in building an institutional system that will have the capacity to train students capable of integrating into the global knowledge economy. Consequently, it is imperative for professional education and training institutions to rethink and reshape their skill development plans, strategies, and actions, as veritable means of responding to the challenging demands brought about by incessantly changing labour market (Teneng, 2020). In this circumstance, the implication is that graduates' smooth mutation and retention in the labour market today could be obstructed if they do not possess the demanding skills that will permit them to be competitive. The quality of

professional training in any professional institute in Cameroon is determined by institutional framework for the implementation of higher education policies (Teneng, 2020).

Most disturbing is the fact that a greater portion of these youths who are job seekers have attended school for varying lengths of time, have obtained certificates, and diplomas, and yet are unable to find jobs that match their aspirations, their potential abilities, and/or cannot be absorbed by the job market at all. The tendency is that most of these graduates for the sake of bread are left with no choice (Teneng, 2020)

In the 2001, orientation law, the Cameroonian government posits that state universities have to be working more closely with regional economic commitments in ensuring regional development and prosperity. Even though this appeared as an international policy adaptation that forms a wide-spread mission of universities across the world, it does not higher the intricate intention of the state to increasingly moving away from university in terms of funding due to the country's budgetary downside position. (Zajontz and Schamp, 2016). Poor funding of the university by the state can guarantee the responsiveness of the universities to national and regional development which the country to emerge by 2035

The adoption of new public management in Cameroon higher education in 2005 changed university management and governance in terms of structure and organisational management. Mostly the state university is gradually becoming a corporate structure where the administrators seek funding and equally provide accountability and transparency to the state. Also, the ideas of efficiency and effectiveness as well as quality assurance are at the forefront of institutional management in Cameroon higher education today (Njeuma, 2003).

Internship programmes are a quality management process in professional training in in higher institutes in Cameroon. Participation in these internships programmes permit private and public institutions students' in course of their studies to translate the accumulated academic (theoretical) knowledge into more practical knowledge through mentoring processes and in the course of doing so they acquire competencies that will make them more competitive in the job market (Zajontz and Schamp, 2016). There is a serious challenge with these internship programmes in terms of duration and supervision at institutional level. There seem to be a lot of laxity in the supervision which turn to mare the quality demanded by the ministry of higher education (university standards 2015). Institute of higher learning should work in all dimensions to ameliorate their internal quality assurance. This will enhance quality professional and attract potential students. It will equally create visibility and institution positioning in

Cameroon higher education landscape and equally contribute to regional economic development (Zajontz and Schamp, 2016).

At the same time, internship programmes play a function of professional orientation that give students the opportunity to gain impressions, knowledge and experience in their professional fields in which they may possibly wish to work in the future, and as such, leading them to discover fields of interest and study early on in their career. Well-developed internship programmes will not drive professionalism in the interns but will build creative and innovative spirit which will make the students to be more entrepreneurial in the professional venture. Internal institutional assessment framework will be an effective system for quality assurance in the provision of professional education to young Cameroon. During the course of the internship, however, the lecturers as well as the students become familiar with economic and social issues and questions (Zajontz and Schamp, 2016).

Serious internships programmes will equally inform professional institutions of the new orientation in the professional content. This seems to be conspicuously absent in professional education in Cameroon. Interns may also be introduced to private or public institutions, to new theoretical and conceptual orientation, in this way allowing them to gain problem-solving competences for the university. The number of completed internships and the quality of the implementation of a professional internship management system gives the overall indication of the extent to which the universities or higher institutes are capable to fulfil its role in supporting development. (Zajontz and Schamp, 2016). The Cameroon economic development is still to take especially the regional level due to poor organisation and management of internship programmes, there is need for higher education institutes to rethink their management strategies in relation to internship programmes (NDS, 2020-2030). If these institutions continuously work in the improvement of their internal quality following the national roadmap, their professional training in this domain improves significantly. This will go long way to boost economic growth and socio-cultural efficiency in the knowledge-based society. (Zajontz and Schamp, 2016)

Higher education in sector wide strategy for education Entry into higher education is free for holders of the Baccalauréat or GCE A/L, but entry into higher training schools of the public service (as well as into certain private institutions) is subject to success in a competitive entrance examination (SWSE, 2013-2020). Higher education as of 2006 university reforms in Cameroon is sub-divided into three levels in compliance with the BMD system (Bachelor's, Master's, and

Doctorate). The Bachelor's takes three years, the Master's two years and the Doctorate, three years (SWSE, 2013-2020). The essence of this structural adjustment in the programmes system was to harmonise the qualification processes and professionalization of higher education in Cameroon. This also enables to outline specific skills acquisition within a given field of study. But how this structural change informed the local job market of the quality of the product is still question to be answered by professional training institutes in Cameroon. Most courses are transmitted with little or no innovation to boost competitiveness.

Vocational training guarantees the professional integration of graduates from the education system and thereby contributes to streamline their flow. It comprises SAR/SMs and Intensive Vocational Training Centres. The duration of this training varies from 6 to 24 months depending on the background of candidates.

The government of Cameroon assume all legal power in guaranteeing the right of private organisations, individuals, local communities, religious organisations and other stakeholders with the requisite means or ambition to set up and manage educational facilities in accordance law regulating creation and functioning of professional training institutions in Cameroon. These are contained in Law No. 2004/022 of 22 July 2004 establishing rules and regulations related to the organization and functioning of professional higher education in Cameroon which provides for two types of private schools: free schools and contract-based schools (SWSE, 2013-2020)

In terms of training, there are 1,648 government and private vocational training centres and institutes offering nearly 240 training specialties to more than 45,000 learners each year. (NDS. 2020-2030). This is evident that there is continuous increase and progress in the professional and vocational training in Cameroon. The issue at stake is the multiple of professional institutions but their total quality management. Internal quality management determines their relevance in responding to the current national and international professional demands of the labour market (NDS. 2020-2030).

In spite the current professional supply structures in terms of higher educational infrastructure, human resources and trainers are still far from meeting the demand for education and vocational training in Cameroon. The private higher education institutes engaged in professional education should work in the development of infrastructures which can meet the demanding needs of the students and ensure internal quality management of the overall institutional resources. In terms

of international norms and standards the institutes are still below standards so cannot adequately compete with other institutes out there.

To add, the prevailing problems of education could be related to: (i) poor effective implementation of the promotion of ethic which is one of the key elements of professional education, living together and national integration at all levels of education, and (ii) low contribution of research to the country's economic and social development. (NDS, 2020-2030). This low contribution of research to socio-economic development is due to no institutional structures in charge of valorisation of research there is no symbiosis between research centres and the industry. In this light, institutional management inadequacies account for the lack of pertinence of the higher education institutions which are centres of knowledge production and professional training in the country. To improve on the internal quality there needs to revisit the human resource management and development within professional training institutes in Cameroon.

(NDS. 2020-2030) In order to overcome the above-mentioned institutional challenges, the Government and the development partner should focus on: « Promoting professional education which provide graduates with professional competencies that can permit them to integrate into the socio-economic society. These students should have vital innovative and core competencies that will propel economic development of the country. The strategic objectives are thus to: (i) guarantee access to professional education (iii) reduce regional disparities in terms of school infrastructure and teaching staff, (iv) increase the provision of vocational and technical training by 10 to 25% at secondary level and 18 to 35% at higher level. With regard to vocational training, it will be directed primarily towards the driving sectors of the economy and structuring projects. Government's interventions are structured around 3 (three) components, namely: (i) access and equity; (ii) quality and employability; (iii) strengthening of the education system (NDS. 2020-2030). This national programme of the strategic objective follows the continental strategy for education (CASA, 2016-2025) and the sustainable development goals

According to (University standards, 2015) professional education programme must include an internal institutional assessment of the acquired knowledge and professional Skills which are linked to practical experience. Therefore, as already indicated internships are significant in the implementation of the quality assurance demands by the ministry of higher education. The content of a programme must reflect values and canons which are specific to the field of study. Specialisation is discipline bound, but root interdisciplinary content. The programme must

enable the students to acquire intellectual skills, the ability to think. Critical thinking and innovative thinking will pave a way for better innovation and entrepreneurial spirit (NDS. 2020-2030). Attitudes conducive to academic work are curiosity, open-mindedness and reflection as well as commitment to continuous learning of the basic, practical and professional notions in the chosen field of specialization. Programmes must include work experience as an integrated component of the study (NDS. 2020-2030).

A period of work experience (internship) offers students opportunities to assume direct or indirect responsibilities that are linked to their specialisation; to apply knowledge, values and skills in real life situations as well as to benefit from the experience of practical training, supervision and assessment of their performance and intellectual growth (NDS. 2020-2030).

CONCEPTUAL BACKGROUND TO THE STUDY

The conceptual background of this study looks at the historical evolution of the concepts selected and their link to education management. This will enhance better understanding in the context of professional training in Cameroon higher education institution.

Internal Quality assurance

The struggle to establish and implement internal and external quality assurance in Cameroon higher education started, since the 1960s with creation of the federal university. The continuous increase in the students' population has made these concepts more relevant to higher education management over the years. The concept of quality assurance in Cameroon higher education became a challenge preoccupying the 90s following the university reforms (Njeuma et al 1998). Management Massification and ensuring internal quality is the key challenge for the higher education institution history in Cameroon. The orientation law of 2001 equally emphasises on quality assurance in higher educational. Since then there has been structural innovations and evolution in Cameroon higher education. The ministry of higher education has a department of accreditations and quality assurance. The role of this department is to provide guidelines for quality management. In 2015, the department developed university standards which are to apply to all higher education institutions. These quality management standards involve teaching, research, infrastructure management and governance, financial management and corporate social responsibility of the university (university standard 2015).

In Cameroon state university rectors, deans and heads of departments are in charge of implementing quality assurance policies. In private higher education institutes, the directors

and academic managers have as responsibility to ensure internal quality. But how this quality is assured in private institutes as professional training institutions is a serious challenge in terms of policy implementation.

Institutional assessment in professional education

Institutional assessment as a quality assurance indicator in private higher education institution cover deal with a good number of factors, the evolution in the education practices also calls for continuous change in institutional assessment. In terms of programmes and course, quality in resource and facilities management and quality in students' assessment

Staff training and development procedures in professional education

Staff training and development is an old human resource concept which dates back to the 19th and 20th century organisational management theories. The human resource movement of the 1940 paid more attention to this concept. Planning, selection as well as continuous professional development of staffs in professional education is central to quality management. The education established is the quality of it management (Balakrishnan, Shankar & Uthayasuriyan, 2003).

Personnel Development could be described as the sum total of the results of the positive changes taking place in the knowledge, skills, attitudes, relationships and physical wellbeing of the employees of an organization. Training and Development (T & D) is a planned, continuous effort by management to improve employees' competency levels and organisational performance. Training has a short-term focus as it is designed to provide the learners who are especially in the managerial cadre with specific concepts, knowledge, skills and techniques needed for their present jobs. (Balakrishnan, Shankar & Uthayasuriyan, 2003)

Supervision and control in professional education

Supervision and control in an educational structure is a quality assurance indicator which better provide efficient and effective implementation of institutional objectives and programmes. It equally provides information to internal stakeholders in the proper function of the institution. Professional education institutions working to improve their quality management system through supervision and control, these are best, because these are institutional practices that will enable training and infrastructural facilities respond to the quality assurance demand. These managerial processes help in updating the continuous improvement of the current challenge in which they face on a daily basis. These modalities

provide better visibility and competitiveness in professional education. The development of new knowledge management structures and systems as control management system will guarantee better quality in professional training.

Professional training

With the emergence of the industrial revolution in the 17th and 18 centuries where machines were developed there was a high need of specialisation and professionalization of the field. Equally, the transition into the knowledge-based society called for quality training in professional field that response to the needs of the job market. Internships which are centralities in professional training must be of quality. The developments in the human relations and human resource management has significantly influence professional training given that there are varied levels organisational development.

THEORETICAL BACKGROUND TO STUDY

This work will anchor on the total management theories. These are modern management theories which inform organisational performance in terms of institutional assessment, resources, infrastructural management, continuous professional training and control and supervision. These constitute internal quality assurance indicators that influence professional training. The following paragraphs will give a brief background to some of these theories:

Deming theory of quality management (1981, 1982 and 1986)

Deming is the renowned quality expert in the world. The initial objective of the Deming management methods were the 14 outline principles. These 14 points offer a theory for management to improve quality, productivity, and competitive position (Besterfield et al, 2011). These are equally termed the “transformation principles”. The objective of the Deming management method has been and continues to be the transformation and improvement of the practice of management, more specifically, the practice of quality management (Anderson, Rungtusanatham, and Schroeder, 1994). Internal management will have significant inspiration from the Deming principles which will reflect customer satisfaction.

Anderson, Rungtusanatham, and Schroeder (1994) think that Deming quality management is not a theory and went ahead to propose a theory of quality management based on the Deming management method. It is based on Deming 1986 methods and Anderson, Rungtusanatham,

and Schroeder (1994) that we will conceptualise and explain internal quality assurance and professional training in professional institute in Cameroon

Crosby theory of quality management (1984)

In 1984, he authored *Quality without Tears*, which contained his four absolutes of quality management. These absolutes are: quality is conformance to requirements, prevention of non-conformance is the objective not appraisal, the performance standard is zero defects not “that’s close enough,” and the measurement of quality is the cost of non-conformance (Besterfield et al, 2011).these four absolutes are actually quality assurance standard principles that business organisations as well as educational institutional must adopted to make their vision, objectives and programmes more pertinent to students and the job market. Higher education in Cameroon has university standards whose mission is to ensure internal and external conformance to education policy. (University standards, 2015). Institutional management in professional higher institutes must work to enhance the conformity or the coherence of professional training to national higher education norms as means of producing quality products that can meet the needs of the society in terms of knowledge, skills and competencies.

Juran theory of quality management (1951)

He emphasized the necessity for management at all levels to be committed to the quality effort with hands-on involvement. He recommended project improvements based on return on investment to achieve breakthrough results. The Juran Trilogy for managing quality is carried out by the three interrelated processes of planning, control, and improvement. In 1951, the first edition of Juran’s *Quality Control Handbook* was published (Besterfield et al, 2011). The triennial quality management is critical to business organisation as well as education. In order to function efficiently and effectively, professional institutes must have internal planning structures, a control system and continuous improvement to better determine the performance and pertinence of the training in relation to students and that of the society.

JUSTIFICATION OF THE STUDY

Every educational institution is expected to focus its mission on quality and competitiveness of its products. The constant demands of qualified skills workers for the Labour market is an impetus to examine the internal quality management of professional education in the Yaoundé 3 municipality. Internal quality assurance in this regard pays attention to the total quality

management paradigm. The performance, visibility and competitiveness depend on its internal quality management.

The global community is asking for sustaining socio-economic development this can only be achieve through internal quality assurance of institutions

The limitation of internal quality in Cameroon higher education and in private higher institutes in particular, therefore calls for a need to evaluate institutional assessment framework, teacher's effectiveness, document management system, staff recruitment and development procedure and examination procedures (SWSE, 2013-2020).

The seemingly non-existent or limitation scientific research on internal quality assurance in professional education in Cameroon is a motivating factor for this investigation. Therefore, we believe that the present study will create new avenue to instil debates and propose practical model for internal quality management in professional higher education institutions in Cameroon.

STATEMENT OF THE RESEARCH PROBLEM

The quality and the competence of professional training is determined by the productivity and performance of the graduates in the labour market. Therefore, every higher education institute is charge with assuring quality management in professional educational. The internal quality assurance is of more relevance as it provides auto-evaluation and give effective orientations to institutional management

However, institutes in Cameroon in general and Yaoundé in particular are still facing quality assurance challenges. Most of the higher institutes seems to have insufficient or limited staffs, adequate infrastructure and logistic facilities that can guarantee quality educational and competency transmission. There is also poor pedagogic training of teachers in this sector. Most of the lecturer in these institutes some graduates from the same schools have not undergoing teaching pedagogic training.

From the perspective of quality and relevance there exists good number of discrepancies. These includes: The system's shortcomings in transforming resources into results; Poor knowledge acquisition by students in terms of practical's; il-adapted syllabus and training courses; il-adapted and out-dated technical training platforms; Weak school, university and vocational guidance counselling; Mismatch of training with economic needs, in addition to low

employment; Preponderance of the arts over science and technology; Poor correlation between vocational training and the productive milieu (SWSE, 2013-2020).

