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EDUCATIONAL PLANNING IN THE DEGREE-MASTERS-DOCTORATE (DMD) SYSTEM AND GRADUATES CAREER READINESS IN THE UNIVERSITY OF YAOUNDE I.

A dissertation submitted and defended on the 20th July 2023 in fulfilment of the requirements for the award of a master's degree in education.

Option: **Educational Management**

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DECLARATION

I hereby declare that this dissertation is my original work and has never been submitted to any University or institution of higher learning for an academic award.

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CERTIFICATION

This is to certify that this work entitled: ***Educational Planning in the LMD System and Graduates Career Readiness in the University of Yaoundé I*** was carried out by Munchoh Ghisler Tembock (Registration No 19Y3471) under my humble supervision.

.....

Prof. Tanyi Maureen Ebanga

Faculty of Education

University of Yaoundé I

To my husband

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ABBREVIATIONS AND ACCRONYMS

AACE: Addis Ababa Conference Education

BMD: Bachelor's Masters Doctorate

CBA: Competence Based Approach

CDQ: Curriculum Design Questionnaire

CITEC: Classification Type of Education

DEA: Maitrise and Advance Diploma

DEUG: General University Diploma

ECTS: European Credit Transfer System

EP: Educational Planning

ESSQ: Employability Skills Survey Questionnaire

EYLF: The Early Years Learning Framework

FALSH: Faculty of Arts, Letters and Social Sciences

FMBS: Faculty of Medecine and Biomedical Science

FSAC: Framework for School Age Care

FSE: Faculty of Science and Education

HTTC: Higher Teachers Training College

ICT: Information and Communication Technology

IT: Information Technology

LMD: Licence Master Doctorat

NACE: National Association of College and Employers

NEF: National Employment Fund

NIS: National Institute for Statistics

NIYS: National Institute of Youth and Sport

PhD: Doctor of Philosophy

PIDES: Paroles Régionales d'Innovation de Développement Economique Solidaire

PME: Petite et Moyenne Entreprise

RH: Research Hypothesis

SPSS: Statiscal Package for the Social Sciences

TPE: Très Petite Entreprise

UNESCO: United Nations Educational Scientific and Cultural Organization

ABSTRACT

This study examines the effects of educational planning in the LMD system and graduates career readiness in the University of Yaounde I. The problem of this study emanated from the observed high unemployment rate among university graduates. The graduates lack the requisite skills that make them employable or to create jobs. The main objective of the study was to examine how educational planning influence graduates career readiness. From here we deduced the main research question as how does educational planning influence graduates career readiness. And Ha was there is a relationship between educational planning and graduates career readiness. Three main theories were employed, the human capital theory, the signaling theory, and the cost benefit theory. This mixed method study employs the descriptive survey design. The data was collected using the questionnaire and interview guide. The simple random sampling technique was adopted to sample the population of interest and via the Krejcie and Morgan table, a sample size of 115 participants was reached. The data was analysis via SPSS V,23 and the spearman rank correlation technique and presented in frequencies and percentages. Findings revealed that RH1: Ha was retained based on the spearman's correlation value $r = 0.515$, which indicates a moderate correlation between Curriculum and Graduates Career Readiness. Again, the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.515$, $P = 0.000 \leq 0{,}05$. RH2: Ha was retained because the spearman's correlation value $r = 0.\ 0.481$, which indicates a moderate correlation between Teaching Methods and Graduates Career Readiness. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.481$, $P = 0.000 \leq 0{,}05$. RH3: Ha was retained because the spearman's correlation value $r = 0.622$, which indicates a high correlation between Infrastructure and Graduates Career Readiness. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.622$, $P = 0.000 \leq 0{,}05$. We conclude that educational planning significantly influences graduates career readiness. From this finding, we recommend that the educational system should be properly planned (the curriculum, pedagogy and infrastructure) should be properly plan to enable learning that prepare leaners for job market.

Key words: ***Educational Planning, graduates, career readiness, university, employability***

RÉSUMÉ

Cette étude examine les effets de la planification de l'éducation dans le système LMD et la préparation à la carrière des diplômés de l'Université de Yaoundé I. Le problème de cette étude émane du taux de chômage élevé observé chez les diplômés universitaires. Les diplômés n'ont pas les compétences requises pour les rendre employables ou pour créer des emplois. L'objectif principal de l'étude était d'examiner comment la planification de l'éducation influence la préparation à la carrière des diplômés. De là, nous en avons déduit la principale question de recherche, à savoir comment la planification de l'éducation influence-t-elle la préparation à la carrière des diplômés. Et Ha était qu'il y avait une relation entre la planification de l'éducation et la préparation à la carrière des diplômés. Trois théories principales ont été employées, la théorie du capital humain, la théorie de la signalisation et la théorie des coûts-avantages. Cette étude à méthode mixte utilise le plan d'enquête descriptif. Les données ont été recueillies à l'aide du questionnaire et du guide d'entretien. Les techniques d'échantillonnage aléatoire simple ont été adoptées pour échantillonner la population d'intérêt et via le tableau de Krejcie et Morgan, car une taille suffisante de 115 participants a été atteinte. Les données ont été analysées via SPSS V,23 et la technique de corrélation des rangs de Spearman et présentées en fréquences et en pourcentages. Les résultats ont révélé que RH1: Ha a été retenu sur la base de la valeur de corrélation du lancier r = 0,515, ce qui indique une corrélation modérée entre le programme d'études et la préparation à la carrière des diplômés. Encore une fois, le niveau de signification est de 0,000, ce qui est largement inférieur à 0,05, (alpha) qui est la marge d'erreur standard : r = 0,515, P= 0,000 ≤ 0,05. RH2 : Ha a été retenu parce que la valeur de corrélation du lancier r = 0. 0,481, ce qui indique une corrélation modérée entre les méthodes d'enseignement et la préparation à la carrière des diplômés. Ceci est également basé sur le fait que le seuil de signification est de 0,000 ce qui est largement inférieur à 0,05, (alpha) qui est la marge d'erreur standard : r = 0,481, P= 0,000 ≤ 0,05. RH3 : Ha a été retenu parce que la valeur de corrélation du lancier r = 0,622, ce qui indique une forte corrélation entre l'infrastructure et la préparation à la carrière des diplômés. Ceci est également basé sur le fait que le seuil de signification est de 0,000 ce qui est largement inférieur à 0,05, (alpha) qui est la marge d'erreur standard : r = 0,622, P= 0,000 ≤ 0,05. Nous concluons que la planification de l'éducation influence de manière significative la préparation à la carrière des diplômés. À partir de ce constat, nous recommandons que le système éducatif soit correctement planifié (le programme, la pédagogie et l'infrastructure) soit correctement planifié pour permettre un apprentissage qui prépare les apprenants au marché du travail.

Mots Clés : ***Planification des études, Diplômés, Préparation à la Carrière, Université, employabilité.***

GENERAL INTRODUCTION

The meaning of education has been propounded by philosophers and educationists differently in diverse view, context and time. To Froebel education is the unfoldment of what is already enfolded in the germ. It is the process by which the child makes internal external. For Swami Vivekananda, education is the manifestation of the divine perfection already existing in man. According to Mahatma Gandhi, Education is an all-round drawing out of the best in the child and man - body, mind and spirit. However, for UNESCO, education is understood to involve, organized and sustained communication designed to bring about learning. To organize entails Organized planned in a pattern or sequence with explicit or implicit aims. It involves a providing agency (person or persons or body), which sets up the learning environment and a method of teaching through which the communication is organized. Sustain - the learning experience has the elements of duration and continuity. No minimum duration has been stipulated. The appropriate minima differ from course to course and program to program. Education System is the overall network of institutions and programs through which education of all types and all levels is provided to the population. Every country has an education system that suite its realities and enable to production of human capital to propel the development of that nation.