In this way staff recruitment and development still need a lot of attention, there exist of poor examination management procedures this cannot ensure quality productivity of graduates. There is also lack curriculum innovation in meeting the knowledge and skills of the 21st century.

The limitation of total quality management in professional training in higher institutes in Cameroon call for concern of the quality and productivity of the human capital delivered to the labour market. The internal total quality management discrepancies are evident in terms of infrastructures, logistics and internship supervision.

Therefore, this study sought to understand to what extent internal quality assurance contributes to effective professional training in higher institution in Yaoundé III municipality.

RESEARCH OBJECTIVES

This study sets both general and specific research objectives. These objectives establish the roadmap of the scientific investigation which calls for systematic presentation of ideas, strategies and techniques of analysis.

General research objective

The main objective of this study is to examine the impact of internal quality assurance on effective professional training in selected higher institutes in Yaoundé III Municipality.

Specific research objectives

- i) To evaluate influence of Institutional assessment on effective professional training in selected higher institutes in Yaoundé III Municipality
- ii) To Examine the impact of Staff training and development procedures on effective professional training in selected higher institutes in Yaoundé III Municipality
- iii) To evaluate the impact of supervision and control on effective professional training in selected higher institutes in Yaoundé III Municipality

RESEARCH QUESTIONS

The study constructs general and specific research questions. These interrogations help in discerning the intricacies of internal quality assurance and professional training in Yaounde municipality.

General research question

Does internal quality assurance have a significant influence on effective professional training in selected higher institutes in Yaoundé III Municipality?

Specific research questions

- i) Does Institutional assessment influence effective professional training in selected higher institutes in Yaoundé III Municipality?
- ii) Does Staff training and development procedures impact on effective professional training in selected higher institutes in Yaoundé III Municipality?
- iii) Does supervision and control influence effective professional training in selected higher institutes in Yaoundé III Municipality

RESEARCH HYPOTHESES

The study postulates general and specific research hypotheses as tentative responses to the highlighted research questions. This will ascertain the degree of the predictability of various independent variables on the dependent variable.

General research hypotheses

Internal quality assurance has no significant influence on effective professional training in selected higher institutes in Yaoundé III Municipality?

Does internal quality assurance have a significant influence on effective professional training in selected higher institutes in Yaoundé III Municipality?

Specific hypotheses

- i) **H₀₁:** Institutional assessment has no influence on effective professional training in selected higher institutes in Yaoundé III Municipality

- H_{A1}:** Institutional assessment has a significant influence on effective professional training in selected higher institutes in Yaoundé III Municipality
- ii) **H₀₂:** Staff training and development procedures has no effect on effective professional training in selected higher institutes in Yaoundé III Municipality
- H_{A2}:** Staff training and development procedures has a significant effect on effective professional training in selected higher institutes in Yaoundé III Municipality
- iii) **H₀₃:** Supervision and control has no influence on effective professional training in selected higher institutes in Yaoundé III Municipality
- H_{A3}:** Supervision and control has a significant influence on effective professional training in selected higher institutes in Yaoundé III Municipality

SIGNIFICANCE OF THE STUDY

This area concerns the importance or the relevance of the work. This work is relevant many way as follows:

Teachers

Internal quality assurance helps in the development of their professional knowledge and competences which is good to improve knowledge and skills transmission to students. The development of institutional framework for continuous learning will make the internal management more performant. This will make teachers more committed in discharging their duties.

School Administrators

This work will help institutional administrators to develop quality management frameworks and improve on the internal management change. Quality assurance in this light can be a competitive strategy in professional education supply in Cameroon.

Curriculum Planners

Quality assurance mechanisms will enable education to better plan the implementation and innovation of the curriculum. If there are improvements in the curriculum planning, they can affect positively the competencies transferred to students. The sustainable socio-economic development of Cameroon depends on the type of curriculum and its orientations. Good mastery

of supervision and control framework in professional training is a veritable added advantage in giving pertinent to school training programmes and management.

Policymakers

This work informs the policymakers of the shortcoming of quality management that the law makers must consider when higher education and professional training in Cameroon comes. Laws have to be orientated towards quality education, quality management and relevance to the Cameroon society.

Professional training and Economy Development

Professional education aims at training professionals who will engaging in economic activities which can be public administration or entrepreneurial development. In this way, quality professional education boosts the sustainable economic development through quality human capital.

DELIMITATION OF THE STUDY

This study is established within well-defined boundaries to give it the specifications and conceptualization that warrants a scientific investigation. The following heads establish the scope of the study.

Contextual/ Geographical Delimitation

This study is delimited to Yaounde III municipality of the Mfoundi division. This is because it will enable a careful examination of the phenomenon of internal quality assurance and professional training. Yaounde III is also one of the seven municipalities of the division that has many higher education institutions.

Thematic/Conceptual Delimitation

This study is centred on the concepts of internal quality assurance, institutional assessment, staff recruitment and development procedures, document management system, examination procedure and professional training education. The indicators of quality assurance carefully selected for this study respond to standards of quality management and professional education that will lead to socio-economic development of the country.

Theoretical Delimitation

This study is limited to the total quality management theories. These theories give a holistic managerial approach to internal quality assurance a significant determinant of sustainable professional training in Cameroon.

Methodological Delimitation

This study adopted the mixed method –quantitative and qualitative research approach. This is a holistic approach in which the researcher explores the Phenomenon under study to understand its implication in educational performance. Data were collected through interview and questionnaire. The data is analysed using the interpretative approach where data are organised into themes and content systematically analysis.

ASSUMPTIONS OF THE STUDY

In this study we assume that internal quality assurance exists in professional training institute in Yaounde III municipality.

We equally assume that quality professional education guarantees sustainable socio-professional insertion and sustainable development of the Cameroon society.

STRUCTURE OF THE WORK

This work is made up of five chapters:

Chapter one is the introduction to work containing contextual background, conceptual and theoretical backgrounds, justification, statement of the research problem, significance delimitation and summary of the methodology;

Chapter two deals with literature review- conceptual literature, theoretical literature and empirical literature;

Chapter three is the research methodology, handles the research approach, research design, area of the study, population sampling and sampling techniques, validity and reliability, data collection, data analysis, ethical consideration operationalization of the variables

Chapter four presentation and interpretation of results obtained from the field data

Chapter five discussion of findings. Recommendation, suggestion for further research, limitation of the study and educational implication of the overall results of the study.

CONCLUSION

This chapter handled element such as the background of the study, justification of the study, statement of the research problem, significance of the study, assumptions, delimitations and structure of the work. All these elements established the introductory foundations to the study. The scientific problem of this of study underlines total quality management theories as a holistic institutional internal quality assurance for predicting effective and efficient professional training in Yaounde III Municipality.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

The main objective of this study is to examine the impact of internal quality assurance on professional education in selected higher institutes in Yaounde III municipality. This chapter presents the conceptual literature, theoretical framework empirical literature review of the study. The objective of the presentation is to give clarity of various concepts which are selected for this study; the theoretical framework is suitable for the explaining and exploring the area of research. The empirical literature gives field data results of previous scientific investigation into the phenomenon and position the current work within perspective of internal quality assurance and professional education in private higher institute in Cameroon.

CONCEPTUAL LITERATURE REVIEW

The section deals with the concepts selected for this study. The concepts include: internal quality assurance, institutional assessment, staff recruitment and development, supervision and control of professional education and professional training.

Internal Quality assurance

The struggling to establish and implement internal and external quality assurance in Cameroon higher education started, since the 1960s with creation of the federal university. The continuous increase in the students' population has made these concepts more relevant to higher education management over the years. The concept of quality assurance in Cameroon higher education became a challenge preoccupying the 90s following the university reforms (Njeuma et al 1998). Management, Massification and ensuring internal quality is the key challenge for the higher education institution history in Cameroon (Okpalanze 2017) The orientation law of 2001 equally emphasises on quality assurance in higher educational. Since then there has been structural innovations and evolution in Cameroon higher education. The ministry of higher has department of accreditations and quality assurance. This role of this department is to provide guidelines quality management. in 2015, the department development university standards which are to apply to all higher education institutions. These quality management standards involve teaching, research, infrastructure management and governance, financial management and corporate social responsibility of the university (university standard 2015).

In Cameroon, state university rectors, deans and heads of departments are in charge of implementing quality assurance policies. In private higher education institutes, the directors and academic managers have as responsibility to ensure internal quality. But how this quality is assured in private institutes as professional training institutions is a serious challenge in terms of policy implementation (*Todrut, 2013*).

Internal quality assurance is perceived as *“those planned and systematic actions necessary to provide adequate confidence to the management that a product or service will satisfy given requirements for quality.”* (USDTFD, 2000, P.4). it is the interest of training institutes to develop internal quality frameworks that permit to train quality human capital that is employable. In this light internal quality assurance not only concerns the internal demands but also the observation of the external environment that give management the choice that informs its total quality management. *It is the “systematic management and assessment procedure adopted by higher education institutions and systems in order to monitor performance against objectives, and to ensure achievement of quality outputs and quality improvements”* (Harman, 2000, p.1) Cited in (AKHTER, 2008., p.35)

The need for quality assurance in Cameroon professional higher institutes cannot be overemphasized as the policy approach to ensure quality of teaching and learning. Nevertheless, there are major requirements of quality assurance in the Cameroon higher education system especially in the professional domain. Some of these needs are : (i) indispensable component of quality control strategy in education, (ii) ensure and maintain high standard of education at all levels, (iii) monitoring and supervision of education, (iv) To determine the quality of the teacher input, (v) To determining the number of classrooms needed based on the average class size to ensure quality control of education, and (vi) determining the level of adequacy of the facilities available for quality control (vii) ensure how the financial resources available could be prudently and judiciously deployed .(Adegbesan 2011)

Internal moderation/verification

It is important for higher institute to ensure that internal assessments and estimates are made in a coherent way. SQA will assume that all candidates in the institute entered for the same qualification are assessed to a common standard, so methods of ensuring that assessments are consistent should therefore be applied. It is also important that any new member of staff has access to all the relevant SQA documentation (SQA, 1998). It is the duty of institutional management to work in developing mechanisms in assuring quality in programme and activities

implementation. Quality Assurance Principles SQA are committed to quality assuring all its qualifications to ensure public recognition and credibility through the maintenance of standards. SQA quality assurance is based upon the following principles: (SQA, 1998):

1) the SQA assessment and quality assurance system should be understandable to stakeholders, effectively administered, publicly accountable and cost effective to operate; 2) qualifications should be accessible to all candidates who have the potential to achieve them; 3) the criteria which define the performance required of candidates for them to achieve qualifications should be appropriate to purpose, explicit and in the public domain; 4) each unit, course and group award should be unique and necessary, and should; 5) comply with the relevant qualification specification Almadani & Reid, 2011); 6) assessments should be valid, reliable and practicable, and assessment results should be in line with qualification criteria; 7) qualifications should be offered in centres which have the resources and expertise to assess candidates against the qualification's criteria ♦ staff in centres should be provided with effective support in assessing candidates for certification and 8) responsibility for quality assurance should be devolved to centres where this is consistent with the maintenance of national standards (SQA, 1998).

Institutional assessment in professional education

Institutional assessment as a quality assurance indicator in private higher education institution cover deal with a good numbers factors, the evolution in the education practices also calls for continuous change in institutional assessment. In terms of programmes and course, quality in resource and facilities management and quality in students' assessment. Assessment of institutional effectiveness at the higher education level should take place at the institutional and unit levels where Office of Institutional professional development, Research, Planning and the Continuous Improvement Education Initiative help in the development and monitoring the inputs at the institutional level. Moreover, several faculty and institutional structure collect data on key institutional indicators of link to internal quality assurance. When it comes to the unit level, the assessment plan is outline as part of the strategic planning. (*Banerjee & Dika 2003*). In this way institutional assessment is constant activity of the quality assurance unit to improve of the effectiveness and efficiency of professional training and quality education.

Staff recruitment and development procedures in professional education

Staff training and development is an old human resource concept which dates back to the 19th and 20th century organisational management theories. The human resource movement of the

1940 paid more attention to this concept. Planning, selection as well as continuous professional development of staffs in professional education is central to quality management. The education establish is the quality of its management (Balakrishnan, Shankar & Uthayasuriyan, 2003). Personnel Development could be described as the sum total of the results of the positive changes taking place in the knowledge, skills, attitudes, relationships and physical wellbeing of the employees of an organization. Training and Development (T & D) is a planned, continuous effort by management to improve employees' competency levels and organisational performance. Training has a short-term focus as it is designed to provide the learners who are especially in the managerial cadre with specific concepts, knowledge, skills and techniques needed for their present jobs. (Balakrishnan, Shankar & Uthayasuriyan, 2003)

Supervision and control in professional education

Supervision is a complex process that must play a prominent function in all education systems. Ideally, supervision *is a partnership between supervisors and supervisees, in which both partners are actively involved in the planning and direction taken. Feedback and guidance are essential components of learning and development and so it is vital that supervisors provide supervisees with both* (Ololube, 2014, P.97). Effective supervision occurs when the supervisee consolidates an identity separate from the supervisor, while acknowledging the supervisor's importance and the learning that occurs through supervision. Supervision is thus formally defined as a relationship between senior and junior member(s) of a profession that is evaluative, it extends over time, serves to enhance the skills of the junior person, and monitors the quality of the services offered by the junior person, and acts as gate keeping to the profession (**Ololube, 2014, P.98**). Educational supervision plays a major role in guaranteeing a dependable system (**Ogechukwu et al 2016**)

Educational supervision is a formal process that addresses this problem. It encompasses a range of activities aimed at providing guidance and feedback to less experienced educationists from the perspective of a more experienced educationist. It is underpinned by several key principles as reflected in the literature including active listening, mentoring, creating a supportive learning environment, providing constructive feedback, encouraging reflective practice and developing insightful or self-aware approaches in teachers and head teachers. Educational supervision is a positive process, which enables supervisees to gather feedback on their performance, to chart their continuing progress and to identify their developmental needs (Ololube, 2014, P.

Supervision and control in educational structure is a quality assurance indicator which better provide efficient and effective implementation of institutional objectives and programmes. It equally provides information to internal stakeholders in the proper function of the institution. Professional education institutions working to improve their quality management system through supervision and control, these are best institutional practices that will enable training and infrastructural facilities responding to the quality assurance demand. These managerial processes help in updating the continuous improvement of the current challenge in which they face on a daily basics. These modalities provide better visibility and competitiveness in professional education. The development of new knowledge management structures and systems as control management system will guarantee better quality in professional training (Lyonga ,2018).

Professional training

With the emergence of the industrial revolution in the 17th and 18 centuries where machines were developed there has been high need of specialisation and professionalisation of different field. Professional education training is essential in acquiring, practical knowledge and skill are readily applicable for value creation with the industrial business organisation. Equally, the transition into the knowledge-based society called for quality training in professional field that response to the needs of the job market (MINSUP, 2020). The knowledge society required knowledge worker like managers, teachers, journalists, etc. Internships programmes are centralities in professional training in that theoretical knowledge is put into practical and this permit students to gain field experience of the theoretical knowledge acquired. In doing so institutions involved in professional education must work to enhance quality both internally and externally. The developments in the human relations and human resource management also require professional development which has significantly influence professional training given there are varied levels organisational development (MINSUP, 2022).

THEORETICAL FRAMEWORK

Deming theory of quality management (1981, 1982 and 1986)

Deming is the renowned quality expert in the world. The initial objective of the Deming management methods were the 14 outline principles. These 14 points offer a theory for management to improve quality, productivity, and competitive position (Besterfield et al, 2011). These are equally termed the “transformation principles”. The objective of the Deming

management method has been and continues to be the transformation and improvement of the practice of management, more specifically, the practice of quality management (Anderson, Rungtusanatham, and Schroeder, 1994). Internal management will have significant inspiration from the Deming principles which will reflect customer satisfaction. Anderson, Rungtusanatham, and Schroeder (1994) think that Deming quality management is not a theory and went ahead propose theory of quality management based on the Deming management method.

It is based on Deming 1986 methods and Anderson, Rungtusanatham, and Schroeder (1994) that we will conceptualise and explain internal quality assurance and professional training in professional institute in Cameroon. The 14 principle of Deming theory of quality management. these principles are: 1) Create constancy of purpose toward improvement of product and service with the aim to become competitive and to stay in business, and to provide *jobs*. 2. Adopt the new philosophy. We are in a new economic age. Western management must awaken to the challenge, must learn their responsibilities, and take on leadership of change. 3. Cease dependence on mass inspection to improve quality. Eliminate the need for inspection on a mass basis by building quality into the product in the first place. 4. End the practice of awarding business on the basis of price tag alone. Instead, minimize total cost. Move toward a single supplier for any one item, on a long-term relationship of loyalty and trust. 5. Improve constantly and forever the system of production and service, to improve quality and productivity, and thus constantly decrease costs. Point 6. Institute training on the job. 7. Institute leadership. The aim of supervision should be to help people and machines and gadgets to do a better job. Supervision of management is in need of overhaul, as well as supervision of production workers. 8. Drive out fear, so that everyone may work effectively for the company. Point 9. Break down barriers between departments. People in research, design, sales, and production must work as a team, to foresee problems of production and use that may be encountered with the product or service. 10. Eliminate slogans, exhortations, and targets for the workforce asking for zero defects and new levels of productivity. Such exhortations only create adversarial relationships, as the bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the power of the workforce. 11. Eliminate work standards (quotas) on the factory floor. Substitute leadership. numeric goals. Substitute leadership. 12. Remove barriers that rob the hourly worker of his/ her right to pride of workmanship. The responsibility of supervisors must be changed from sheer numbers to quality. 13. Institute a vigorous program of education and self-

improvement. 14. Put everybody in the company to work to accomplish the transformation. The transformation is everybody's job

These represent a complex, prescriptive set of interrelated rules of inter- and intra-organisational behaviour, codified and communicated in the linguistic form of commands. Visionary Leadership, Internal and External Cooperation, Learning, Process Management, Continuous Improvement, Employee Fulfilment Customer Satisfaction **Anderson**, Rungtusanatham, and Schroeder (1994).

Relevance of the theory to present study

Even though, this theory was developed for business organisations or industrial quality assurance, they are applicable in education for students who are seeking education are considered products which must be produced with higher quality. The attractiveness and consumption must improve quality standards. Within the institutional assessments, professional development and supervision mechanisms must be in place to offer quality service to education and equally , management must be of quality for there to be productivity and competency development.

Crosby theory of quality management (1984)

In 1984, he authored *Quality without Tears*, which contained his four absolutes of quality management. These absolutes are: quality is conformance to requirements, prevention of non-conformance is the objective not appraisal, the performance standard is zero defects not “that’s close enough,” and the measurement of quality is the cost of non-conformance (Besterfield et al, 2011).these four absolutes are actually quality assurance standard principles that business organisations as well as educational institutional must adopted to make their vision, objectives and programmes more pertinent to students and the job market. Higher education in Cameroon has university standards whose mission is ensure internal and external conformance to education policy. (University standards, 2015). Institutional management in professional higher institutes must work to enhance the conformity or the coherence of professional training to national higher education norms as means of producing quality products that can meet the needs of the society in term of knowledge, skills and competencies. Crosby also have four for quality management these first involve: Conformance which concerns management commitment in Policy Deployment, Prevention, -policies, systems communication, operation and integrity. The secret of prevention is to look at the process and identify opportunities for

error and Zero defect: Zero Defects means doing what we agreed to do, when we agreed to do it. It means clear requirements, training, a positive attitude, and a plan. Price of conformance What cost money are the unqualify things – all the actions that involve not doing jobs right the first time. quality improvement programme, which include, for example, management participation, management responsibility for quality, employee recognition, education, reduction of the cost of quality (prevention costs, appraisal costs, and failure costs), emphasis on prevention than after-the-event inspection, doing things right the first time, and zero defects. Crosby claimed that mistakes are caused by two reasons Management commitment: 1) To make it clear where management stands on quality. (2) Quality improvement team: To run the quality improvement program. (3) Quality measurement: To provide a display of current and potential non-conformance problems in a manner that permits objective evaluation and corrective action. (4) Cost of quality: To define the ingredients of the cost of quality, and explain its use as a management tool. Quality awareness: To provide a method of raising the personal concern felt by all personnel in the company toward the conformance of the product or service and the quality reputation of the company. (6) Corrective action: To provide a systematic method of resolving forever the problems that are identical through previous action steps. (7) Zero defects planning: To investigate the various activities that must be conducted in preparation for formally launching the Zero Defects program. (8) Supervisor training: To define the type of training that supervisors need in order to actively carry out their part of the quality improvement program. (9) Zero defects day: To create an event that will make all employees realise, through a personal experience, that there has been a change. (10) Goal setting: To turn pledges and commitment into actions by encouraging individuals to establish improvement goals for themselves and their groups. (11) Error causal removal: To give the individual employee a method of communicating to management the situation that makes it difficult for the employee to meet the pledge to improve. (12) Recognition: To appreciate those who participate. (13) Quality councils: To bring together the professional quality people for planned communication on a regular basis. (14) Do it over again: To emphasize that the quality improvement programme never ends.

Relevance of the theory to the study

In internal quality assurance considering the above principles in professional training is crucial enhancing programmes and transformation of students as well as institutional management. the quality of management determines the quality of training and the outcome of the training. Most these elements are always reflected on the organisation attractive or public personality.

Therefore, institutional internal quality assurance from Crosby standpoint will guarantee institutional effectiveness and efficiency. This theory can help in staff recruitment and continuous professional development whether academic or administrative

Juran theory of quality management (1951)

He emphasized the necessity for management at all levels to be committed to the quality effort with hands-on involvement. He recommended project improvements based on return on investment to achieve breakthrough results. The Juran Trilogy for managing quality is carried out by the three interrelated processes of planning, control, and improvement. In 1951, the first edition of Juran's Quality Control Handbook was published (Besterfield et al, 2011). The triennial quality management is critical to business organisation as well as education. In order to function effectively and effectively, professional institutes must have internal planning structures, a control system and continuous improvement to better determine the performance and pertinence of the training in relation to students and that of the society. Juran believed that main quality problems are due to management rather than workers. The attainment of quality requires activities in all functions of a firm. Firm-wide assessment of quality, supplier quality management, using statistical methods, quality information system, and competitive benchmarking are essential to quality improvement. Internal failure costs (scrap, rework, failure analysis, etc.), associated with defects found prior to transfer of the product to the customer;

- External failure costs (warranty charges, complaint adjustment, returned material, allowances, etc.), associated with defects found after product is shipped to the customer;
- Appraisal costs (incoming, in-process, and final inspection and testing, product quality audits, maintaining accuracy of testing equipment, etc.), incurred in determining the degree of conformance to quality requirements;
- Prevention costs (quality planning, new product review, quality audits, supplier quality evaluation, training, etc.), incurred in keeping failure and appraisal costs to a minimum

Relevance of the theory to the present study

This theory as quality management theory enable the explanation of supervision and control of institutional processes in terms of teaching, evaluation, management processes. Internal quality assurance can only be when supervision and control are effective coordinated. When there a symbiotic relationship between staff and management, efficiency and relevance the production of content will guarantee quality products. Institutional supervision and control must be a

carefully planned activity with a clear defined stage well communicated to employees so much so that they are capable of engaging in effective implementation of the normative processes.

REVIEW OF RELATED EMPIRICAL LITERATURE

Mensah (2016) believes Quality assurance in higher education has become a global issue. There has been a growing interest of governments around the world that higher education institutions in their countries need to provide quality education to their students. This study investigated the implementation of internal quality assurance in two purposively selected Ghanaian Polytechnics. Qualitative methodology was employed using in-depth interviews based on a case study research design. The participants indicated that the internal quality assurance systems and practices in place in the Polytechnics included areas such as the availability of internal quality assurance policy, teaching and learning processes, curriculum design, evaluation and review, research performance, extension activities, student assessment practices, student-lecturer assessment and student support services. Infrastructure challenges, funding and budget constraints, human capacity constraints and lack of quality culture were found to militate against the implementation of quality assurance in the Polytechnics. It was recommended that Ghanaian Polytechnics should have clear policies and associated procedures for the assurance of quality and standards of their programmes and awards. They should commit themselves explicitly to the development of quality culture and quality awareness. Also, the necessary learning facilities, resources and support systems should be provided by the Polytechnics to ensure quality of teaching and learning. The products, environments, programmes and services provided by the Polytechnics should be accessible and usable, to the greatest extent possible, by all categories of students.

Seyfried and P Pohlenz (2018) in a mixed-method perspective investigate the determinants of effectiveness in quality assurance at higher education institutions. They collected survey data from German higher education institutions to analyse the degree to which quality managers perceive their approaches to quality assurance as effective. Based on this data, they develop an ordinary least squares regression model which explains perceived effectiveness through structural variables and certain quality assurance-related activities of quality managers. The results show that support by higher education institutions' higher management and cooperation with other education institutions are relevant preconditions for larger perceived degrees of quality assurance effectiveness. Moreover, quality managers' role as promoters of quality assurance exhibits significant correlations with perceived effectiveness. In contrast, sanctions

and the perception of quality assurance as another administrative burden reveal negative correlations.

Wilian et al (2018) present internal quality assurance system (IQAS) of the secondary education unit is a quality assurance system which involves all components in the education unit. However, IQAS seemed to be scarcely heard in many private schools, including that of the Islamic private high schools in Mataram – West Nusa Tenggara Province, Indonesia. The purpose of this research is to find out to what extent do teaching staffs, school principals, and other members of the education unit understand and apply the IQAS in their schools so that the quality of the process as well as the learning outcomes of the students could be equivalent with what have been established at public schools. Using qualitative descriptive method, data were collected through document, questionnaires, and interviews with teachers, principals, and supporting education unit staffs. The results of the study claimed that the teaching staff and education unit as a whole did not fully understand the IQAS of the secondary education unit. IQAS programs were not well organized to meet the national education standards. All school members did neither have a good understanding of IQAS nor a good quality assurance team. Consequently, school programs did not lead to gradual quality improvement to achieve or even exceed the national education standards

Darojat (2018) examined the implementation of quality assurance (QA) programs in distance higher education. Different challenges related to the development of QA programs at a distance higher institution and how to manage and implement the programmes are discussed to show how the programs have been used to ensure the survival of the institution. A qualitative case study through semi structured interview and documentary analysis was employed to investigate the issue. The evidence indicates that the development and implementation of QA programmes were very demanding and called for strong commitment of the top management and staff at all levels. Despite the challenges, the results of quality programmes have generated significant benefits for the university through its regular self-assessment and stakeholders' feedback. The employment of the QA programmes has called for different quality guidelines to maintain consistency in the management process and to ensure products and rendered services correspond with quality criteria. The results of this study might support sharing practical recommendations on how QA programmes could be adapted in different distance higher institutions with different social and educational settings.

Paintsil (2016) thinks that the idea of integrated approach to quality assurance is the best model to balance accountability and improvement orientation of quality in higher education. However, this quality assurance model has been approached delicately partly due to the perceived conflicting relationship between internal and external quality assurance systems, and the propensity of this relationship to create tensions and conflicts rather than harmony and alignment in quality assurance governance structures. This research seeks to explore the relationship between internal and external quality assurance system, as a way of understanding how this relationship affect integration of the two systems. The study thus, attempts to develop an approach to holistic implementation of quality assurance using Johan P.Olsen (2007) four governance models as the theoretical foundation. Using deductive research approach, the study is built on three hypothetical assumptions: (i) Quality assurance is a steering instrument for governance of higher education institutions. (ii) The co-existence of internal and external quality assurance creates tensions within higher education institutions. (iii) Desired quality is achieved when both internal and external systems are aligned to the governance system within which they operate, and also, appropriately coordinated in an integrated manner. The study employed qualitative research strategy, using semi-structured interviews and document analysis as data collection instruments to aid the study answer the research questions. Findings of the research to a very large extent confirm the theoretical assumption made. The study thus, proposes that, integrated approach to quality assurance should be two-step process. Firstly, there is the need for the governance structure of the two quality assurance systems (internal and external) to be properly aligned to conform to the respective internal governance structures before they are integrated on a common platform that promote independence, responsibility and accountability. This is because whilst the study recognizes the need for the universities to have control over internal quality process, there is still the need for universities to be responsible and externally accountable for their own internal quality assurance strategies

Okae-Adjei (2016) examines the internal quality assurance practices of three Ghanaian polytechnics. It also investigates the weaknesses and challenges associated with current practices of quality assurance in Ghanaian polytechnics. Guided by the interpretive theory of social

constructionism, the study used qualitative document analysis and interview techniques to investigate the perceptions of forty participants about the quality assurance practices in Ghanaian polytechnics. The study revealed that the Polytechnics have made efforts to

develop internal quality assurance structures and institutional-wide quality assurance policies. Notwithstanding their quality assurance efforts, the Polytechnics have not been very successful in establishing a quality culture, weaknesses and challenges still remain. Among others, the study recommends that the Polytechnics should not copy wholesale from the universities' and international practices but should select quality assurance practices relevant to the Polytechnic context.

Andleeb and Jusoh (2020) indicate all higher education institutions (HEIs) in Pakistan are accredited by the higher education commission and have formed a directorate of quality assurance to accomplish the quality goal and enforce internal quality assurance (IQA) policies through the quality enhancement cells (QECs). Self-assessment of an academic programme is a part of the IQA policy. It includes teaching-learning processes, institutional facilities, process control, computer labs, program mission, objectives, and outcomes. In the past, limited research has been done on institutional internal quality assurance practices (IIQAAPs) based on Self-Assessment Report and student satisfaction. The study aims to find the level of IIQAAPs, student satisfaction, and the relationship between IIQAAPs and student satisfaction in HEIs of Pakistan. The study used a quantitative method by circulating online questionnaires to 136 top managers and student representatives using proportionate stratified random sampling, in which 112 questionnaires were received for analysis. Statistical Package for Social Science is used in the study to test the hypothesis using multiple regression. The findings showed based on the top manager's perception, IIQAAPs in HEIs are at a moderate level. Furthermore, based on the student representative's perception, the student satisfaction level was also at a moderate level. The study also found a positive relationship between IIQAAPs and student satisfaction. The findings of the study contribute to a new path for future researchers which will contribute towards improvement in the quality of research and teaching. In addition, the study has also provided suggestions for future research.

Garwe et al (2021) presents a self-evaluation and peer review of the external quality assurance framework for research implemented by the national quality assurance agency for Zimbabwe. Documentary analysis and semi-structured interviews were used to develop a self-evaluation report which was then subjected to international peer review as is the norm in quality assurance evaluations. The evidence from self-evaluation indicates that the quality assurance framework generated significant improvement in the quality and quantity of research with gaps identified in doctoral training and supportive structures for research. Peer review recommended the inclusion of a performance-based research funding arrangement akin to the Research

Excellence Framework (REF) used in the United Kingdom whilst throwing caution on the contentious nature of the REF. The paper recommends the development, implementation, and review of quality assurance frameworks for research to guide institutions, enhance research, and to maintain consistency and harmony in the research system. These findings can be adapted by different national quality assurance agencies involved in the regulation, promotion, and enhancement of the quality of teaching, innovation, knowledge production, and engagement outreach in higher education

Aithal (2015) presented the internal quality assurance systems of Higher Education Institutions as Self-regulated responsibilities of the higher education institutions, aimed at Continuous improvement of quality and achieving academic excellence. Srinivas Institute of Management Studies (SIMS), being innovative higher education institution, has mechanisms for academic auditing and adopted quality management strategies in all academic and administrative aspects. The institution has an Internal Quality Assurance cell (IQAC) and adopts a participatory approach in managing its provisions. ***This paper contains the details of*** institutional Internal Quality Assurance Cell, the composition, the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes, contribution of management, external members, students and alumni etc., institutional integrated framework for Quality assurance of the academic and administrative activities, institutional training to its staff for effective implementation of the Quality assurance procedures, Academic Audit of the academic provisions the outcomes used to improve the institutional activities, and institutional mechanisms to continuously review the teaching learning process. The paper also analyses the advantages of Internal quality assurance cell in improving quality of higher education at Srinivas Institute of Management Studies.