In 2008, the Cameroon government adopted the License- Masters. Doctorate (LMD) system of education form the Balogna process and apply in the Cameroon higher education. According to Hamid and Amar (2011), The LMD system was designed and implemented to maximize students' chances of success. This new system entails a redesign of the system, a new plan that works for the new system. It is however accepted that in education as well as any other organization that wishes to succeed, there must be a system put in place that serves as a roadmap to the operations in the system. Planning involves dealing on aims and objectives, selecting the correct strategies and program to achieve the aims, determining and allocating the resources required and ensuring that plans are communicated to all concerned. Plans are statement of things to be done and the sequence and timing in which they should be done in order to achieve a given end. There are two basic kinds of planning: strategic and operational. Strategic planning, also known as long range, comprehensive, integrated, overall and managerial planning, has three dimensions: the identification and examination of future opportunities, threats and consequences; the process of analyzing an organization's environment and developing compatible objectives

along with the appropriate strategies with policies capable of achieving those objectives; and the integration of the various elements of planning into an overall structure of plans so that each unit of the organization knows in advance what must be done when and by whom. Operational planning, also known as divisional planning, is concerned with the implementation of the larger goals and strategies that have been determined by strategic planning; it is also concerned with improving current operations and with the allocation of resources through the operating budget. The process of planning is imbedded in the system of the institutions. This shows why planning exist in an institution to enable goal attainment. In education, it serves a great deal in divers' ways, but most importantly enable the achievement of school objective which is learner's readiness for respective careers. In this context of planning, our focus is on the curriculum, the pedagogy, the infrastructure.

This research work titled: "educational planning in the LMD system and Graduates Career Readiness in the university of Yaoundé 1 we set out to examine the relationship between planning of education and graduates career readiness. It is important to mention here that in this study, we employ career readiness and employability simultaneously to enable the understanding of the phenomenon from both dimensions. The center of contention for this research work sprouts out from the recurrent juvenile delinquency, high crime wave, low living standards, infighting, and poverty, migration and misery among graduates as evident in our today's society. These frustrating life mishaps might have probably contributed to the socio-political infighting Cameroon is facing today masterminded by the youths amongst them appears to be some of these graduates.

This research is presented in five chapter; chapter one is titled background of the study, chapter two is the literature review, chapter three is the research methodology, chapter four is data analysis and presentation and chapter five is discussion of fisndings. Each of the chapters poses chapter introduction and chapter conclusion.

CHAPTER ONE:

INTRODUCTION

In order to have a better comprehension of this study and the problem it sets to explore; a succinct insight of the background is indispensable. Considering this, this chapter unveils the historical, conceptual, contextual and theoretical backgrounds. It further presents the problem, objectives, research questions, hypothesis, justification, significance, definition of main concepts and a chapter summary.

BACKGROUD OF THE STUDY

HISTORICAL BACKGROUND

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

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

Before the 1961 independence in Cameroon, teaching/learning institutions were structured following the objectives of the then colonial masters (France and Britain) in the two Cameroons (French and southern Cameroon). The influence of these two colonial masters "baptized" Cameroon under a dual system of education (French and English). The main focus of education

was reading, writing, mathematics, religion, English and French languages amongst others. These curricula were tailored to facilitate the activities of the colonial masters and to enhance the colonial techniques of indirect rule and assimilation in Cameroon. Apart from the limitation on the curricula, there seem to have been a total neglect of technical education, professional studies, vocational studies and higher education in Cameroon. By 1961, Cameroon had no University and most Cameroonians pursued their higher educational studies abroad due to the bilateral relationship Cameroon had with those countries. However, these studies were not adapted to meet the needs of Cameroonians as stated by Njeuma et al. (1999) as cited in Marcellus F. (2014). The lone Federal University which became the University of Yaoundé I was created in July, 1962 with 529 students, Njeuma et al. (1999). All of these students registered in the Faculty of Arts, Letters and Social Sciences (FALSS/FALSH), the faculty of Science and the Faculty of Law and Economics.

In addition to these three faculties, specialized schools or des Grandes Ecoles were later attached to the University and other professional institutions of higher learning to prepare graduates for professional careers. Among these specialized institutions attached were the University centre of health sciences (CUSS) known today in the University as Faculty of Medicines and Biomedical Sciences (FBMS) which was created in 1969, the International Relation Institute of Cameroon (IRIC) created in April 1971, the school of Engineering (ENSP) created in 1971 and the school of Journalism (ESIJY) created in 1970 and host of others, Fonkeng & Tambe (2009).

The mission of this Mother University according to article 2 of the decree no 98/036 of 29th January 1993, was limited to the following task:

- The development and transfer of knowledge.
- Develop research and training of men/women.
- Bring higher forms of culture and research to higher level.
- Maintain peace and progress.
- Facilitated access to higher education to all those who have vocation and ability.
- Contribute to support development, social and cultural promotion.
- Foster the use of bilingualism and to study the reform of curricular measures calculated to bring about the necessary harmonization of the inherited systems

United Nations Education Scientific and Cultural Organisation (UNESCO), (1963). Education in this University was probably characterized by classical liberal programs with no focus on employment and market relevance.

These challenges on education experienced the intervention of the world educational moderating body UNESCO which organized a series of conferences such as the Addis Ababa Conference on Education (AACE) from the 15th to 21stof May 1961 with the theme: "A Look into Educational Development in Africa from 1961 to 1980". This was followed by the Abidjan Conference, the Paris Conference among others. These conferences were held with Ministers of Education from Asia, Africa and Latin America to set ambitious regional targets for educational expansion in the respective regions to be achieved in 1980. Through this forum, UNESCO introduced the need of education in economic growth and development, focusing on planning of education to meet the needs of the society. This process of planning in an educational system was seen as an extra step to eradicate various forms of deficiencies in the educational planning of different countries as stated by UNESCO (2003).

In the 1960 and 1961 independence of French and Southern Cameroon respectively, Cameroon was faced with the challenges of managing her own economy as a result of her new independent status quo. This wind blew eminently with the immediate need for trained man power to fill some of the positions that had hitherto been occupied by the colonialist, (Mbah, 2014). This need for trained manpower was echoed in the third Five-Year-Development Plan (1971-1976). According to Fonkeng (2006), this plan engineered the direction of educational efforts during this period towards the training of middle and senior executive personnel required by the economy.

After a series of conferences held by UNESCO, the Ministry of National Education which was created by decree n°72/381 of August 1973 saw an increase in its responsibilities and the change of concept. These led to the reorganisation by decree n°74/406 of 24th April 1964 (Fonkeng, 2006) of task and bodies to implement the new plan. According to Fonkeng, (2006), this Ministry of National Education with subsequent organizations, controlled education from the primary to the tertiary sector and from February 1984, political organisation was separated from the ministry of higher education and scientific research was created. Higher Education in Cameroon like in any other African nation was viewed as a vehicle for training high level

manpower for the new nation to consolidate its economy and as a driving force for the nation's economic development *(Commité Technique de Reflexion pour l'ameliorisation du System Nationale des EnseignementSuperieur,* Raport, Avril 2004, as stated in Fonkeng & Tambe (2012).