Turner (2016) conducted a study to form an understanding of the online programme assessment and assessment processes in higher education, and how program review processes were adopted and implemented through institutional policies in regard to industry quality assurance standards. The study looked at institutions classified as very high, high, or research universities by the Carnegie Classifications, and which offered online masters programs focused on preparing students for positions in educational administration or leadership roles. The study used an electronic survey and content analysis through institutional policy and quality assurance documents to develop a recommendation for institutional level quality procedure of online programs to assure reviews are performed. The electronic survey was distributed to 194

institutions and results were analysed using descriptive statistics, cross-tabulation with chi squared analysis, and ANOVAs. Research results showed that programme reviews were integrated into institutional policy and required for programme operation, but the results also showed that institutions and programmes needed to review the policies to examine if the reviews truly reflected the needs of the programmes and accreditors, or if they needed to be edited for elimination of repetition. The practices and responses illustrated the necessity for institutions and programmes to find common ground for gathering the information needed on programme performance and student learning outcomes for programme reviews and reports.

Okpalanze (2017) conducted to assess the quality assurance practices in secondary schools in Enugu State Nigeria. Six specific purposes, six research questions and six null hypotheses guided the study. The descriptive survey research design was adopted for the study. The population of comprised 291 principals of public secondary schools and 92 school evaluators in the Ministry of Education totalled 383. The entire population served as the sample. The instrument used for data collection was structured questionnaire titled “Assessment of Quality Assurance Practices in Secondary Schools in questionnaire “AQAPSSQ”. The reliability of the questionnaire was established using a trial test method on a group of 20 principals and 10 evaluators from Ebonyi State gave a reliability co-efficient of 0.77. The data collected were analysed using mean and standard deviation to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 alpha. The findings of the study revealed among others that: provision of infrastructural facilities, recruitment of qualified teachers, secondary school curriculum implementation and effective leadership management are quality assurance practices in secondary schools in Enugu State. Based on these findings, some recommendations were made among which are: that methods of recruitment of teachers should be on merit basis not on quota system which was filled by unqualified teachers. Secondly, government, its agencies and other private bodies should be involved in improving staff welfare in secondary schools.

Papanthymou and Maria Darra (2017) presents a summary of 52 studies from 2006 to 2016 in Quality Management (QM) within Higher Education Institutes (HEIs). The aim of this paper is to submit evidence regarding the level of QM in HEIs, particularly in developing countries, and also to enhance the research in the field of QM. The findings reveal that from 2013 onward there is an increased interest in the items of QM mainly in Arabic countries. Moreover, the findings include Critical Success Factors (CSFs), obstacles and benefits that confirm and supplement previous literature. The type (private or public) and age of university,

transformational leadership, integration, respect of a person, character, constructive conflict, creative tension, enthusiasm, awareness and orientation of employees and faculty and resource allocation are CSFs that this study reveals. Also, infrastructure limitations focused on human and financial capital, limited involvement of stakeholders and measurement of a complex range of performance indicators are barriers which enrich the analysis. Moreover, the extra benefits of QM practices are that QM is appropriate to the purpose of HEIs, meets the expectations and the new roles of HEIs, and lastly, the implementation of QM practices can solve problems and propose solutions.

Starostina et al (2016) examine Modern high-tech production based on knowledge, the democratisation of society and processes of globalization and regionalization form a new, dynamic labour market and actualize the problem of preparation of highly skilled professionals who ensure the stability of economic development and its integration into the world economic space. All this requires the educational institutions to not only constantly change and improve educational programs and technologies, but also to upgrade quality of higher education, due to the wide dissemination of guidelines for quality assurance in a cross-border higher education of UNESCO and OECD, as well as the creation of transparent intramural systems of education quality assurance for representatives of the labour market. The purpose of the article is to present the results of theoretical and empirical research problems of improving intramural system of education quality assurance, aimed at increasing the competitiveness and efficiency of the university management in terms of socio-economic development of the cross-border region. The study was conducted by methods of comparative analysis, monitoring, foresight methods. The theoretical basis for the study was multi-standard approach. Practical implementation of the study is related to the development of the program of development of intramural system of education quality assurance, aimed at improving the competitiveness and efficiency of the management of the university. Consistency in the# education# quality assurance and confirmation of compliance of the system with the established international# standards gives “credibility” on the part of the professional community and employers, and as a result, provides competitiveness in the domestic and international markets of educational services.

IDENTIFICATION OF GAPS

From this review there is limited literature on internal quality in professional higher education in Cameroon. Most of the works are the USA Europe, Asia and other African country. This indicate that internal quality assurance in professional education has not received sufficient

scholarly attention in Cameroon. Working toward a high-middle income come by 2035 demands great professional human capital development which the internal quality institutional management is primordial and contribution to sustainable socio-economic development. None of the works has paid serious attention to internal quality assurance from the quantitative approach. Most of the works adopted qualitative approach these reveal a methodological limitation. our task will be examining internal quality assurance through the institutional assessments, staff recruitment and development, supervision and control as effective approaches professional quality training in professional higher institutions in Cameroon. Theoretically the discrepancy internal quality assurance through Deming Crosby and Juran approaches is evident. Therefore, we adopt these theoretical philosophies in quality management study to explain internal quality and effective professional quality training in Cameroon higher private higher education.

Conclusion

This chapter handled conceptual literature of internal quality assurance, theoretical literature which concerned Crosby quality management theory, Deming, and Juran quality management theory to explain internal quality assurance and professional training in private higher institutes in Yaounde 1 municipality. The empirical literature which focused internal quality assurance and professional development and how it influences educational outcomes. It equally identifies gaps in the literature as means of establishing the position of the present study. From the present literature we established that there is no or limited scientific literature on internal quality assurance and professional training private education in Cameroon. Therefore, focusing on the internal quality assurance will create awareness and equally inform the policy makers and educational leaders on the importance of developing internal quality assurance measurement frameworks in ascertaining improvement in institutional structures, strategies and approaches in the effective implementation of professional education which is focused toward sustainable quality education for sustainable socio-economic growth.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methods and procedures used in the study. It is made up of the following elements: research approach, research design, area of study, population of the study, sampling procedures and sampling techniques, sample size, research instrument, data collection plan, validity and reliability of the instrument, administration procedures of the instrument, method of data analysis, ethical consideration ,operationalisation of variables , synoptic table and referencing style sheet. All these give a rigorous scientific process and systematic strategies in the research process.

RESEARCH APPROACH

This study employed the mixed method that is qualitative and quantitative approach, with the use of a questionnaire that has open and closed ended questions as the main tool of data collection making it convergent, furthermore data collection for this work was obtained from published books, dissertations, thesis and articles written on quality assurance and professional education in the Cameroon higher education, useful information was also taken from the internet.

RESEARCH DESIGN

Amin (2005) defines research design as a blue print, methodology or plan of activities that the researcher uses in carrying out investigation in a given area of problem. In other words, research design refers to the researcher's plan on how to proceed in his or her study. From the above definitions, we deduce that research design as a plan and strategy put in place to carry out the research project. Amin (2005) noted that a research design is necessary because it guides the entire research process so as to yield maximum fruits and reduce cost or expenditures in terms of effort, time and money. Without a research design, it will be difficult to set meaningful boundaries. Furthermore, research design can be referred to the overall method that a researcher chooses to integrate the different component of the study in a coherent and logical way. There exist different types of research design. Some of which are: descriptive research design, experimental research design, causal comparative research design as well as the correlation research design. The qualitative nature of the variables under study permits the researcher to use, the survey research design. The survey research design explores the relationship between two or more variables through a correlational analysis. This intent to determine if and to what

degree the variables are related. It does not imply one cause the other. Thus, the design was used to investigate the situation in the field and to generalize the findings to the target population.

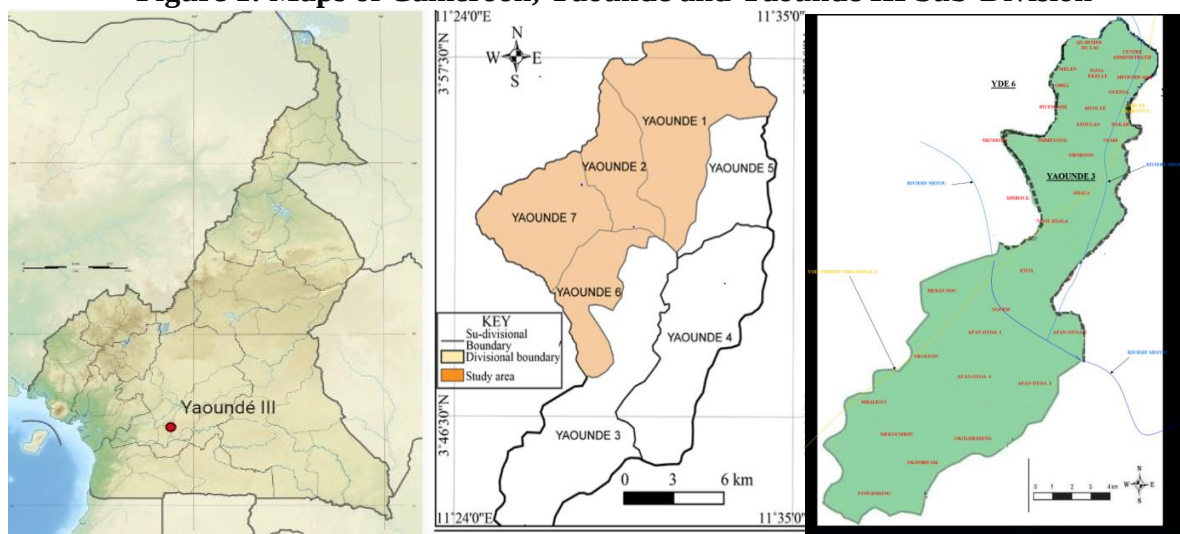
AREA OF THE STUDY

This one of the seven municipality of The Yaounde city is found in Mfoundi division of the centre region of Cameroon. Yaounde is the political capital of Cameroon. The Mfoundi Division is at the same time, the capital of the centre region division. The centre region is bordered to east by the East region, to south by the South region, to the north by the Adamawa region and to the west by the West and Littoral regions. This Mfoundi division covers a surface area of 297km² and is made up of seven administrative sub divisions which are: - Yaounde I, Yaounde II, Yaounde III, Yaounde IV, Yaounde V, Yaounde VI and Yaounde VII. The city of Yaounde lies about 750 meters above the sea level. In this study, we focused on Yaounde III for our research. The division has a population of about 1,881,876 inhabitants and the population density is 6,336km².

Yaounde III is one of the major municipalities under Mfoundi division of the centre region of Cameroon with head quarter at Efoulan. The municipality is bordered in the east by Yaounde VI sub division, in the west by Yaounde IV sub division, in the north by Yaounde I and in the south by Mbankomo. Demographically, the municipality has a population of about 252,501 inhabitants and a population density of 3,702 inhabitant/ km². The sub division is made up of quarters such as Efoulan, Etoug-Ebe, Ahala 1 and 2, Dakar 1 and 2, Meyo, Afanoya 1, 2, 3 and 4 Mekoumbou 1 and 2, Nkol-Mbenda, Nyomo, Ngoa Ekele, Mvolye, Mvan, Nsimeyong, Nkolfon, Damas, Simbock, Olezoa, Obobogo, Obili etc. There are many professional schools such as Ecole Militaire Inter Armees du Cameroun (EMIA), National Institute of Youth and Sport (N.I.J.S), ecole Normale superiere(ENS) National School of Administration and Magistracy (ENAM), national advance school of engineering, power batch vocational training institute, Jimit bilingual higher institute, CITEC, catholic university institute, institute ST jean etc. , among others not leaving out Universities such as the University of Yaounde I, University Prive La Rosière , etc.

among all these schools, we work with CITEC and Jimit bilingual higher institute. This was of the temporality of the study and for the easy access of data which permit us to realise the work

Figure 1: Maps of Cameroon, Yaounde and Yaounde III Sub-Division



Source: Central Bureau of the Census and Population Studies (BUCREP) and Municipal Council Efoulan

CITEC higher institute of management and technology

CITEC was created in 2007 by ministerial decree n°14/00/610/N/MINESUP, SG/DDES/ESUP/EDA/NJNEBN of 0032, MINEFOPISG/DFOP/SAGSF/AAED of 19/04/2011/mi10/04336/1/DD. **Fields of operations and certification programmes 6:** Information and technology, marketing and management, business and finance, management, education, and engineering. They offer HND, professional degree, and professional masters. The Staff: It has 18 administrative staff and 87 lecturing staff. **The structure:** the structure is made up of board of trustees, general manager, director, registrar, academic officer, treasurer, HODs, coordinator, administrators and student government

Jimits bilingual higher institute

Jimits bilingual higher institute was created in September, 2016 ministerial decree. 18.00664/minsup/sg/ddes/sup/ sda/ lmn. **Fields of operations and programmes 20:** information and technology, marketing and management, business and finance, management, education, engineering, hotel management and catering, tourism and travel agency, law, fashion, advertising and public relations. Telecommunication, nursing, journalism environmental and natural resource management, international relations, oil , gas and energy management. **professional certification programmes:** HND, degree, and masters. **The staff:** 15 administrative staff and 80 lecturers. **The structure:** vice chancellor, registrar, Academic officer, treasurer, HODS, coordinators, and administrative staff.

POPULATION OF THE STUDY

Amin (2005), postulates that population is a complete collection (universe) of all elements (units) having the same characteristics that are of interest in an investigation. Thus, a research population is referring to a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or feature. A research population is generally a large collection of individuals or objects that is the main focus of a scientific inquiry. It is for the benefit of the population that researches are done. The population of this study includes all the teaching and administrative staff of CITEC and Jimits bilingual higher institute. This is also sometimes called the target population to which the researcher ultimately wants to generalize the results. The sample population is gotten from the accessible population and its result is being generalized to the target population. The target population here includes all professional institutes teachers in Yaoundé III municipality. The sample population is drawn from the accessible population and its result is being generalized to the target population. As concern the study the target population is Yaoundé III, accessible population teaching and administrative staff of CITEC and Jimits bilingual higher institute Yaoundé III Municipality.

Table 1 : Population distribution

Higher Institutes	Administrative staff	Teaching staff	Grand total
CITEC Higher Institute of Management and Technology	18	87	105
Jimits Bilingual Higher Institutes	15	80	95
Total	33	167	200

SAMPLING PROCEDURES AND SAMPLING TECHNIQUES

Lodico, Splaulding & Voegtler (2006) defines a sample as a smaller group selected from a larger population to which it represents the larger population. Sampling is a process or technique of choosing a sub-group from a population to participate in the study. it is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the

large group from which they were selected (Ogula, 2005). The sample is therefore taken from the accessible population to represent and generalized the whole. This study will make use of the probability sampling procedures. In probability sampling, everyone has an equal chance of being selected. This technique allows one and every member of the population to be selected in the sample. Under the probability sampling procedures, the Simple random sampling was used. In simple random sampling, the samples of the same size have equal chances of being selected (Amin, 2005). To conduct a simple random sample, the researcher must first prepare an exhaustive list (sampling frame) of all members of the population of interest. From this list, the sample is drawn so that each person or item has an equal chance of being drawn during each selection round (Kanupriya, 2012). This enable the research to be generalized since the sample is representative of the population.

In this way, to choose the two higher institute out of the many higher institutes in Yaoundé III municipality, the researcher used the simple random sampling technique. In order to do this, the researcher cut out slips of paper. On each paper, she wrote the name of all the higher institutes in Yaoundé III municipality on each slip of paper. These slips of paper were then rolled and shuffled in a small box. After the shuffling, the researcher selected four slips of paper from the slips of papers. Each paper that was drawn was then unfolded and whichever higher institute that was labelled on the slip of paper, was automatically included in the sample of the study. The two higher institute drawn were Jimit bilingual higher institute and CITEC.