Higher Education adopted new methods of planning that went operational following the creation of the University of Yaoundé I with a banal mission void of future ambitions and changes in the national and international world. The lone University institution was independent of the job market (employers) except for the few vacancies offered by the state after independence. This mismatch between higher education and the job market was exercised as the highest concentration of students was found in the Faculty of Law and Economics and the lowest in Agriculture. This is so surprising for a country in which more than 80% of the population is made up of agriculture (Fonkeng, 2006). It was in 2008 that the state adapted the LMD system whose objective was one graduate one job. This was hopped to curb the unemployment level in Cameroon and make graduates more qualified for the job market. Since this period, there was an indispensable need for the stakeholders to replant the educational programmes, curricular, process and personnel to take advantage of the new LMD system put in place.

Educational planners faced difficulties in the projection of the fast-growing youth's population vis-à-vis the University's accommodation, employment and growth in population, technological changes among others. For instance, by 1992, (30 years after) the creation of the University of Yaoundé, the population reached 40,000 students whereas the school was ready for just 5000 students (Samfoga, 2012). In the same vein, (Fonkeng and Ntambe 2012) opined that this dramatic growth in student's enrolment was not accompanied by any increase in infrastructure resulting to overcrowded lecture halls and other facilities. This rendered lectures difficult with high staff-student ratio. The high enrolment equally stressed the equipment for laboratory and library. These contributed to the inefficiency of the system as they affected student's motivation and performances. These portray the institution's limitation in the ability to train the secondary school graduates as a result of poor planning. However, Students were rescued by the creation of other state universities in Cameroon, such as the University of Yaoundé II SAO, the University of Buea, the University of Dschang, the University of Ngoundere, the University of Bamenda and the University of Maroua where the new LMD

system is highly observed. This was coupled with unemployment since the education of the main University was in classical liberal programs and less employment or market relevance compared to those specialized establishments (Samfoga, 2012).

CONTEXTUAL BACKGROUND

With a population of relatively well educated citizens, Cameroon is a lower middle-income country (World Bank2016). In 2016 the youth unemployment rate age (15-24) was 9.024% (World Bank 2016) The rate of unemployment among graduates in Cameroon in 2018 was 4.4 according to ILO, in 2019, it increased to 4.20 (UNESCO, 2019) too high to enable 2035 emergence. With such an alarming statistics we are bound to question the educational planning of our higher institutions. Higher education planning in the LMD system in Cameroon and specifically in the university of Yaoundé I seems to be facing massive changes in its processes, systems, and nature of its output in relation to employer's exigencies. These culminates to increased expectations of both students, parents and the general community towards the institution's provisions (career-ready graduates). New tasks and responsibilities for learners imbedded in the newly planned curriculum, teaching style and newly design infrastructure (Niedermeier, 2017). Indeed, in the planning of education in the university of Yaounde I, these changes are intensified by the urge to meet up with the socio-political and economic demands of the society towards the 2035 emerging vision. The society is increasingly demanding for well-trained graduates, ready to steer and propel the new designed projects in the country. For instance, over the period of 2020-2030, the industrial sector in Cameroon integrates the Cameroon Industrialization Master Plan (CIMP). According to CIMP, Cameroon's industrial sector by 2030 is to make Cameroon the electronic supplier, supplier of agro-industrial products, and the equipment manufacturer and supply capital goods to all African countries (SND, 30, p. 64). This is a high signal that well trained and career-ready graduates are expected from universities. This envisaged transformation of the national economy requires the availability of competent and competitive human capital. But the current situation of human capital development in Cameroon is not very favourable to the emergence of the county's industrial sector which requires an available active workforce, trained, well-skilled career ready graduates in specific fields. The university as the human capital supplier has the obligation to redesign its system of planning where the curricula, the teaching methods and the infrastructure shall be well

planned to enable a complete transformation of students to career-ready human capital to serve the purpose.

In the process of planning in the university of Yaounde I, the curriculum is at the core. The curriculum of a university possesses clear objectives such as to bring about a holistic development of students' personality - physical, intellectual, emotional, social and spiritual dimensions. To develop social consciousness and sensitivity. To develop global mindedness and a multiplicity of perspectives and views. The LMD curriculum is aimed to promote student success with diversified and personalized training courses and prepare for diplomas that are better suited to the real needs of the job market. This is probably not applicable in the university of Yaounde I because no major reforms or modifications were made before the LMD was introduced.

The planners ensure, flexibility of course content, this is another crucial aspect of educational planning, When creating a plan education planners allow for flexibility in the classroom, meaning that the teachers can make changes to the way they teach based on the needs of their students. This is important since it lets the lecturer customize lessons to meets students individual needs there by promoting students' performance and skills acquisition. However, in the case of the University Yaounde1, given the saturated level of the Amphi theater y students is rather difficult to identify each student's needs. This brings us to question the students effective comprehension of lectures and of course their career readiness.

During Curriculum Planning, the educational planner's objective is to achieve the goal of education which gives people the knowledge and skills they need to stay healthy, get jobs and foster tolerance. It is very important to achieve these goals since it works in line with president vision for an emergent Cameroon by 2035. However, this is not the case in our context given that most graduates from this university find themselves underemployed or unemployed since they were not adequately equipped with skills to face the fast changing economy.

Furthermore, the curriculum is expected to be skill-based. Skill-based curriculum focuses on equipping students with required knowledge and appropriate life skills. But the curriculum in the university of Yaounde I still has not registered any major changes. This is because its conception is the duties of all stakeholders, it bears the knowledge and competences, it is to be used by both students and the teachers Also, according to the 1993 reform in higher education one of its goals was to expand and increase higher education opportunities and make university

programmes more professional and more responsive to the market force (Ngwanna 2001). However, till date there is no significant progress made in terms of key programmes related to the economy's modernization and development, such as STEM (Sciences, Technology, Engineering and mathematics) curriculum in the University of Yaounde1. If we have to meet our country's goal by 2035 of becoming a high middle-income status country, it is critically important that graduates be equipped with new knowledge and skills-based economy. Moreover, as for the programmes taught in the University of Yaounde1, it is more driven towards social sciences and Humanities. These fields are likely to be less significant with the new mission ascribed to the higher education to provide knowledge and skills for a competitive labour market critically relevant for any country.

By Norms, we mean the rules and regulations which govern the LMD content.The LMD evaluation is supposed to integrate 70% of the student's personal work which in turn will empower them in their learning activity. This is supposed to improve the level of training and to revise the classical conception of education. But how will such a parameter be applicable in a university environment known for the poverty of its libraries and Iack of true multimedia centers. Also, in terms of values, we observe a drop when comparing the LMD with the old system: Let us review and compare the success criteria in the old system and the LMD: Old System: - student's average > 10: student moves to upward course - student's average < 10: student drops - Student's average > 10: student moves to upward course - Student's average < 10: check number of annual credits. Two cases: o Number of credits ≥ 30: student has a pass to the upward semester but is bound to retake one or more courses (rachat). Number of credits < 30: student drops As noticed, LMD breaks away from the Manichean assessment of the traditional system. It allows an intermediate category of students to move to the upward course but binds them to register at some units to be taken again. In this way, the deliberation process in the LMD system will result in a third category of students whose results lead them to retake some credits to better their score.

The curricula in the various departments of the University of Yaoundé I are more theory oriented (Samfoga, 2002) couple with the disparity between these subjects and the employer's interest, the students are bound to remain jobless after graduation. This demise in the Cameroon system of education that results from onset (educational planning) warrants a close look in order to ascertain why university graduates cannot get employed after graduation. Also, the university

don’t have guidance counsellor to orientate students the kind of course that will guarantee employability upon graduation.