SAMPLE SIZE

According to Sarantakos (2005) a sample size refers to participants or objects used for a research project. The purpose of sampling is to obtain a group of subjects who will be the representative of the larger population. A sample size comprises some members selected from the population; it is the process of selecting a sufficient number of elements from the population so that by studying the sample, sampling allows the researchers to study a workable number of from the large group to derive findings that are relevant for all members of the group (Tseliso, 2012). Sample size measures the number of individual samples measured or observations used in a survey or experiment. Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample. In practice, the sample size used in a study is usually determined based on the cost,

time, or convenience of collecting the data, and the need for it to offer sufficient statistical power.

For the purpose of this study a sample size of 132 teachers and administrative staff which include both male and female teachers from different backgrounds, culture, different educational qualifications and from different categories. Considering the table of Krejcie and Morgan (1970) for determining the sample size for a research activity, we assumed a sample size of 132 teachers and staffs are representative of this population (Amin, 2005).

RESEARCH INSTRUMENT

(Amin, 2005) says there are tools used for collecting data and these tools must be systematically constructed in order to obtain accurate information needed for the study. The instruments used for data collection in this study is the questionnaire and interview guide. Amin (2005) defines the questionnaire as a careful designed instrument used for collecting data in accordance with the research questions and hypotheses. The researcher used both the closed questionnaire and semi structured interview guide, which made the study both quantitative and qualitative in nature. The reason for using the questionnaire and interview guide to collect data for the study was due to the fact that the researcher was dealing with a large sampled population. Besides, the use of the questionnaire and interview guide also saved time as the questionnaire helped the researcher to reach out too many people and get their responses within a short time. The researcher used the open-ended questionnaire, because the researcher needed in depth information about teachers' perception towards the internal quality assurance. In addition, the opinion of teachers about the internal quality was very necessary because it will help for program modifications on the overall institutional quality assurance and professional education in Cameroon. The researcher also used the closed ended questions because; the respondents' responses could be easily grouped and analysed within a shorter period. The questionnaire was design in simple plain language to minimize language ambiguity. Also, the questionnaire was such that a respondent could take a maximum of 20 minutes to complete it. The intention was to increase return rate by making more respondents willing to participate.

The questionnaire constructed had two sections. Section A carried demographic information of the respondents. Section B of the instrument bore 40 statements teachers and administrator's perception towards internal quality assurance. Institutional assessment, staff recruitment and development procedures, institutional supervision and professional education.

The Likert Scale was also used. The Likert scale was used because it is flexible and reliable in measuring attitudes and interest. Since the researcher was evaluating internal quality influence on professional education, it was necessary to use the Likert scale. The response categories were weighted from 4-1 for a positive note as illustrated below

Table 4: Response Categories in the questionnaire and their weight

Response Categories	Negative Weighting	Positive Weighting
Strongly Disagree (SD)	1	4
Disagree (D)	2	3
Agree (A)	3	2
Strongly Agree (SA)	4	1

NB; Neutral was not included because research has proven that respondents who are not willing to answer a particular question put a check on neutral. It is just like an escape for those respondents which ultimately divert the result and the true essence can't be achieved (Nawaz, 2014). Adeleke (2014) argues that neutral is zero opinion and cannot be rated three in the continuum as it used to be.

VALIDATION OF THE INSTRUMENT

According to (Amin 2005) validating is the ability to produce findings that agree with the theoretical or conceptual values; in other words, to produce accurate results and measure what is supposed to be measured. Amin (2005) equally adds that validity of instrument means an instrument measures what it is supposed to measure, and data collected honestly and accurately represents the respondent's opinion. To ensure that the instrument measured what it is said to measure, the instruments reliability was ascertained and later on its use was validated. The first concern of the researcher was to establish construct validity, the ability for the instrument to represent the constructs or themes under investigation. This was ensured by covering content (content validity) in the variables in such a way that the questionnaires represented a full coverage of the domains which represented these constructs. More so, to ensure validity, the researcher did a pilot testing on 25 teachers. The results from the pilot testing showed that there were some questions that were difficult for teachers to answer. The researcher had to modify some questions by rephrasing them and questions that were not important were removed. The results from the teachers that were tested shows that there was a question that was not really linked to the objectives/hypotheses. This question was removed by the researcher, also there was some aspect of uncertainties and some items were not very clear for easy interpretation especially the open questions. All these were corrected.

Face validity

To ensure face validity, the researcher after constructing the instrument reads through it, gave to classmates and friends to read and correct. From there, the questionnaire was then presented to the supervisor, who went through the questions in order to ascertain if the questions are related to the objectives/hypotheses of the study as stated in chapter one of the study. All these were to ensure face validity of the instrument. After making the necessary corrections the questionnaire was considered to have attained face validity.

Content validity

Content validity focuses upon the extent to which the content of an instrument corresponds to the content of the theoretical concept it is designed to measure. According to Amin 2005 content validity refers to the degree to which it was the test actually measures or is specifically related to the traits for which it was designed. It shows how adequately the instrument samples the universe knowledge, skills, perceptions, and attitude that respondents are expected to exhibit. The content validity of this instrument was determined using the formula; Content validity index $CVI = \frac{\text{Number of judges who declare items as valid}}{\text{Total number of judges}}$ After receiving feedback from the judges, content validity index was computed and yielded a value of (CVI=0.85). (According to Amin (2005), when the content validity index is of an

65 instrument has an average that's 0.70 or above, the instrument is valid and good to be used for data collection.

RELIABILITY OF THE INSTRUMENT

Amin (2005) defines reliability as a measure of how consistent the results from a test are. Reliability is a measure of degree to which a research yields consistent results after a repeated trial. An instrument is said to be reliable when it measures a variable accurately and consistently and obtain the same results under the same conditions over a period. What it is measuring. After the questionnaire was constructed and validated, to establish the reliability of the questionnaire, the next step was for the researcher to ensure that the instrument could consistently measure what it measured such that it was dependable and trustworthy. The researcher used the test retest method and correlated scores of respondents in two occasions to compare the degree of consistency between the two. The researcher carried out a pilot study with 25 questionnaires in two schools selected due to proximity and the fact that they were alike to the target population, this pilot study revealed logistic problems and issues to be dealt with in the questionnaires such

as uncertainty in language. This pilot testing gave the researcher more clues on what issues had to be dealt with in contacting the respondents and other ethical

Piloting the instrument

The term pilot study is used in two different ways in social science research. It can refer to so-called feasibility studies which are "small scale version(s), or trial run(s), done in preparation for the major study" (Polit et al., 2001). However, a pilot study can also be the pre-testing or 'trying out' of a particular research instrument (Baker 1994). One of the advantages of conducting a pilot study is that it might give advance warning about where the main research project instrument could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated. Moreover, pilot testing helps to point out any problem in the test instructions, instances where items are not clear, formatting issues and any other issues are identified when a pilot test is done; Piloting of the questionnaires for the study was done by taking 25 questionnaires to teachers in two different Schools that will not participate in this study. During which the researcher keenly observed the ease with which the respondent could handle the items. Areas where they had difficulties were identified and necessary corrections made. The questionnaire was equally taken to evaluation experts for corrections and suggestions. This determined the extent to which the instrument could solicit useful information relevant for the attainment of the objectives of the study.

Administration of instrument

According to Kothari, (2004) data collection procedure comprises of steps and action necessary for conducting research effectively and the desired sequencing of these steps. The researcher embarked on the process of collecting data from the field upon a discussion of the research topic and approval of questionnaires' by the supervisor. Thus, the researcher collected an authorization from the dean of the faculty of education, university of Yaoundé 1. This authorization permitted the researcher to collect data from the selected higher institute in the Yaoundé III municipality. The researcher presented the letter to directors of the higher institutions under study. The directors gave the researcher the authority to start administering the instrument at the researcher's convenience. This process permitted the researcher to create familiarity with the lecturing and administrative staff who enormously helped the researcher during the data collection process. In the course of the data collection process, the researcher explained the objectives of the study and also assured the lecturers of confidentiality. At the

end of each data collection session, the completed questionnaire copies were collected on the spot. The process of data collection took the researcher a month on the field.

Data Collection Plan

A Data Collection Plan is a well thought out approach to collecting both baseline data as well as data that can provide clues to root cause. The plan includes where to collect data, how to collect it, when to collect it and who will do the collecting. This plan is prepared for each measure and includes helpful details such as the operational definition of the measure as well as any sampling plans. For the purpose of the study, data was collected from higher institutes professional school teachers in the Yaoundé III municipality. The schools from where teachers were selected were chosen at random using the simple random technique. Questionnaires will be administered to the lecturers at their convenient time where they can fill it and this will be done by the researcher.

DATA ANALYSIS PROCEDURE

The researcher after completing the data collection process, the data was packaged in one envelope and their data was also grouped according to the schools with the name labeled on it. All these were to ensure that there was no missing questionnaire. After organizing the data, the questionnaires were numbered, and each question was codified (both the opened ended and closed questions). The next step, the researcher did was to build a typing mask in Excel. After this stage, the data was entered in the excel mask. After the researcher finished entering the data, the next step was to verify the data in order to avoid biases and errors. After verification process, the data was now imported from excel to SPSS software to be analyzed. Data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting Decision-making.

The study will make use of the Ordinary Least Square (OLS) technique. The choice of the OLS technique is because of its property BLUE (Best, linear, Unbiased, Estimate). It has a number of advantages over other techniques. When added to its simplicity and easy to understand (Koutoyannis, 1971) it makes it to be preferred by the researcher. Simple linear regression will be used to determine predictability of each of the independent variables. The regression coefficient is a technique for investigating the significant and predictability between two quantitative variables. The statistical package for the social scientist (SPSS version 22) software will be used to carry out all the above-mentioned analysis

MODEL SPECIFICATION

A model is a mathematical representation of reality. This may be seen as a simplified view of reality, designed to enable a researcher to describe the essence and inter-relationship within the system or phenomenon it depicts (Yomere and Agbonifoh 1999). Model specification refers to the determination of which independent variables should be included in or excluded from a regression equation. The empirical model for this study is designed to ascertain the magnitude and direction of the relationship internal quality assurance and professional education.

- IS represent institutional assessment
- SRDP staff and development procedure
- ISC represent institutional supervision and control

ETHICAL CONSIDERATIONS

The following ethical issues were respected by the researcher in this study. Research subjects must be volunteers: Respondents in this study were voluntarily asked to participate. The inquiries involving respondents' subjects was far based on the freely given informed consent of subjects; what the research is about, who is undertaking and why it is being under taken. The advantage of such information was that they gave the respondents the opportunity to be fully informed of the nature of the research and the implications of their participation at the outset.

No harm shall result as a consequence of participation in the research: Research that is likely to harm participants is regarded by most people as unacceptable. In this research the issue of no harm to participants was an important issue by advocating care over maintaining the confidentiality and anonymity. The respondents were given the assurance that their identity will not be disclosed in order to uphold privacy, so as to avoid negative effects that can affect the respondents' private life. They were asked not to write their names on the questionnaire. The respondents were assured that all the information obtained from them was confidential because it was only to be handed by the researcher and such information was used for research purpose. This means that records of respondents were maintained as confidential (by not storing participants' names and address or letter correspondence on hard drives).

OPERATIONALISATION OF THE VARIABLES

A variable is a characteristic on which people can differ from one another. A variable is an element whose value can change and take other forms when we see to another. The variables

are normally classified into dependent and independent variable. The two types of variables used in this study are;

Independent variable

According to Amin (2005), an independent variable is that “which can be manipulated upon by the researcher”. it may be called predictor variable because they can predict or is responsible for the status of other variables. The researcher manipulates it in order to determine the relationship with the observed state of affairs. The independent variable for this study is internal quality assurance: institutional assessment, staff recruitment and development procedures and institutional supervision and control.

Dependent variables

In view of Amin (2005) a dependent variable is the characteristics that is used when the statement of hypothesis is made. Accordingly, dependent variables are variables which receive the effect of the independent variable. The dependent variable in this study comprises of elements like professional education.

Table 2 : Operationalization table

Independent variable: internal quality assurance	Dependent variable: professional education
Institutional assessment	
Staff recruitment and development procedure	
Institutional supervision and control	

Table 3 : Synoptic table

The main hypothesis	Specific hypotheses	Independent variable	indicators	Dependent variable	indicators	Statistical model and tool	scale
H ₀	H ₀₁ .	Internal quality assurance	Institutional assessment Staff training Professional development supervision Control system Total quality management	Professional education	Internship programmes Workshops Laboratories Incubators Creative and innovative thinking skills Career orientation programmes Value creation competence Effective communication Risk taking Internet provision Business and industrial interaction Research and innovation	Simple Linear regression analysis SPSS version 20	Likert scale
H _A	H _{A1}						
	H ₀₂ H _{A2}	Institutional assessment	Policy planning and analysis Resources assessment Self-improvement Programmes evaluation Staff quality Facilities and infrastructure assessment Student assessment programmes Total quality Total efficiency Change management				Strongly disagree Disagree. Agree Strongly agree

H₀₃
H_{A3}

**Staff training
and
development**

Continuous Professional
development
Peer mentoring
Professional networking
Self-development
Self-transformation
Innovative research and anotomy
Capacity buiding
Collaborative knowledge exchange
programmes
Participative management
Performance measurement index
Promotion of excellence

H₀₄
H_{A4}

**Institutional
supervision
and control**

Guidance and counselling
programmes
Follow up processes
Supportive learning environment
Proactive control system
Active listening culture
Supervision of internship
programmes
Constant monitoring
Feedback
Corrective measure

Stylesheet APA 7th edition: In this study we adopted APA 7th edition for the in-text citations and reference. This abbreviation stands for American psychological association. This organisation prescribes the norms which are to be respected in scientific writing in the social and educational sciences.

Conclusion

This chapter presented the various components of the research methodology. These elements included: The research approach, the research design, the area of the study, population, sample size, Instruments, validity and reliability, model, ethical considerations, operationalization of variables, and the synoptic table. These elements constituted the all stages and techniques of the research process in the educational science. It equally gave a specific orientation to present the study as an original topic that contributes to internal quality assurance knowledge and advance educational management practices in professional higher education in Cameroon. The following chapter will present and analysis field data collected through questionnaire and interview.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETAION

This chapter presents findings of field data that were collected through a closed questionnaire constructed for this study. The data were collected from two private higher education institution in in the Yaounde III municipality. The data presentation starts with demography information of the participants. Here, we use tables and graphs for descriptive presentation of results. In this light, the second presents analyses of the group items of the questionnaire and the third which is inferential statistical is used to verify the research hypotheses that were developed for the study

DESCRIPTIVE STATISTICS

This section handles descriptive statistics on demographic information of the respondents and variables selected for the study. This descriptive analysis is presented in the formation of frequencies and percentages. This is to determine the degree predictive of the independent variable internal quality assurance on the dependent variable professional training. These statistical interpretations involve frequencies and percentages on gender, level of education, age and years of experience.

Table 4: Statistical description according to demographic information

Items	Modalities	Frequency	Percentage
Gender	Male	102	77.3
	Female	30	22.7
Level of education	Masters	118	89.4%
	Ph.D	18	10.6%
Institution	Jimit Higher Institute	56	42.4%
	CITEC Higher Institute of Technology and Management	76	57.6%
Age	20-30years	60	45.5%
	31-40years	15	11.4%
	41-50years	48	36.4%
	51-60 years	9	6.8%
Years of experience	1-5 years	56	52.4%
	6-10 years	43	32.6%
	11-15years	20	15.2%
	16-20 years	13	9.8%

(Source: Field Data 2023)

This table present the statistical sample distribution on demographic information of the respondents. in the first factors gender we have 102 respondents who are male with a percentage score of 77.3% and 30 respondents are female with percentage school of 22.7%. this implies

that the male gender is the more representative of the genders. in relation to the level of education, 188 respondents represent stuff a master's degree giving a percentage of 89.4% and 18 respondents are holders of Ph.D. with the percentage rate of 10.6%. this signifies that the majority of the staff are holders of a master's degree. furthermore, 56(42.4%) respondents represent Jimit higher institute and 76(57.6%) respondents represent CITEC higher institute of technology and management. in terms of age, 60(45.5%) present respondents between 20-30years, 15(11.4%) respondents stand at the range of 31-40years, 48(36.4%) respondent represents the age range of 41-50years and 9(6.8%) of the respondents are between the age range of 51-60 years. 20-30years age range is the most represented indicating that the teaching staff is very young. this can have an impact on the training. Also, we present years of experience, 58(52.4%) represent 1-5years experience, 43(32.6%) respondents stand for 6-10years of experience, 20(15.2%) represent 11-15 years of experiences and 13(9.8%) indicates 16-30 years of experience. based on these results 1-5years of experience is the most representative of the population.