The pedagogy is another element that make up the school system’s procedure. The planning process entails a well-defined teaching method adopted, teachers should be trained on it and the didactic material made available. When planning the teaching methods, the planners focus on simulation, online teaching, Illustration, learning -Discussion, role play. They also design and make provision of teaching aid like text books, projectors, chalk boards and many other. In this light, the teachers become motivated and organized, the teaching/learning process become assured.

Simulation is an experiential method that teachers create to imitate actual events, problems, procedure, or skills to achieve the desired instructional results. Students experience the situation and apply learned skills and knowledge, think critically, and gather meaning from the practice. It is important since it help student implement their skills and knowledge in a computer-generated situation, with this they can enjoy the advantages of practical working experience and identify solutions that they can utilize in their professional lives. However, most lecturers are not knowledgeable about the supporting material for the simulation such as computers. This goes a long way to affect students performance and skills acquisition.

Online Training is a form of instruction that takes place completely on the internet. It involves a variety of multimedia elements, including graphics, audio, video and web-links, which all can be accessed through one’s internet browser. Online training can provide multiple benefits for both staffs and students (Graham and Misanchuk, 2004). It is flexible because you choose the best time to study. It enable you to achieve your professional and educational goals in a manner you scheduled, despite its advantages it is not that efficient and effective in our context. Lecturers are not well trained to tackle the technical aspect of this kind of learning. For example during the covid 19 many lecturers could not give online lessons due to technological naivety. Moreover, the University of Yaounde1 offers very low internet connection and inadequate supply of electricity.

Discussion methods are a variety of forum for open-ended, collaborative exchange of ideas among teacher and student for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. It is important because it promotes a conducive learning and convenient teaching situation. It also helps the student to solve problems and builds tolerance. This method of teaching is common in the University of Yaoude1 through

exercise such as debate and group work. Student tend to gain in skills when they engage in such acts and can easily integrate job market upon graduation

We cannot talk of educational planning without talking about approaches of Educational planning. It consists of the social demand approach, the manpower approach and the rate of returns approach. The Man power approach is to forecast the manpower needs of the economy, that is, it stresses the output from the educational system to meet the manpower needs at some future date. It is important because the unemployment and underemployment which may result from some over-emphasis on man-power approach may become a challenge to move towards the right kind of education which may be development –oriented, and thereby creating its own job. This approach gives the planner limited guidance in the sense that it does not tell what can be actually achieved in every level of education

The social demand approach requires the education authorities to provide schools and find facilities for all students who demand admission and who are qualified to enter. It is good because it provide the planners with approximate number of places where educational facilities has to be provided. Planners in Cameroon use this approach without considering the factors of price of education, the resources needed to train personnels and build adequate infrastructure. Reason why she embraced the "Education for All" of 1998. This approach has contributed to the fact we have more graduates in the streets with little or no skills.

The educational planning also focuses on the educational infrastructure. The infrastructure planning ensure that the Amphi theatre are well spacious, benches well organizes and enough for the learners, the is stable and high-speed internet connection in the Amphi and around the school's campus, they also plan for and provide digital libraries, such that learners could do academic research in the school library online. The planners also plan and make provisions for a projector in class per class for the teaching process. Apart from the classroom situation, the students also need workshops to perform practical or practice and playing grounds for extra-curricular activities. Research has shown that in the university of Yaounde I, the situation of infrastructure is deplorable. The Amphi theatre have limited spaces to contain the number of students recruited, most halls are not adapted to the use of ICT tools. This constitutes a challenge to the teaching learning process and demands a planning procedure that provide solution to such situation. These challenges build up deficiency in career readiness when the students graduate.

The job market for Cameroonian graduates is expanding and changing rapidly following the general changes that technology, internationalisation, competitiveness is inculcating in the universe. As a result, training for a career is becoming more uncertain as the changes in skills keep occurring. It is in this backdrop that the Cameroon government through its policies of professionlisation and digitalisation of systems strive to enable the young people acquire both soft and hard skills that make them career ready or employable. Among the numerous efforts put in by the state via the MINESUP such as the intercontinental employment propounded by the poverty reduction strategy paper (PRSP) signed in Cameroon in 2003.Article 3.6.5 (labour market) states that sub-regional integration is an effective strategy for its insertion into an increasingly global economy. Cameroon and other economic community of central African state (CEMAC) zone member's states agreed to accelerate several actions including the immediate introduction of the CEMAC passport and the elimination of all impediments to the free movements of persons, goods, services, and capital', (PRSP, p. 68). This opened more chances for the employment of university graduates, however, most of the graduates are probably left behind, they probably lack the necessary skills to compete for cross-boundary jobs.

Furthermore, in Cameroon, two main job markets exist; the government jobs (civil service) and the private sector. Down memory lane, from the 1998 law of orientation on the education of Cameroon, citizens seem to have been psychologically conditioned to acknowledge the state as the only source of stable employment in Cameroon. This stigma is however largely emphasised in universities via the type of curriculum, pedagogy, infrastructure in the institutions and the high number of candidates who seat for public exam yearly. It is further cemented by the fact that graduates from the said system are generally jobless or do not have the skills to pick neither a national nor an international job in the private sector except they undergo vocational training or specialization in private University or some specialised schools, (Fossimock, 2017).

However, the state of Cameroon is working extra hard to mitigate the unemployment crises in the country. For instance, The Cameroon government did engage in the mass employment process whereby, the decision to employ 25,000 young Cameroonians taken by the president of the Republic of Cameroon on the 10th February 2011 (NIS, 2011) went operational. This served as a huge relieve to the few graduates who met the employment conditions. This presidential decision was highly applauded by society and most especially by the unemployed graduates because it intervened in a socioeconomic context where there was a strong employment

demand (unemployment rate stood at 5.6%). However, according to the Employment and Informal Sector Survey EISS 2, (n.d), this presidential decision covered just 10% of the employment problem since graduates keep crying in hiccoughs due to the unemployment pandemic.

However, from the above decision, bachelor's degree holders were taken and sent to colleges to teach and master's degree holders as well incorporated into the university system to lecture. With neither a lesson nor seminar on pedagogy, lesson plan, classroom management, leadership and people management. They carry the same theory to class and implant it on the next generation. This crisis is suffered by the secondary and University students as the teacher's inability to master the pedagogy of teaching and curriculum constantly plunge them into the mess of joblessness due to the lack of skills. The probability is high that the state might be planting a very bad seed on the Cameroon economy. What will become of tomorrow if the young generations are handled by untrained personnel as such? The same unskilled knowledge will be carried along and the same problem of unemployment and a fragile economy will resurface.

The age group targeted for the 2011 mass recruitment was between 17 to 40 years old. This recruitment constituted an important demographic weight that accounted for about 37.4 % making 7.257,881 people of the whole population in 2010, comprising 50.4% of women and 49.6% of men. The population of this age bracket is more in Yaoundé amounting to 48.3%, 70.7% graduates. (NIS 2011). Within this age group, unemployment is alarming especially in the metropolitan towns of Douala and Yaoundé, Higher education graduates being the most affected by unemployment and underemployment for those who are employed, a chunk of them were consumed into the public service. Undoubtedly, for the evident reasons for job security, the majority of unemployed youths especially those of higher education prefer jobs in the public service or the modern private sector.

Some government created organs like PAJE-U, PIFMAS (*Projetd'insertion socio-economique des jeunes par la creation des Micro-enterprises de fabrication du materiel Sportif),* created in November 2007 by MINJEC, PIAASI (*Program Integré d'appui aux Acteurs du Secteur Informel)* created in 2014 by the Ministry of Employment and vocational training. These organs were created by the respective ministries to train young Cameroonians on different areas of experience, projects that accompany them in the achievement process as a means to reduce unemployment amongst youths in Cameroon. Apart from the traditional launching of public

exams in Cameroon yearly, another set of 400,000 jobs were created and launched in 2016 to employ the youths. And recently in 2019, the state launched mass recruitment of doctorate / PhD holders as permanent workers in state universities. This activity took place in three shifts in three years.