Table 5 : Sample Distribution According to Fields of Study.

		Field of Study			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secretarial Studies	20	15.2	15.2	15.2
	Human Resource Management	13	9.8	9.8	25.0
	Accounting	16	12.1	12.1	37.1
	Project Management	24	18.2	18.2	55.3
	English Language	1	.8	.8	56.1
	Statistics	4	3.0	3.0	59.1
	French	5	3.8	3.8	62.9
	Management	5	3.8	3.8	66.7
	Transport And Logistics	12	9.1	9.1	75.8
	Information Technology Technician	17	12.9	12.9	88.6
	Computer Engineering	4	3.0	3.0	91.7
	Marketing	9	6.8	6.8	98.5
	Banking	2	1.5	1.5	100.0
	Total	132	100.0	100.0	

(Source: Field Data 2023)

This table present distribution according to fields of study. The results as follows: 20(15.2%) Secretarial Studies, 13 (9.8%) Human Resource Management, 16(12.1%)Accounting, 24

18.2%) Project Management, 1(0.8%) English Language, 4(3.0%)Statistics, 5(3.8%)French, 5(3.8%) Management, 12(.91%) Transport and Logistics, 17(12.9%Information Technology Technician,4(3.0%) Computer Engineering,9(6.8%) Marketing and 2(1.5) banking

Table 6: Distribution According to Institutional Assessment (IASS)

Ite ms	Statement	SD	D	A	SA	Mea n
1	Your institution ensures constant resources assessment for effective management	<i>f</i> 3 % 2.3 %	7 5.3 %	64 51.5 %	54 40.9 %	3.31
2	There is regular programmes evaluation by the management of your institution	<i>f</i> / % /	11 8.3 %	55 41.7 %	66 50.0 %	3.41
3	There is careful policy planning and analysis for quality professional training	<i>f</i> 4 % 3.0 %	14 10.6 %	94 71.2 %	20 15.5 %	2.98
4	Your institution guarantees staff availability and quality	<i>f</i> 3 % 2.3 %	19 14.4 %	62 47.0 %	48 36.4 %	3.17
5	There are institutional mechanism for staff self-improvement for academic performance	<i>f</i> 12 % 9.1 %	43 32.6 %	49 37.1 %	28 21.2 %	2.70
6	Your institution promote regular facilities and infrastructural assessment	<i>f</i> 4 % 3.0 %	38 28.8 %	69 52.3 %	21 15.9 %	2.81
7	Students' assessment programmes respect ministerial prescription	<i>f</i> 1 % 0.8 %	13 9.8 %	80 60.8 %	38 28.8 %	3.17
8	Your institutional has a new philosophy of change management in professional training	<i>f</i> 1 % 0.85	35 26.5 %	61 46.2 %	35 26.5 %	2.98
9	There is institutional total quality management scorecard to effective professional training	<i>f</i> / % /	20 15.2 %	95 72.0 %	17 12.9 %	2.97
10	Your institutional ensure total efficiency in all professional training programmes	<i>f</i> / % /	17 12.9 %	96 72.7 %	19 14.4 %	3.01

Source: field data 20230), (strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

The above table presents the sample distribution according to institutional assessment and its influence on effective professional training. In the first item the 3(2.3%) respondents 7(5.3%) disagreed, 68(51.5%) agreed, and 54(40.9%) strongly agreed that Your institution ensures constant resources assessment for effective management (mean =3.31). In the second item 11(8.3%) the respondent, disagreed, 55 (41.7%), (%) agreed and 66 (50.0 %) strongly agreed

with the statement that There is regular programmes evaluation by the management of your institution (mean=3.41). in the third item 4(3.0%) the respondents strongly disagreed, 14(10.6%) disagreed, 94(71.2%) agreed, and 20 (15.2%) strongly agreed (mean=2.98) that There is careful policy planning and analysis for quality professional training. For the fourth item 3(2.3%) the respondents strongly disagreed, 19 (14.4%) disagreed, 62(47.0%) agreed, and 48(36.4%) strongly agreed that Your institution guarantees staff availability and quality (mean=). In the fifth item 12(9.1%) the respondents strongly disagreed, 43 (32.6%) disagreed, 49(37.1%) agreed and 28(21.2%) strongly agreed that There is institutional mechanism for staff self-improvement for academic performance (mean =2.70). For the sixth item 4(3.0%) the respondent strongly disagreed, 38(28.8%) disagreed, 69 (52.3%) agreed, and 21(15.9%) strongly Your institution promote regular facilities and infrastructural assessment (mean =2.81). In the seven item 1(0.8%) the respondents strongly disagreed, 13(9.8%) disagreed, 80(60.8%) agreed, and 38(28.8%) strongly agreed that Students' assessment programmes respect ministerial prescription (mean = 3.17). In the eighth 1(0.8%) of the respondents strongly disagreed, 35(26.5%) disagreed, 61(46.2%) agreed and 35 (26.5%) strongly agreed with the statement that Your institutional has a new philosophy of change management in professional training (mean =2.98). The respondent in the ninth items that There are 20 (15,2%)disagreed, 95(72.0%)agreed and 17(12.9%)strongly agreed with the notion There is institutional total quality management scorecard to effective professional training (mean =2.97), the respondents in the tenth items 17 (12.9%)disagreed, 96(72.7%)agreed, and 19(14.4%)strongly agreed Your institutional ensure total efficiency in all professional training programmes (mean =3.01). from the general tendency of the results the respondents agreed with most of the responses. This indicate that institutional assessment contribute significantly in improving effective professional training.

Table 7 : Distribution according to staff training and development

N°	Items	Statement		SD	D	A	SA	Mean
1		Your institution has continuous professional development for staff	<i>f</i> 5 % 2.5 %	47 35.6 %	73 55.3 %	7 5.3 %	2.62	
2		There Exist Institutional Culture of Peer Mentoring	<i>f</i> 2 % 1.5 %	33 25.0 %	79 59.8 %	18 13,6 %	2.85	
3		Your Institution Promotes Professional Networking with Colleagues of Other Institutions	<i>f</i> / % /	36 27.7 %	65 49.2 %	31 23.5 %	2.96	
4		There Opportunities for Self-Development and Transformation in Your Institution	<i>f</i> / % /	35 26.5 %	77 58.3 %	20 15.2 %	2.88	
5		Your Institute Encourages Innovative Research and Autonomy in Knowledge Production	<i>f</i> 1 % 0.8 %	37 28.0 %	59 44.7 %	35 26.5 %	2.96	
6		There Regular Pedagogic Seminar for Lecturer Capacity Building	<i>f</i> 6 % 4.5 %	52 39.4 %	62 47.0 %	12 9.1 %	2.60	
7		Your Institution Has Teachers Excellence Promotion Scheme	<i>f</i> 2 % 1.5 %	43 32.6 %	72 54.5 %	15 11.4 %	2.75	
8		Your Institution Promotes Collaboration and Knowledge Exchange Among Colleagues	<i>f</i> 1 % 0.8 %	31 23.5 %	76 57.6 %	24 18.2 %	2.93	
9		There Is A Participatory Management Style Training in Your Institutions	<i>f</i> 2 % 1.5 %	43 32.5 %	72 54.5 %	15 11.4 %	2.75	
10		There Is Performance Measurement Index for Staff Productivity in Your Institution	<i>f</i> 7 % 5.3 %	28 21.2 %	73 55.3 %	24 18.2 %	2.86	

Source: field data, 2023), (strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

The above table presents the sample distribution according to staff training and development. The first item shows that 5(3.8%) of the respondents strongly disagreed, 47(35.6%) disagreed, (%) agreed and 7(5.3%) strongly agreed that Your institution has continuous professional development for staff (mean =2.62). in the second item 2(1.5%) of the respondent strongly agreed, 33(25.0%) disagreed, 79(79.8%) agreed, and 18(13.6%) strongly agreed that There Exist Institutional Culture for Peer Mentoring (mean=2.85). in the third item 36(27.3%) of the respondents disagreed, 65 (49.2%) agreed and 31 (23.5%) strongly agreed that Your Institution Promotes Professional Networking with Colleagues of other Institutions (mean=2.96). in the

fourth item 35(26.5%) of the respondents disagreed, 77(58.3%) agreed and 20(15.2%) strongly agreed Their Opportunities for Self-Development and Transformation in Your Institution (mean=2.98). In the fifth item 1(0.8%) of the respondents strongly is agreed, 37(28.0%) disagreed, 59(44.7%) agreed and 38(26.5%) strongly agreed that Your Institute Encourages Innovative Research and Autonomy in Knowledge Production (mean =2.96). for the sixth item 6(4.5%) the respondent strongly disagreed, 52(39.4%) disagreed, 62(47.0%) agreed and 12(9.1%) strongly agreed that There Regular Pedagogic Seminar For Lecturer Capacity Building (mean =). In the seven item 2(1.5%) the respondents strongly disagreed, 43(32.6%) disagreed, 72(54.5%) agreed, and 11(11.4%) strongly agreed Your Institution Has Teachers Excellence Promotion Scheme (mean =2.75). In the eighth 1(0.8%) of the respondents strongly disagreed, 31(23.5%) disagreed, 76(57.6%) agreed and 24(18.2%) strongly agreed with the statement that Your Institution Promotes Collaboration and Knowledge Exchange Among Colleagues (mean =2.93). The respondent in the ninth items think that 2(1.5%) strongly disagreed, 43(32.6%)disagreed, 72(54.5%)agreed and 15(11.4%)strongly agreed that There Is A Participatory Management Style Training In Your Institutions (mean =2.75) the respondents in the tenth items 7(5%3) strongly disagreed, 28(21.2%)disagreed, 73(55.3%)agreed, and 24(18.2%)strongly agree There Is Performance Measurement Index For Staff Productivity In Your Institution (mean =2.88). The result show that staff development as internal quality indicator has a positive view on effective professional training. institutional managers should work to improve staff capabilities in professional education.

Table 8: Distribution according to supervision and control programmes

items	Statement	SDA	D	A	SA	mean
1	Your institutional management ensure regular guidance of programmes	<i>f</i> 1 % 0.8 %	33 28.0 %	76 57.6 %	22 16.7 %	2.90
2	There are effective institutional follow up processes for programmes implementation	<i>f</i> 1 % 0.8 %	28 21.2 %	56 42.4 %	47 35.4 %	3.12
3	There exist a supportive learning environment in your institution	<i>f</i> / % / %	34 28.8 %	63 62.9 %	15 11.4 %	2.85
4	Your institution has proactive control management system	<i>f</i> 4 % 3.0 %	38 25.8 %	86 65.2 %	8 6.1 %	2.74
5	There are reflective team practices in your institution	<i>f</i> 2 % 1.5 %	46 34.8 %	68 51.5 %	16 12.1 %	2.74
6	Your institutional management has an active listening culture	<i>f</i> 14 % 10.6 %	38 28.8 %	61 48.2 %	19 14.4 %	2.64
7	Your institution ensure the respect and supervision of internships programmes	<i>f</i> 3 % 1.5 %	22 16.8 %	79 59.8 %	27 20.3 %	2.97
8	There is constant monitoring of the implementation of academic programmes	<i>f</i> 2 % 1.5 %	25 18.9 %	66 50.0 %	39 29.5 %	3.07
9	Your institutional regularly interact with staff to feedback on management processes	<i>f</i> 3 % 2.3 %	40 30.3 %	51 38.65 %	38 28.6 %	2.93
10	Institutional management has an effective corrective measure framework	<i>f</i> 9 % 6.8 %	38 28.6 %	62 47.0 %	23 17.4 %	2.75

Source: field data, 2023), (strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

The above table presents the sample distribution according to supervision and control programmes. In first item 1(0.8%) of the respondents strongly disagreed, 33(28.0%) disagreed, 76(57.6%) agreed and 22(16.7%) strongly agreed that Your institutional management ensure regular guidance of programmes (mean =2.90). for the second item, 1(0.8%) of the respondents strongly disagreed, 28(21.2%) disagreed, 56(42.6%) agreed and 47(35.4%) strongly agreed with the view that There are effective institutional follow up processes for programmes implementation (mean=3.12). from the third item, 34(28.8%) the respondents disagreed, 63(62.9%) agreed and 15(11.9%) strongly agreed with the statement There exist a supportive learning environment in your institution (mean=2.85). The fourth item shows that 4(3.0%) of

the respondents strongly disagreed, 38(25.8%) disagreed, 86(65.2%) agreed and 8(6.1%) strongly agreed that Your institution has proactive control management system (mean=2.74). In the fifth item, 2(1.5%) of the respondents strongly disagreed, 46(34.8%) disagreed, 68(51.5%) agreed and 16(12.1) strongly agreed that There are reflective team practices in your institution (mean =2.74). For the sixth item, 14(10.6%) of the respondent strongly disagreed, 38(28.8%) disagreed, 61(48.2%) agreed and 19(14.4%) strongly with the perception that Your institutional management has an active listening culture (mean =2.64). The seven item indicates that 4(3.0%) of the respondents strongly disagreed, 22(16.7%) disagreed, 79(59.8%) agreed and 27(20.5%) strongly agreed with the statement that Your institution ensure the respect and supervision of internships programmes (mean =2.97). The eighth item shows that 2(1.5%) of the respondents strongly disagreed, 25(18.9%) disagreed, 66(50.0%) agreed and 39(29.5%) strongly agreed with the view that There is constant monitoring of the implementation of academic programmes (mean =3.07). The respondent in the ninth items reveal that 3(2.3%) strongly disagreed, 40(30.3%) disagreed, 51(38.6%) agreed and 38(28.6%) strongly agreed that Your institutional regularly interact with staff to feedback on management processes (mean =2.93), in the tenth items, 9 (6.8%) of the respondents strongly disagreed, 38(28.6%) disagreed, 62(51.5%) agreed and 20(15.3%) strongly agreed Institutional management has an effective corrective measure framework (mean =2.71). This descriptive statistic shows the perceptions of the respondents concerning supervision and control programmes as internal quality assurance indicate in building effective professional. in Yaounde III municipality.

Table 9: Distribution according to effective professional training

items	Statement		SDA	D	A	SA	mean
1	Your institution provide professional internship programmes to students	<i>f</i> %	13 9.8%	31 23.5 %	68 51.5 %	20 15.2 %	2.71
2	There are available and well-equipped workshops for students practical	<i>f</i> %	4 3.0%	37 28.0 %	62 47.0 %	29 22.0 %	2.87
3	There are available institutional computer laboratories for students research	<i>f</i> %	/	35 26.5 %	48 36.4 %	48 37.1	3.10
4	Your institution ensure the provision of stability and high debit internet connection	<i>f</i> %	26 19.7 %	53 40.2 %	52 39.4 %	1 0.8%	2.96
5	There are well equipped incubators for students start-ups	<i>f</i> %	12 9.1%	42 31.8 %	66 50.0 %	12 9.1%	2.71
6	There are programmes where students interacts with industrial and business world	<i>f</i> %	5 3.8%	28 21.2 %	61 46.2 %	38 28.8 %	2.59
7	Your institution focus on value creation competence and skills	<i>f</i> %	3 2.3%	37 28.0 %	55 41.7 %	37 28.0 %	3.00
8	Your instill effective communication and creative thinking skill in your students	<i>f</i> %	5 3.85	61 46.2 %	41 31.1 %	25 18.9 %	2.95
9	Students are taught contingency and risk taking strategies	<i>f</i> %	25 18.9 %	39 29.5 %	58 45.9 %	10 7.6%	2.65
10	Innovation and research is one of institutional core cultural activities	<i>f</i> %	5 2.8%	35 26.5 %	51 38.6 %	41 31.1 %	2.40

Source: field data, 2023), (strongly disagreed=1, disagreed=2, agreed=3, strongly agreed=4)

The above table presents the sample distribution according to effective professional training. from the result the first item shows that 13(9.8%) of the respondents strongly disagreed, 31(23.5%) disagreed, 68(51.5%) agreed and 20(15.3%) strongly agreed that Your institution provide professional internship programmes to students (mean =2.71). in the second item, 4(3.0%) of the respondent strongly disagreed, 31(28.0%) disagreed, 62(47.0%) agreed, and 29(22.2%) strongly agreed with the statement that There are available and well equipped workshops for students practical (mean= 2.87). The third item indicates that 35(26.5%) of the respondents (%) disagreed, 48(36.4) agreed and 49(31.1%) strongly agreed that There are available institutional computer laboratories for students research (mean=3.20). in the fourth

item, 26(19.7%) of the respondents strongly disagreed, 53(40.2%) disagreed, 52 (39.4%) agreed and 1(0.8%) strongly agreed with the perception that Your institution ensure the provision of stability and high debit internet connection (mean=2.96). From the fifth item, 12(9.1%) OF the respondents strongly disagreed, 42 (31.8%) disagreed, 88 (50.0%) agreed and 12(9.1%) strongly agreed that There are well equipped incubators for students start-ups (mean =2.71). For the sixth item, 5(3.8%) of the respondents strongly disagreed, 28(21.2%) disagreed, 61(46.2%) agreed and 38(28.8%) strongly with the view that There are programmes where students interacts with industrial and business world (mean =2.59). In the seven item, 3((2.3%) of the respondents strongly disagreed, 37(28.0%) disagreed, 55(41.7%) agreed and 37(28.0%) strongly agreed that Your institution focus on value creation competence and skills (mean=3.00). For the eighth item 5(3.8%) of the respondents strongly disagreed, 61(46.2%) disagreed, 41(31.1%) agreed and 25(18.9%) strongly agreed with the notion that you instil effective communication and creative thinking skill in your students (mean =2.95). The respondent in the ninth items, 25(18.9%) strongly disagreed, 39(29.5%) disagreed, 58(43.9%) agreed and 10 (7.8%) strongly agreed that Students are taught contingency and risk taking strategies Innovation and research is one of institutional core cultural activities (mean =2.65), the respondents in the tenth items 5(3.8%) strongly disagreed, 35(26.5%) disagreed, 51(38.6%) agreed and 41(31.1%) strongly agreed (mean =2.40). From these effective professional training is at an average rate indicating their high need for internal quality assurance. institutional administrators have work in improving professional training in these two institutions.

HYPOTHESIS TESTING INFERENTIAL STATISTICS

This section presents inferential statistics of the sample population of the study. This constitutes of a model summary, ANOVA table, coefficient table and scatter plot. All these tables present the influence of each independent variable on the dependent variable in a multiple linear regression

Table 10 : Model summary

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.788 ^a	.620	.609	2.72972	.620	54.982	3	101	.000

a. Predictors: (Constant), SCP, IA, STDP

b. Dependent Variable: EPT

This table presents the model summary of the simple linear regressions of the independent variable, internal quality assurance (IQA) with the coefficient of the Multiple linear regression determination of R square change of 62.0% variation from the dependent variable- effective professional training (EPT) with STD Error of the estimate (2.72972) at significant F change of 0.000.

Table 11 : ANOVA Table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1229.068	3	409.689	54.982	.000 ^b
	Residual	752.589	101	7.451		
	Total	1981.657	104			

a. Dependent Variable : EPT

b. Predictors: (Constant), SCP, IA, STDP

From the table overall model is significantly useful in demonstrating the influence of F (54.982) at degree of freedom(df) =3, 104, $p < 0.005$ at the significant level of 0.000 f change

Table 12 : Coefficients table

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	3.355		1.662	.100
	IA	.228	.046	4.932	.000
	STDP	.429	.084	5.117	.000
	SCP	.175	.051	3.449	.001

a. Dependent Variable: EPT

This table presents a standard multiple regression which was run to determine the impact of internal quality assurance on effective professional training in yaounde III municipality. The results in this table help for the prediction and categorisation of the independent variables in terms of their calculated value. This this table presents the standardised and unstandardised coefficient which involves the STD error and the beta, it gives the significance level indicating the predictability of the variables.

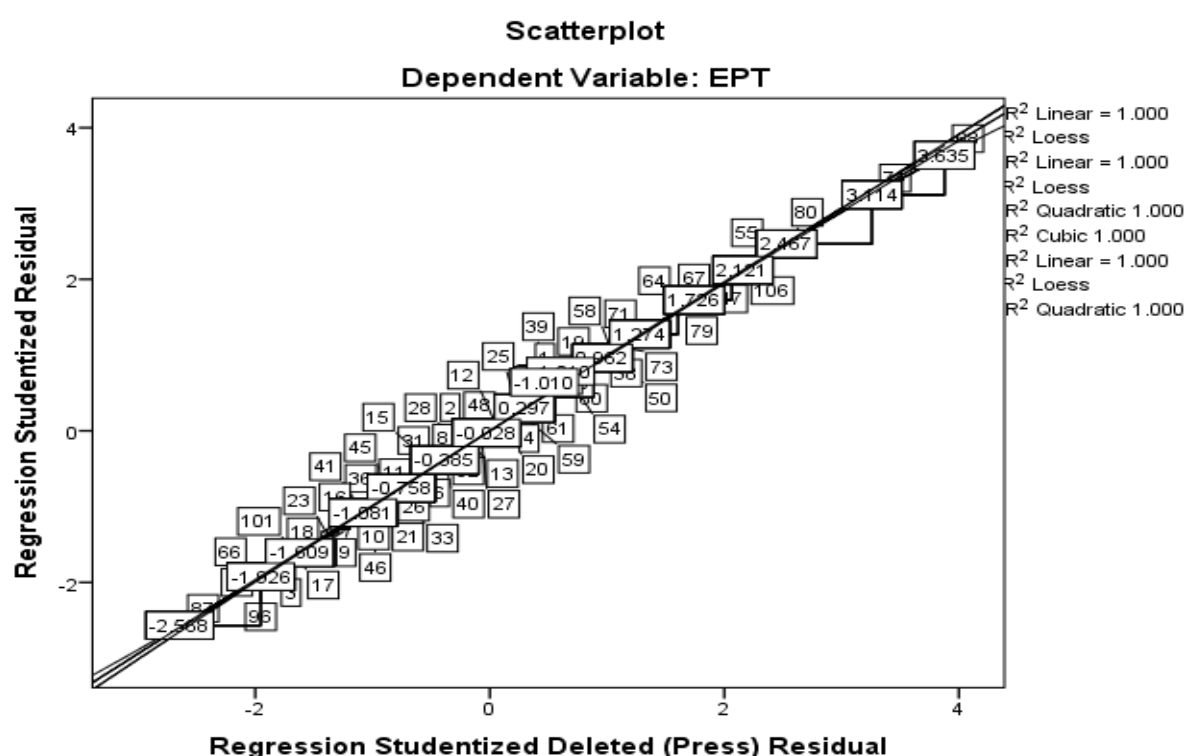


Figure 2 : Scatterplot

This table presents the regression predicted value scatterplot of the simple linear regression of the independent and dependent variables. From the table, most of score clustered to the middle

along running from the left to the top right side of the graph which is divided by in linear direction to the left of the table at 1.000 This confirm the hypothesis that internal quality assurance has statistic significant influence on effective professional training in the selected higher education institution. In this light, internal quality assurance has significant statistical contribution of the dependent variable. Therefore, internal quality should be an important in institutional management indicator in effective planning, of professional education, and overall human capital development in the private higher education environment.

HYPOTHESES TESTING

H₀₁: Institutional assessment has no influence on effective professional training in selected higher institutes in Yaoundé VIII Municipality

H_{A1}: Institutional assessment has a significant influence on effective professional training in selected higher institutes in Yaoundé VIII Municipality

the first independent variable entered in the model was institutional assessment (IA). The findings delineate that institutional assessment (IA) =B (0.228), std error (0.46), β (0.345), t (4.932), sig (0.000) $PV < 0.005$. judging from these statistics, the significance is $0.000 < 0.005$ and is partially correlated at 34.5%. This implies that there is statistical significance between the independent institutional assessment and effective professional training. affirm that the alternative postulates that: ***Institutional assessment has a significant influence on effective professional training in selected higher institutes in Yaoundé VIII Municipality***. This means that an influential increase of institutional assessment will lead to a corresponding influence on effective professional training in the selected private higher education institution.

H₀₂: Staff training and development procedures has no effect on effective professional training in selected higher institutes in Yaoundé VIII Municipality

H_{A2}: Staff training and development procedures has a significant effect on effective professional training in selected higher institutes in Yaoundé VIII Municipality

The second independent variable entered was staff training and development procedures (STDP). The findings reveal that staff training and development procedures (STDP)=B (0.429), std error (0.084), β (0.388), t (5.117), sig (0.000) $PV < 0.005$. judging from these statistics, the significance is $0.000 < 0.005$ and is partially correlated at 38.8%. This signifies that there is statistical significance between the independent Staff training and development procedures and effective professional training. this confirm that the alternative hypothesis that ***Staff training***

and development procedures has a significant effect on effective professional training in selected higher institutes in Yaoundé VIII Municipality. Consequently, an improvement in staff training and development procedure as internal quality assurance will enhance professional education higher education in Cameroon.

H₀₃: Supervision and control has no influence on effective professional training in selected higher institutes in Yaoundé VIII Municipality

H_{A3}: Supervision and control has a significant influence on effective professional training in selected higher institutes in Yaoundé VIII Municipality

the third independent variable entered into the multiple regression model was Supervision and control (SC). The findings indicated that Supervision and control (SC)=B (0.175), std error (0.051), β (0.251), t (), sig (0.001) $PV < 0.005$. Judging from these statistics, the significance is $0.000 < 0.005$ and is partially correlated at 25.1%. This means that there exist statistical significance between the independent internal quality assurance and effective professional training. Accepting the that the alternative proposition ***Supervision and control has a significant influence on effective professional training in selected higher institutes in Yaoundé VIII Municipality.*** From results supervision and control play an important in the internal quality assurance as factor of professional education an effusiveness.

conclusively, this chapter presented and interpreted the descriptive statistics which explain the frequencies and percentages were analysis. These descriptive statistics involved demographic information on sex, age level of education and school, the items for independent variables were also presented and interpreted according to scales of strongly disagree, disagree, agree and strongly agree. This was followed by the inferential statistics in where the model summary as presented, and ANOVA table, coefficient table and scatterplot for all multiple linear regression model. These tables were used to test the hypotheses in terms of their predictability. From the coefficient table the variables were classified or categorized according to their degree of predictability. Therefore, it can be concluded internal quality assurance has significant statistical contribution on effective professional education in the selected professional in Yaounde 1 municipality.

CHAPTER FIVE

DISCUSSION OF FINDINGS, SUMMARY OF THE FINDINGS LIMITATION OF THE STUDY, PERSPECTIVES FOR FURTHER RESEARCH, RECOMMENDATIONS

The general objective of this study was to examine the influence of internal quality assurance on effective professional training in selected higher institute in Yaounde III Municipality. This chapter presents the discussion of findings from the quantitative and field results under the predetermined hypotheses. The discussion of findings will reveal the impact of internal quality assurance on professional education as well as integrating view from the empirical literature, theories and results obtained from the field. We will suggest new perspectives for further research drawn from the shortcomings of the present work. And recommendations are made to various stakeholders in the higher education sub sector.

DISCUSSION OF FINDINGS

The discussion of findings will follow the coherent flow of the data presentation and will be making argument build on data and previous empirical reviews in the empirical literature.

Institutional Assessment is an Important Component of Internal Quality Which Influence Effective Professional Training in Higher Education Institution

Institutional assessment is proving to be a contribution factor to effective professional training. The findings delineate that institutional assessment sig (0.000) $PV < 0.005$. Judging from these statistics, the significance is $0.000 < 0.005$ and is partially correlated at 34.5%. This implies that there is statistical significance between the independent institutional assessment and effective professional training. Institutional assessment will lead to a corresponding influence on effective professional training in the selected private higher education institution. The finding of the study is corroborated by Turner (2016) who conducted a study to understanding how online programme assessment and assessment processes in higher education, and how program review processes were adopted and implemented through institutional policies in regard to industry quality assurance standards. His study looked at institutions classified as very high, high, or research universities by the Carnegie Classifications, and which offered online masters programs focused on preparing students for positions in educational administration or leadership roles. The study used an electronic survey and content analysis through institutional

policy and quality assurance documents to develop a recommendation for institutional level quality procedure of online programs to assure reviews are performed. however, our study focus on the overall institutional assessment it turns to share the same results (Turner, 2016). The electronic survey was distributed to 194 institutions and results were analysed using descriptive statistics, cross-tabulation with chi squared analysis, and ANOVAs (Turner, 2016). we have use 133 lecturers as our sample population with multiple regression as model of analysis. Research results showed that programme reviews were integrated into institutional policy and required for programme operation, but the results also showed that institutions and programmes needed to review the policies to examine if the reviews truly reflected the needs of the programmes and accreditors, or if they needed to be edited for elimination of repetition (Turner, 2016). our findings corroborated this results this means that institutional assessment is very important in enhance quality assurance of professional training professional higher education in Cameroon.

Mensah (2016) believes that Quality assurance in higher education has become a global issue. we focus on the institutional assessment in private higher education. He highlighted that There has been a growing interest of governments around the world that higher education institutions in their countries need to provide quality education to their students (Mensah, 2016). This only confirms the fact institutional assessment as quality assurance indicators is a barometer for sustainable quality professional education. His study investigated the implementation of internal quality assurance in two purposively selected Ghanaian Polytechnics. Qualitative methodology was employed using in-depth interviews based on a case study research design. The participants indicated that the internal quality assurance systems and practices in place in the Polytechnics included areas such as the availability of internal quality assurance policy, teaching and learning processes, curriculum design, evaluation and review, research performance, extension activities, student assessment practices, student-lecturer assessment and student support services. Infrastructure challenges, funding and budget constraints, human capacity constraints and lack of quality culture were found to militate against the implementation of quality assurance in the Polytechnics (Mensah, 2016). we conducted a quantitative research in professional private higher institutions but our findings sharing result. It was recommended that Ghanaian Polytechnics should have clear policies and associated procedures for the assurance of quality and standards of their programmes and awards. we recommended institutional assessment should be the quality assurance tool for improve quality education in education in Cameroon higher education. Higher education institution in

Cameroon should commit themselves effectively to the development of quality culture and quality awareness. Also, the necessary learning facilities, resources and support systems should be provided by the Polytechnics to ensure quality of teaching and learning (Mensah, 2016).

For Deming theory of quality management (1981, 1982 and 1986) These represent a complex, prescriptive set of interrelated rules of inter- and intra-organisational behaviour, codified and communicated in the linguistic form of commands. Visionary Leadership, Internal and External Cooperation, Learning, Process Management, Continuous Improvement, Employee Fulfilment Customer Satisfaction (Rungtusanatham, & Schroeder, 1994). Even though, this theory was development for business organisations or industrial quality assurance, they applicable in professional education for institutional assessment which are seeking education are considered products which must be produced with higher quality. The attractiveness and consumption. There must improve quality standards. Within the institutional assessments, professional development and supervision mechanisms must be in place to offer quality service to education and equally management must be of quality for there to be productivity and competency development (Rungtusanatham & Schroeder, 1994).

Effectiveness of Staff Training and Development Procedure Have Significant Contributions on Effective Professional Training in Higher Education

The effectiveness of staff training and development procedures (STDP) is an indispensable indicator of quality assurance in professional education in higher education in Cameroon. The findings reveal that staff training and development procedure is sig (0.000) $PV < 0.005$. judging from these statistics, the significance is $0.000 < 0.005$ and is partially correlated at 38.8%. This signifies that there is statistical significance between the independent Staff training and development procedures and effective professional training. an improvement in staff training and development procedure as internal quality assurance will enhance professional education higher education in Cameroon. Paintsil (2016) thinks that the idea of integrated approach to quality assurance is the best model to balance accountability and improvement orientation of quality in higher education. This quality assurance model has been approached delicately partly due to the perceived conflicting relationship between internal and external quality assurance systems, and the propensity of this relationship to create tensions and conflicts rather than harmony and alignment in quality assurance governance structures (Wilian et al, 2018). This research seeks to explore the relationship between internal and external quality assurance system, as a way of understanding how this relationship affect integration of the two systems. The study thus, attempts to develop an approach to holistic implementation of quality assurance

using (Johan & Olsen, 2007) four governance models as the theoretical foundation. Using deductive research approach, the study is built on three hypothetical assumptions: (i) Quality assurance is a steering instrument for governance of higher education institutions. (ii) The co-existence of internal and external quality assurance creates tensions within higher education institutions (Paintsil, 2016).