Despite the above cited efforts of the government, It is worth noting that many graduates still face many difficulties in selecting the skills available when they launch a vacancy. Difficulties stems from lack of skills by the applicants, skills mismatch, limited capital, and so many applicants, poor trading conditions, and high taxes amongst others. This is explained by the fact that the University's courses are more or less contrary to the needs of the job market. Although a lot is being done to ameliorate the courses such as the professionalization process, the majority which is even more populated remains unchanged. 21st-century students still learn courses conceived in the 1960s with little or no adjustment. Several specialised institutions and courses are being opened but the cost is unbearable to the poor who consist of a majority of the population.

CONCEPTUAL BACKGROUND

According to Miles and Huberman (1994), conceptual framework is defined as a vital or written product that explains either graphically or normatively the main things under study. They include key factors, concepts or variables and presume relationship amongst them. A conceptual framework is a structure of what has been learned to best explain the natural progression of a phenomenon that is being studied (Camp, 2001). This section will examine and explicitly elaborate on the concept of education planning. In this study, educational planning is operationised with the help of variables like: curriculum, pedagogic, and infrastructure. Moreover, dependent variable – graduates career readiness is also examined via employment, job creation, amongst others.

Educational planning

Educational planning involves a systematic and scientific set of decisions for future action with the aim of achieving set educational goals and objectives through effective use of scarce resources. It provides the tool for coordinating and controlling the direction of the educational system so that educational objectives can be realized. It is a process of identifying and classifying educational needs of a nation and the direction education should take and the strategies for

implementing decisions concerning educational development. Akpan (2000) maintains that educational planning should reflect the state of development of a nation including the needs and readiness to execute the planned objectives. Thus, educational planning must take into consideration the population growth of children of school age in relation to access to education, educational opportunities and the demand for education. Educational planning as the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the learners and the society (Comb 1996). This means that educational planning should take into account the needs of the pupils/students in terms of learning facilities and equipment, textbooks, classroom spaces and qualified educational personnel. In meeting the needs of the society, educational planning should take cognizance of the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes

Curriculum

The school curriculum is one of the vital tools that facilitate the bridge between the university and the job market in every nation. It is a written document intended to be used in schools as the primary point of departure for the teaching-learning process. It is much more than a time table and a description of subject matter to be thought. It lays down the principal objectives of teaching, the attitudes to be developed in the learners, the skills, and the organization of teaching (Henchey, 1989). Any curriculum consists of several components: quantifiable objectives, attitudes, time, students and teachers, needs analysis, classroom activities, materials, study skills, language skills, vocabulary, grammar and assessment. Moreover, it adapts to the evolving world, contains research-based teaching techniques, it encourages collaboration, meets the needs of the students and aligns with to the schools' core values.

In educational planning in Cameroon Universities, the various subjects implemented and taught to the learners are decided following the objectives and goals of the policy makers, which possibly have a political influence thereby relegating the objectivity of the curriculum to the background. As a classical university, the programms are mostly social science and humanitarian oriented which yet has no big significant on economic growth. As such, develop programmes such as STEM science, technology, engineering and maths) curriculum had been suggested to university programmes to march the county's needs as well as the international labour market.

According to Fonkeng (2006; p. 297), most often it is a one round political ideology purporting to bring about change in a yet politically conditioned school system. The influence of politics in Cameroon's educational system is glaring due to the fact that education ministers who decide on these policies are politically appointed. According to Tanyi (2016) the greatest influence on our educational system is that which is brought about by the dogmatic attitudes of our educational planners through educational system which is based more on the socio-political activities. Because of this political influence, the curriculum probably mismatches with the job market exigencies. This may be one of the reasons for which graduates have career challenges.

Pedagogy / teaching methods

According to the Australian Department of Education, Employment and Workplace Relations (ADEEWR) (2009, p.42) pedagogy is a function or process of teaching: the art or science of teaching, education instructional method. It entails transferring well-organised information from the teacher to the learner in an organised/ formal and unorganized / informal environment. Moreover, according to Blatchford et al. (2002, p.10), pedagogy is observed as the instructional techniques and strategies that allow learning to take place. It refers to the interactive process between teacher/practitioner and learner and it is also applied to include the provision of some aspects of the learning environment (including the concrete learning environment, and the actions of the family and community)

Furthermore, pedagogy is about learning, teaching and development influenced by the cultural, social and political values we have for learners in a given society, and underpinned by a strong theoretical and practical base, (Education Scotland, 2005, p.9). My Time, Our Place: Framework for School Age Care' (FSAC) and 'Belonging, Being and Becoming: The Early Years Learning Framework' (EYLF) view pedagogy as educators' professional practice, especially those aspects that involve nurturing relationships, curriculum decision-making, teaching, and learning. (DEEWR, 2009). with the introduction of the LMD system of education, there was a need to look into the teaching strategies or pedagogy that will enhance professionalism among graduates. However, probably, the lecturers in the university of Yaounde I have limited knowledge on teaching method because there is no professional school for higher education in Cameroon and teaches are recruited with pedagogic competences. This probably contributes to the skill deficiency and graduates career challenges.

Infrastructure

Infrastructure development is an important aspect that needs to be taken into account. The term infrastructure is comprehensive and there are number of aspects that are included in it. These include, playgrounds, library facilities, laboratories, computer centers, technology, machinery, tools, equipment and so forth. The members of the educational institutions need to invest resources to bring about improvements in infrastructure. When developments or modifications take place in infrastructure, then the individuals are able to carry out their job duties in an appropriate manner and lead to progression of educational institutions. The members of the educational institutions need to ensure that they bring about improvements in infrastructural facilities on a continuous basis. With advancements taking place and with the advent of modern and innovative methods, it is necessary to promote infrastructure development in educational institutions. The main areas that have been taken into account in this research paper are, significance of infrastructure, educational planning, characteristics of infrastructure, and types of school infrastructure. The old structures that were put into place since 1961 have comparative gone obsolete. With the coming of the LMD system, the stakeholders are expected to relook at these infrastructures, modify and build new and modernize structures that enable the use of information and communication technology (ICT). This was probably not taken into consideration as most of these old buildings still remain in use with any modification nor renovation. Many Amphi theatre lack spaces for students to attend lectures, and very difficult for lesson projections. This probably contributes to the deficiencies in graduates' skills and career ready challenges.

Graduates career readiness

The National Association of College and Employers (NACE) (2017), opines that Career readiness is the attainment and demonstration of requisite competencies that broadly prepare university graduates for a successful transition into the job market. Moreover, American College Testing (ACT) (2006) describes career-ready as being able to enter a job after a training program that likely to offers both a wage that can support a small family and has the potential for career advancement. Graduates career readiness in this study is seen as the state at which students who successfully graduate from particular programmes in university institutions possess the employability skills that enable them to be employed, maintain and grow in their career, or create jobs for themselves in the society. The institutions train students in different departments with a

focus on different career fields. These institutions are faced with the challenge to effectively and efficiently transform these students to make a difference or improve the society in their respective careers. Apart from job creation and the auto-employability abilities which graduate need, 21st-century employers hire both university students and graduates who know how to use their talents, strengths, and interest. The theoretical demonstration of the relationship between educational planning and graduates career readiness in the university of Yaoundé 1 is presented on a figure 1.