Wilian et al (2018) present internal quality assurance system (IQAS) of the secondary education unit is a quality assurance system which involves all components in the education unit. However, IQAS seemed to be scarcely heard in many private schools, including that of the Islamic private high schools in Mataram – West Nusa Tenggara Province, Indonesia. The purpose of this research is to find out to what extent do teaching staffs, school principals, and other members of the education unit understand and apply the IQAS in their schools so that the quality of the process as well as the learning outcomes of the students could be equivalent with what have been established at public schools Wilian et al, 2018). Using qualitative descriptive method, data were collected through document, questionnaires, and interviews with teachers, principals, and supporting education unit staffs. The results of the study claimed that the teaching staff and education unit as a whole did not fully understand the IQAS of the secondary education unit (Paintsil, 2016). IQAS programs were not well organized to meet the national education standards. All school members did neither have a good understanding of IQAS nor a good quality assurance team. Consequently, school programs did not lead to gradual quality improvement to achieve or even exceed the national education standards (William et al, 2018)

Crosby theory of quality management (1984) internal quality assurance considering the above principles in professional training is crucial enhancing programmes and transformation of students as well as institutional management. the quality of management determines the quality of training and the outcome of the training. Most these elements are always reflected on the organisation attractive or public personality. Therefore, institutional internal quality assurance from Crosby standpoint will guarantee institutional effectiveness and efficiency. This theory can help in staff recruitment and continuous professional development whether academic or administrative

- 1) To make it clear where management stands on quality.
- (2) Quality improvement team: To run the quality improvement program.
- (3) Quality measurement: To provide a display of current and potential non-conformance problems in a manner that permits objective evaluation and corrective action.
- (4) Cost of quality: To define the ingredients of the cost of quality, and explain its use as a management tool.

Quality awareness: To provide a method of raising the personal concern felt by all personnel in the company toward the

conformance of the product or service and the quality reputation of the company. (6) Corrective action: To provide a systematic method of resolving forever the problems that are identical through previous action steps. (7) Zero defects planning: To investigate the various activities that must be conducted in preparation for formally launching the Zero Defects program. (8) Supervisor training: To define the type of training that supervisors need in order to actively carry out their part of the quality improvement program. (9) Zero defects day: To create an event that will make all employees realise, through a personal experience, that there has been a change. (10) Goal setting: To turn pledges and commitment into actions by encouraging individuals to establish improvement goals for themselves and their groups. (11) Error causal removal: To give the individual employee a method of communicating to management the situation that makes it difficult for the employee to meet the pledge to improve. (12) Recognition: To appreciate those who participate. (13) Quality councils: To bring together the professional quality people for planned communication on a regular basis. (14) Do it over again: To emphasize that the quality improvement programme never ends (Crosby, 1984).

Supervision and Control Has a Great Influences of Effective of Professional Education in Higher Education Institutions

Institutional Supervision and control in internal quality assurance guarantee effective professional education in higher education institutions in Cameroon. The findings indicated that Supervision and control is sig (0.001) $PV < 0.005$. judging from these statistics, the significance is $0.000 < 0.005$ and is partially correlated at 25.1%. This means that there exists statistical significance between the independent internal quality assurance and effective professional training. supervision and control play an important in the internal quality assurance as factor of professional education an effusiveness. Garwe et al (2021) presents a self-evaluation and peer review of the external quality assurance framework for research implemented by the national quality assurance agency for Zimbabwe. Documentary analysis and semi-structured interviews were used to develop a self-evaluation report which was then subjected to international peer review as is the norm in quality assurance evaluations (Garwe et al, 2021). The evidence from self-evaluation indicates that the quality assurance framework generated significant improvement in the quality and quantity of research with gaps identified in doctoral training and supportive structures for research (Okae-Adjei, 2016). Peer review recommended the inclusion of a performance-based research funding arrangement akin to the Research Excellence Framework (REF) used in the United Kingdom whilst throwing caution on the contentious nature of the REF (Garwe et al, 2021).

Okae-Adjei (2016) examines the internal quality assurance practices of three Ghanaian polytechnics. It also investigates the weaknesses and challenges associated with current practices of quality assurance in Ghanaian polytechnics. Guided by the interpretive theory of social constructionism, the study used qualitative document analysis and interview techniques to investigate the perceptions of forty participants about the quality assurance practices in Ghanaian polytechnics. The study revealed that the Polytechnics have made efforts to develop internal quality assurance structures and institutional-wide quality assurance policies (Okae-Adjei, 2016). Notwithstanding their quality assurance efforts, the Polytechnics have not been very successful in establishing a quality culture, weaknesses and challenges still remain. Among others, the study recommends that the Polytechnics should not copy wholesale from the universities' and international practices but should select quality assurance practices relevant to the Polytechnic context (Garwe et al, 2021).

Juran theory of quality management (1951) emphasized the necessity for management at all levels to be committed to the quality effort with hands-on involvement. He recommended project improvements based on return on investment to achieve breakthrough results. staff training and development is project which must be improved all the time. The Juran Trilogy for managing quality is carried out by the three interrelated processes of planning, control, and improvement. In 1951, the first edition of Juran's Quality Control Handbook was published (Besterfield et al, 2011). The triennial quality management is critical to business organisation as well as education. In order to function effectively and effectively, professional institutes must have internal planning structures, a control system and continuous improvement to better determine the performance and pertinence of the training in relation to students and that of the society. Juran believed that main quality problems are due to management rather than workers. The attainment of quality requires activities in all functions of a firm. Firm-wide assessment of quality, supplier quality management, using statistical methods, quality information system, and competitive benchmarking are essential to quality improvement. Internal failure costs (scrap, rework, failure analysis, etc.), associated with defects found prior to transfer of the product to the customer; External failure costs (warranty charges, complaint adjustment, returned material, allowances, etc.), associated with defects found after product is shipped to the customer; Appraisal costs (incoming, in-process, and final inspection and testing, product quality audits, maintaining accuracy of testing equipment, etc.), incurred in determining the degree of conformance to quality requirements; Prevention costs (quality planning, new product

review, quality audits, supplier quality evaluation, training, etc.), incurred in keeping failure and appraisal costs to a minimum.

This theory as quality management theory enable the explanation of supervision and control of institutional processes in terms of teaching, evaluation, management processes. Internal quality assurance can only be when supervision and control are effectively coordinated. When there is a symbiotic relationship between staff and management, efficiency and relevance of the production of content will guarantee quality products. Institutional supervision and control must be a carefully planned activity with a clearly defined stage well communicated to employees so much so that they are capable of engaging in effective implementation of the normative processes.

RECOMMENDATIONS TO EDUCATIONAL STAKEHOLDERS

Recommendations help in the improvement of internal quality assurance and effective professional training in private higher education institutes in Cameroon. Institutional assessment, staff training and development, supervision and control influence effective organisational performance of the school system in terms of results, quality learning, classroom management, professional development, human resource management, and knowledge and competencies transmission. Therefore, it is important for us at the end of this study to suggest some orientations to be adopted in internal institutional management in Cameroon higher education.

- The researcher recommends more seminars to be organized with the focus on institutional assessment practices for the new institutional administrators and staff. This will go a long way to improve on quality professional education which can be viewed as an opportunity for ensuring sustainable socio-economic development of Cameroon.
- Ensure that the seminars and capacity building programmes for staff training and development for better working conditions and quality professional education.
- The private higher institute stakeholders should provide a better workplace environment for the staff and students that ensure comfortable and convenient professional education.
- Also, the ministerial text should be re-examined when it comes to aspects of external supervision and control. A serious external evaluation should be done regularly. Equally, administrative coordination helps in ensuring quality education and effective transfer of competence to students.
- - Lecturers should be consulted when coming up with any internal quality programmes and practices given that they are the one who implement these practices and

contribute to the overall institutional management. if this is effectively done, it equally reduces poor performance and lead to high-quality professional training.

- quality incentive should be given to lecturers to ameliorate their work conditions for example compensations, grants, loans, in-service training should be given to teachers. institutional managers should ensure that staff development programs such as in-service programs, refreshers course, seminars, workshops, equipment of school with modern libraries and information technology centres be put in place to ease teachers research and lesson preparation. the provision of these infrastructures enhance internal quality assurance and effective professional education in Cameroon

SUGGESTION FOR FURTHER RESEARCH

- This study was limited to two private higher education institution; a study can be conducted on the similar topic in the public and higher education institution in the entire centre region;
- This study was carried only in the private higher institute Yaounde III municipality another study could be carried in the centre and littoral regions of Cameroon for a better understanding of internal quality and professional education.

LIMITATIONS OF THE STUDY

This research as scientific endeavour had some difficulties. These limitations include the following: There were limitation in terms of accessing documents on internal quality assurance and professional education in cameroon. Few works exist in area making working on the concepts more stressful. Carrying out a scientific investigation of this level requires time, sacrifice and determination. The study was conducted in Yaoundé III Municipality centre region of Cameroon with lecturers the target population. However, the researcher succeeded with the study she went through many challenge. It was only by the grace God this work was realised. The researcher encountered a lot of constrains in the course of the findings of this study. The following are the main difficulties encountered by the researcher in course of the study.

Reluctance of some lecturers provides useful information. some lecturers were very reluctant and some were not all receptive to provide full information on the problem under study. The researcher had to visit the institutes more than 2 times to reemphasize on the importance of the

study. Given the fact that the researcher has a background in inspection , the assistance of a statistician was unavoidable, as such, it was not only difficult to find one, but it entailed times

CONCLUSION

by and large this study examined internal quality assurance and its influence on effective professional training in some private higher institutes in Yaounde III municipality. The study is divided into five chapters namely chapter one which handled the background, problem objectives and hypothesis of the study, chapter two focus on literature review which had to do with conceptual review, theoretical framework and empirical review, chapter three research methodology, chapter four presentation and analysis of data to test the hypothesis while chapter five focused on discussion of findings was done in relation to literature review the instruments used for data collection was questionnaire which has closed ended question making thus, it purely a quantitative study and the data was analysed using descriptive statistics as well as inferential analysis using the multiple linear regression. For the descriptive statistics percentages and frequencies were presented in determining the various perceptions of teachers. The empirical analysis of the study was done using regression. The regression analysis was used for testing hypothesis at 0.005% level of significance; in the study all of the alternative hypotheses retained, and the null hypothesis were rejected indicating a strong significance influence between internal quality assurance and effective professional education in higher institution in Yaounde III municipality. From the results of the study, we came out with a conclusion that effective internal quality assurance has a significant influence on professional in higher education institutes in Yaoundé III municipality. This is based on the fact that all our alternative hypotheses were retained. Based on the findings of the study, significant recommendations were made to the stake holders of the higher education sector.

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Appendices

Appendix 1: Research authorization

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE CURRICULA
ET EVALUATION



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULA
AND EVALUATION

Le Doyen

The Dean
N° 009./21/UYI/VDSSE

AUTORISATION DE RECHERCHE

Je soussigné (e), Professeur **MOUPOU Moïse**, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que l'étudiant (e) **GEMUH STELLA VELA NYIBIOU** Matricule **18X3741** est inscrit (e) en Master II à la Faculté des Sciences de l'Education, Département : **CURRICULA ET EVALUATION**, filière : **MANAGEMENT DE L'EDUCATION**, Option : **INSPECTEUR DE LA VIE SCOLAIRE**.

L'intéressé (e) doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Il (elle) travaille sous la direction de **Pr KENMOGNE Emile**. Son sujet est intitulé : « **Educational inspection and quality assurance in some English Vocational Schools** ».

Je vous saurai gré de bien vouloir le recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider à conduire ses travaux de recherches.

En foi de quoi, cette attestation de recherche lui est délivrée pour servir et valoir ce que de droit /.

Fait à Yaoundé, le 13.01.21.

Pour le Doyen et par ordre



YONGO Etienne
Professeur

Appendix 2 : Research Questionnaire

UNIVERSITÉ DE YAOUNDÉ I

FACULTÉ DES SCIENCES DE
L'ÉDUCATION

DÉPARTEMENT DE CURRICULA
ET ÉVALUATION



UNIVERSITÉ DE YAOUNDÉ I

FACULTÉ DES SCIENCES DE
L'ÉDUCATION

DÉPARTEMENT DE CURRICULA
ET ÉVALUATION

Lecturers Questionnaire

Dear Respondent,

The questionnaire is developed for a Masters' dissertation in the Department of Curriculum and Evaluation (section B: Educational Management), Faculty of Education at the University of Yaoundé 1. At the end of the training, the student is expected to write and defend a dissertation in partial fulfillment of the Programme. This study is focused in the topic "**Internal Quality Assurance and Effective Professional Training in Selected Higher Institutes in The Yaoundé III Municipality.**" All information received remain confidential with the researcher and your privacy shall be appropriately secured in line with Cameroon law no 91/023 of December 1991. The questionnaire is designed to collect data strictly for academic purposes. Please answer directly and fully as possible.

Part 1: Demographic Information

Fill in the appropriate information

Institution

Discipline.....

Level of education: master's ☐ Ph.D. ☐

Years of experience: 1-5 Years ☐ 6-10 years ☐ 11-15years ☐ 16-20years ☐ 21 and above ☐

Age: 20-30 ☐ 31- 40 ☐ 41=50 ☐ 51 -60 ☐

Sex: Male ☐ Female ☐

Part 11: Statements on the indicators

Please tick (√) in the box corresponding to your most preferred respond: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

	Statements				
N°	SECTION A: institutional assessment				
1	Your institution ensures constant resources assessment for effective management	SD	D	A	SA
2	There is regular programmes evaluation by the management of your institution				
3	There is careful policy planning and analysis for quality professional training				
4	Your institution guarantees staff availability and quality				
5	There are institutional mechanism for staff self-improvement for academic performance				
6	Your institution promotes regular facilities and infrastructural assessment				

7	Students' assessment programmes respect ministerial prescription				
8	Your institutional has a new philosophy of change management in professional training				
9	There is institutional total quality management scorecard to effective professional training				
10	Your institutional ensure total efficiency in all professional training programmes				

N°	SECTION B: Staff Training and Development Procedures				
1	Your institution has continuous professional development for staff	SD	D	A	SA
2	There exist institutional culture of peer mentoring				
3	Your institution promotes professional networking with colleagues of other institutions				
4	There opportunities for self-development and transformation in your institution				
5	Your institute encourages innovative research and autonomy in knowledge production				
6	There regular pedagogic seminar for lecturer capacity building				
7	Your institution has teachers excellence promotion scheme				
8	Your institution promotes collaboration and knowledge exchange among colleagues				
9	There is a participatory management style training in your institutions				
10	There is performance measurement index for staff productivity in your institution				

N°	SECTION C: supervision and control programme and activities				
1	Your institutional management ensure regular guidance of programmes	SD	D	A	SA
2	There are effective institutional follow up processes for programmes implementation				
3	There exist a supportive learning environment in your institution				
4	Your institution has proactive control management system				
5	There are reflective team practices in your institution				
6	Your institutional management has an active listening culture				
7	Your institution ensure the respect and supervision of internships programmes				
8	There is constant monitoring of the implementation of academic programmes				
9	Your institutional regularly interact with staff to feedback on management processes				
10	Institutional management has an effective corrective measure framework				

N°	SECTION D: Effective Professional Training				
1	Your institution provide professional internship programmes to students	SD	D	A	SA
2	There are available and well-equipped workshops for students practical				
3	There are available institutional computer laboratories for students research				
4	Your institution ensure the provision of stability and high debit internet connection				
5	There are well equipped incubators for students start-ups				
6	There are programmes where students interacts with industrial and business world				
7	Your institution focus on value creation competence and skills				
8	Your instill effective communication and creative thinking skill in your students				
9	tudents are taught contingency and risk-taking strategies				
10	Innovation and research is one of institutional core cultural activities				

Thanks for your assistance