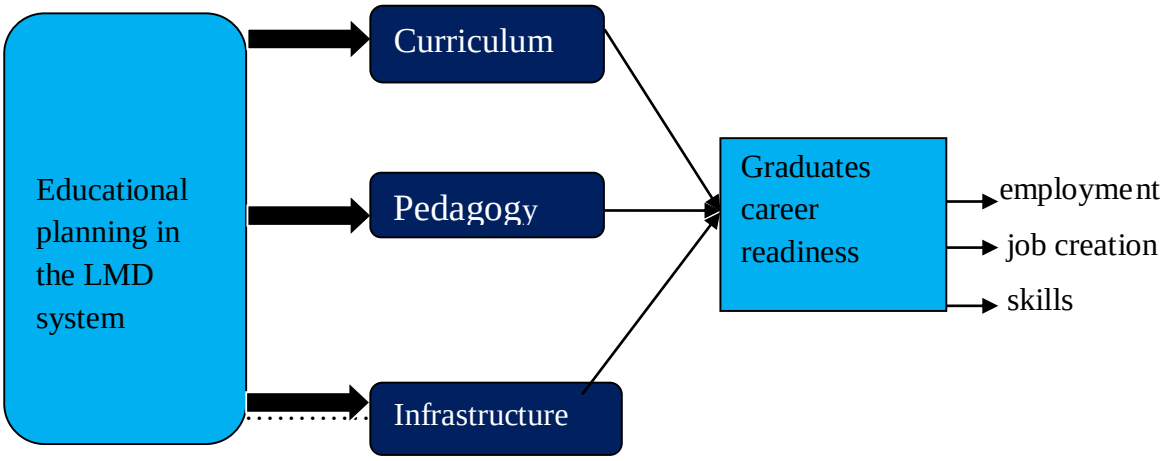


Figure 1: theoretical relationship between educational planning and graduates

Source: Researcher (2021)

Fig 1 presents a demonstration of the theoretical relationship between educational planning and graduates career readiness in the University of Yaoundé 1. Its helps to show the connection between the concepts of the study. However, this theoretical relationship is yet to be examined.

Theoretical Background

The theoretical background of this study is the explanation of the phenomenon that is being studied. This explanation is grounded in the theories developed by several researchers and prominent theorist. According to Kerlingeras cited in Amin, (2005), a theory is a predisposition that presents a systematic view of specifying the relationship amongst variables with the purpose of explaining and predicting the phenomena. Moreover, a theory could be seen as a set of interrelated concepts which structure a systematic view of a phenomenon for the purpose of explaining and predicting. According to Zaden (2000) and Wujungbuen (2007), a theory is a set of interrelated statements that provide an explanation for a class of events.

Educational theorists today struggle over whether a single model of learning can be appropriate for both sex and for students of all ethnic backgrounds; although equality of educational opportunity in some developed countries like the United States is an accepted principle, it is not always easy to practice. Throughout history theories of education have reflected the dominant psychologies of learning and systems of ethics. Since the 17th century, ideas have grown that education should be developed towards human development for social living. John Comenius, Jean Jacques Rousseau, Johann Pestalozi amongst others, were outstanding figures in this development. In the 20thcentury, John Dewey declared that young people should be taught to use the experimental method in meeting problems of the changing environment. Later in the century the psychologist B. F. Skinner developed a theory of learning, based on animal experimentation that came to have a strong effect on modern theories of education, especially through the method of programmed instructions. More recent educational models based on the theories of Jean Piaget, Jerome Bonner, and Howard Gardner has gained wide support. (Carr, 2003).

With cognizance to these definitions, educational planning has several theories guiding its functioning. For the need of a succinct elaboration of the variables, and the purpose of contextual theories that will guide this research work, we shall advance some of the following theories depending on their relevance to our scope:

- The Human Capital Theory by Becker (1974).
- Signal Theory by Andreas Deikmann (1899).
- Cost- benefits Theory by Jean Dreze and Nicholas Stern (1982).

The Human Capital Theory by Becker (1974)

It is a modern extension of Adam Smith's explanation of wage differentials by the so-called net (dis) advantages between different employments. The cost of learning a job are very different and very important components of net advantage and has led economist such as Gary S. Bercker and Jacob Mincer to claim that other things being equal, personal income varies according to the amount of investment in the human capital; that is the education and training undertaken by individuals or a group of workers (Blang, 1978).The "Human Capital Theory" (HCT) postulates that individuals who invest in human capital have the advantage of reaping greater and sustainable returns than those who invest less in human capital. Amin A.A and

Awund A.W (2005) used the HCT in a book titled *Economic analysis of Private Returns in Private Investment in Education in Cameroon*. In this book, they applied HCT fully and confirmed that people moved from lower paid jobs to higher paid ones as the productivity increased. Recent studies show that farmers who are educated produce on the average eight times more output than their non-educated counterpart, (World Bank, 1992). In Kenya, there have been many studies on returns to education. Some of these studies have sought to analyse factors that have affected private returns to investment in education over time. Cited in Amin and Awund (2005), Manda and Bigsten (1998) analysed the impacts of educational expansion and return to schooling in Kenya over a period, they found that private returns to secondary and tertiary education is high while it is close to zero in primary education. By this, the studies show that when individuals invest more on education by continue schooling to higher education, they become more effective and efficient in productivity with more pay than someone who ends just at the primary level. With these, they both share the same ideology of the theory which is the centre of this study.

Cost- benefits Theory by Jean Dreze and Nicholas Stern (1982)

The cost-benefit theory can be traced from some welfare economics as far back as the 19th century. The practice of the cost-benefit theory is dated from the introduction of the flood control Act of 1936 in USA. This act determined that the control of flood waters was in the interest of the general welfare, Pearce (1974). This act, the state evaluated the benefits of the act on the society and individuals in order to permit its further decisions to be taken. It became an economic investment theory which means calculating the cost of education, estimating the benefits from education and comparing the benefits with the cost to obtain the return expected. It is from this type of calculations that decisions are made on future patterns of allocations of resources to education. The purpose of this theory is to provide a consistent procedure for evaluating decisions in terms of their consequences, Jean, D. & Nicholas S. (1982). The two basic ingredients of the cost benefit analysis are the ability to predict consequences (A model) and the willingness to evaluate them (an objective function). Decisions taken using the cost-benefit and the most especially the shadow price is to allow decisions at the level of the enterprise in the public sector.

Signal Theory by Andreas Deikmann (1899)

The Signalling theory on its part has been in use in Cameroon since 2006, thanks to the creation of the FIDES organ in the NEF over the republic. This organ under the National Employment fund has been at work though slow in actions, creating a linkage with common interest amongst related enterprises and associations in Cameroon. Theory of the boundary less career and employability training in higher education was employed to demonstrate the fact that traditional jobs are fast becoming less popular, giving way to newer ones in the 21st century knowledge economy to reflect the shift from production to knowledge and service systems. Higher education must recognize these changing conditions, demands and the needs of multinational and large corporations that are characteristic of the knowledge economy labour markets, to be able to adjust their curricula accordingly in order to produce graduates with boundary less skills and attributes who can fit into this new professional knowledge which are boundary-less in nature. This knowledge increases their value in the labour market in terms of employability and financial return. Evidently, the students of the University of Yaoundé 1 are required to obtain these skills and knowledge through university training in order to increase their value in the job market in terms of employment and financial compensation.

The man power forecasting approach is another area of concern through which the school-to-job nightmare could be eradicated among graduates of the Yaoundé I University. Manpower forecasting is the process of identifying the type and quantity of educated persons that the country requires in the future of the economy (Mbua, 2002). According to him, educational forecasting for employment could best be achieved through the employer's opinion method. The planners investigate and determine how much and what type of labour they will be employing in the nearest future. These will enable the university planners to inculcate the new plan right from the CITE IV (Classification Type de l'Education) equivalent to year-one in the university.

Job Competition model developed by Lester Thurow (1976) keeps the above argument rolling. In this theory Thurow emphasises the attributes of individuals and role of training. He argues that the marginal product resides in the job and not in the man, as it was conventional to believe. Individuals are trained into the productivity of the job they hold. Therefore, the job allocation procedure assumes a much greater importance than it does in wage competition, where an individual's skills automatically place him or her in some particular job market. The function

of the labour market in such a theory is the allocation of "training slots". On-the-job training is assumed to be the cheapest, most efficient method of training. Employers' objective is minimisation of training costs, which is consistent with competitive theory assumption of profit maximising behaviour of firms.

Distribution of earnings is dependent on the distribution of training slots. Distribution of training slots is a function of labour queue and actual distribution of job/training opportunities in the economy. Labour queue is determined by employers. Workers' background characteristics affect the cost of their training. Potential workers are ranked in queue according to the costs required to train them into the job. The higher the training slots, the lower the position in the queue.

Dual Labour Market theory developed by Doeringer and Piore (1980)

This is the simplest form of segmentation theory. The theory assumes that the labour market is composed of two sectors: Primary sector and Secondary sector. Primary sector characterised by good jobs with good wages, promotional opportunities, good working conditions, job security, powerful trade unions and consultancy style management. The secondary sector, on the contrary, is characterised by having bad insecure jobs, low wages, non-involvement of workers in the decision-making process, poor working conditions and disunion firms. Drown from this theory; the two sectors are the state and the private sectors of Cameroon. This seeks to explain why graduate job seekers like the state's jobs more than the private sector in Cameroon. This situation is further highlighted by the number of graduates who actually wish to enter the public service each year. The number who register for the limited seats offered yearly in public examination into professional schools like Higher Teachers Training College (HTTC/ ENS), National Institute of Youths and Sport (NIYS/ INJS), and many others in Cameroon. But the mobility between the two sectors is limited, resulting in a queue for primary sector jobs. Whilst competitive forces may dominate the secondary labour market, they are not completely absent from the primary sector.

Primary labour markets need to attract entrants and firms in this segment face competition in the product market. These forces may be weak in the short run but cannot be ignored in the long run. The sharp dichotomy between "good" and "bad" jobs in the dual labour market model appears too simple, and the distribution of the quality of jobs is more likely to be multi-modal rather than bi-modal. The emphasis upon the social foundation of internal labour markets, as

opposed to human capital, price incentives and technical efficiency foundations, has produced additional insights into labour market behaviour.

PROBLEM STATEMENT

The educational system in Cameroon in general and indeed in the University of Yaounde 1 in particular, at one time or the other has come under serious criticisms. This is for failing to deliver in accordance with its promises as stipulated in the various education policies/laws. According to Article 2 of Law No. 005 of 16 April 2001 to Guide Higher Education in Cameroon, the higher education realm shall be assigned a basic mission of producing, organizing and disseminating scientific, cultural, professional and ethical knowledge for development purpose. It is based on this law that university institutions are expected to plan individual internal quality curriculum and programmes that can inculcate skills and behaviours in the graduates to prepare them for the ever evolving job market. In addition, Government in view to improve the educational system of Cameroon's higher education especially the case of Yaounde1, she introduced the LMD system in 2007/2008. The specific objectives of the LMD system in Cameroon was the creation of flexible and efficient training path, offering students, at all levels, opportunities for professional integration; facilitations of diplomas equivalence, creation of versatile graduates able to adapt to the changing context. To insure that for all parties concerned there is a better appraisal of the training grades and levels of professional integration. To this effect, new pedagogic approaches were implemented such as Travaux Derige and Travaux Pratique. The aim was to permit students to develop professional skills. The system saw the implementation of the Competence Based Approach (CBA) which is learner's centric, learning outcome and differentiation. To this effect Pedagogdic seminars were organized so as to train lecturers the arts of teaching evaluating, supervising and more. The system saw the revision of university curriculum, which brought about new courses such as "Montage de Projet", "Creation des enterprises" just to name a few.

Despite the efforts sighted above, we find graduates who continue to find themselves alienated in front of government offices requesting jobs from government, showing signs of being inadequately prepared for the society at large and cause them to wonder why this ugly trend is persisting. As a result, the rate of unemployment in Cameroon is 30 % in 2013 (ILO report) with about 4-6 million mostly educated, able and ready to work young people who are currently

jobless in Cameroon. Given that in this 21st knowledge economy, there is growing expectation for universities to produce human capital with the right kind of capabilities and skills to meet the rapidly changing needs of the labour markets.(Foray & Lundvall,1996) As such, employers of labour, parents and the business sector find it difficult to determine why the skills acquired by graduates of the universities are still below acceptable employment level when measured by the huge investments in the university education. As a result to this backdrop, it becomes necessary to investigate the extent to which educational planning in the LMD system influence the level of graduate's employability skills in the University of Yaounde1?

RESEARCH OBJECTIVES

The main research objective

To examine the link between educational planning in the LMD system and graduates career readiness in the University of Yaoundé I.

Specific Objectives

- To investigate the relationship between University's curriculum in the LMD system and graduate career readiness in the University of Yaoundé 1.
- To find out the influence of pedagogy in the LMD system on graduates career readiness in the University of Yaoundé I.
- To examine the relationship between infrastructural facilities in the LMD system and graduates career readiness in the university of Yaoundé 1.

RESEARCH QUESTIONS

The conduct of the study was guided by general and specific research questions as follows:

General research question

- How does educational planning in the LMD system influence graduates career readiness in the University of Yaoundé 1.?

Specific research question

- Does curriculum in the LMD system influence graduates career readiness in the University of Yaoundé I?

- How does pedagogy in the LMD system influence graduates career readiness in University of Yaoundé 1?
- How does the infrastructure in the LMD system influence graduates career readiness in the University of Yaoundé 1?

RESEARCH HYPOTHESES

General hypothesis

Ha: There is a relationship between educational planning in the LMD system and graduates career readiness in the University of Yaoundé 1.

Ho: There is no relationship between educational planning in the LMD system and graduates career readiness in the University of Yaoundé 1.

Specific Hypotheses

Ha_1: There is a connection between school Curriculum and graduates career readiness in the University of Yaoundé 1.

Ha_2: There is a relationship between pedagogy and graduates career readiness in the University of Yaoundé 1.

Ha_3: There is a relationship between infrastructure and graduates career readiness in the University of Yaoundé 1.

$H0_1$: There is no connection between school Curriculum and graduates career readiness in the University of Yaoundé 1.

$H0_2$: There is no relationship between pedagogy and graduates career readiness in the University of Yaoundé 1.

$H0_3$: There is no relationship between infrastructure and graduates career readiness in the University of Yaoundé 1.

THE SCOPE OF THE STUDY

Geographical scope

From a geographical perspective, this research endeavour is limited to Cameroon, specifically the centre region-Yaoundé and in Mfoundi division. It is also limited to the graduates with a bachelors' degree from the University of Yaoundé I (UYI), who are in the job market. This work concentrates on the population of graduates from the UY I "loitering around town" and

those who are receiving training in the National Employment Fund Mvolye-Yaoundé, policy makers in the Ministry of Higher Education and some selected lecturers/administrators of this University.

Thematic scope

The central terms of this study are educational planning in relation to graduates career readiness, how the products of this educational system impact the job market and how the job market treats them. Do they fuse with the job market or they are victims of unemployment. On a specific note, this study equally examines the relevance of programs or curriculum taught in this university as to the job market, also if the teaching approach or pedagogy equips graduates with relevant skills to face the challenges of the job market, and finally the provisions made by educational infrastructure enable the graduates to respond to the demands of the job market. And not simply showcasing their certificates. It is in this light that policy instruments like the Bachelor's-Masters-Doctorate (BMD/LMD), the growth and employment strategy paper (GESP), have an underpinning position in explaining the stakes surrounding educational planning and the job market.

SIGNIFICANCES OF THE STUDY

To MINESUP

This study tackles a recent and evolving mishap in the society that is gradually delaying the development of the nation. Higher education is the overall provider of education and training of the human capital to propel the envisaged projects for the development of this nation. Therefore, this study will enable the ministry in charge of higher education to relook into the planning strategy that goes with the LMD system so that each graduate can own one job. The study serves as a mirror to the society as it screens and unveils the realities that education is facing.

To the universities

It is the duty of state universities like the university of Yaounde 1 to implement the new LMD system functional in the Cameroon higher education. The university is expected to apply all possible strategies to make sure the university objectives are attained in this new system. Therefore, this study will inform the system and expose the hiddent challenges that the system is

facing. It provides the university with the areas that are expected to be planned or examined again in order to achieve the objective. Therefore, university leaders will leverage on the indicators and the propose solutions to handle pedagogic, curricular and infrastructural challenges in this new LMD system in order to curb unemployment among graduates.

To university graduates and parents

Many parents and graduates from state universities are quick losing confidence in the system. This is probably because of the several challenges they are facing as they leave school. However, this study steps with propose solutions to how graduates can exploit their knowledge to make life better. It further reassures the parents that with the discovery of the cankerworm in the system, subsequently the graduates will be fit for purpose.

JUSTIFICATION OF THE STUDY

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

Educational planning is not a "one-man-show". It involves both the state and the whole society, job market to be precise. This study will bring to light the hidden suppose cooperation that should exist between the education system planners and the employers. Thus, graduates will find their place in the job market and the economy will advance, if the state considers the methods advanced in this research work.

It may interest someone to know that the planning of an educational system is a determiner to the skilful readiness of human resources (manpower) which the employers most desire. Today, with the fast growing nature of technology and renovations in various sectors, any educational system that exists independent of the economic sector of that country is bound to remain poor with constant increase in unemployment rate. When you move around the streets of

Yaoundé (Mfoundi division), you meet bachelor degree holders roaming the streets hopelessly. Some have engaged into various criminal activities like becoming cyber criminals, others prefer to become gays, thieves and all sorts of crimes in the society in the guise of putting food on the table. Others have turned to escape to other countries to struggle just to make ends meet. Many confess that after graduation, they could not find jobs to do, as jobs demanded specific skills which they lacked.

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

This research could equally be justified by the need to reshape the curriculum of the faculties to skill and job focus, the pedagogy to pedagogy for employability, the government's policy should be effectively grounded and as well tilted towards enlarge communion with the private employers or promoting the private sector to keep them up to the task and the increase in the scarce resources in this sector in order to enhance employment in the country.

DEFINITION OF KEY CONCEPTS

Educational planning

Mbua (2002) defines educational planning as "the process of preparing a set of decision for actions in the future in an organization, business or individual activity or the establishment of objectives and determination of best ways to accomplish them.

Pedagogy

Pedagogy is the science and art of teaching. It is a field of studies that is concern with the teaching of teachers how to teach people effectively Nicodamus (2007).

Curriculum

According to the Association for the Development of Africa (ADA) (2008), curriculum is a political and technical process that express and reflects the values, attitudes and feelings of a society towards its own well-being and development.

Infrastructure

This is the civil structure, superstructures, classroom, laboratories, library, playfields, facilities and amenities provided on the site in accordance with the agreement or law or policy of the school systems, (James et. al. 2017)

Career readiness

The National Association of College and Employers (NACE) (2017), defines Career readiness as the attainment and demonstration of requisite competencies that broadly prepare university graduates for a successful transition into the job market.

Employment

Harvey (2004:3), defines employability in its core sense "as the acquisition of attributes (knowledge, skills, and abilities) that makes graduates more likely to be successful in their chosen occupations (whether paid employment or not)

Underemployment

According to (Khan and Morrow, 1991), underemployment has two main perspectives, the objective and subjective. The objective perspective defines underemployment in terms of the level of utilization of individuals' human capital, in comparison to an accepted standard for their referent group, for example other graduates (Feldman, 1996). This is evaluated in terms of individuals being in a lower level of occupation, measured for example by level of income, educational requirement or hours worked. The subjective perspective of underemployment would acknowledgement and explore the individual's interpretations of their employment situations, focusing on their perceptions of the use of their skills and abilities (Khan Morrow, 1991; Jones Johnson and Johnson, 1995).

Unemployment

An unemployed person as defined by the ILO is a person aged 15 or over who simultaneously meets three conditions**:** unemployed for a given week; being available to take a

job within two weeks; having actively sought a job in the last four weeks or having found one starting in less than three months.

CHAPTER TWO:
REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

The second chapter of this study is titled related literature review and theoretical framework. This chapter examines the educational landscape of Cameroon, the conceptual framework, the theoretical framework, the empirical review and examines the knowledge gap in the literature. This chapter enables the study to acknowledge the existing literature in the domain and to avoid repletion.

THE LICENCE MASTER DOCTORATE (LMD) EDUCATION SYSTEM

The original meaning of the LMD System from its acronym L.M.D. means (Licence Bachelor's Degree), Master, Doctorate. These diplomas are converted into European credits that are called ECTS (European Credit Transfer System). These credits allow all students from any country and university to continue their studies at another European university. Objectives of the LMD System as thought by its founders, the "LMD" system aims to harmonize higher education courses in Europe and to promote student mobility at regional, national and European levels. Beside this main objective, there also specific objectives such as:

- the creation of flexible and efficient training paths,
- offering students, at all levels, opportunities for professional integration;
- promotion of student's mobility nationally and internationally;
- facilitation of diplomas' equivalence;
- Creation of a new generation of versatile graduates able to adapt to a changing global context. Finally,
- insure that for the all parties concerned (students, parents, professionals, employers, etc.) there is a better appraisal of the training grades and levels of professional integration.

Earlier after the implementation of the LMD system in Cameroonian Universities, some authors like Djouda (2009) were already worried about the way decision makers were orienting things and deemed it necessary to remind to institutional leaders the main objectives of the LMD system. Unfortunately, many years after no actual changes can be witnessed on the field.

The LMD Reform in Cameroon

The LMD system has been strung and packaged from the West and imported to Africa and more precisely to Cameroon with its advantages but also with its many disadvantages. What are the real aims of the LMD (Bachelor-Master- Doctorate) system in Cameroon? For Nyéladé (2013), the imposition of this system in Africa in general is in line with a fatal program of instrumentalization and imperialism. This system of evaluation of higher education was introduced during the academic year 2007-2008 in higher education institutions of Cameroon in replacement of the older diplomas of French origin namely the General University Diploma (DEUG), Maîtrise and Advance Diploma (DEA) which will later on have disappeared from the landscape. Since the implementation in 2008 of the LMD system in universities in Cameroon, reservations have been voiced by some scholars on its efficiency and also on the lack of clarity of its objectives for Cameroonian universities. More than fifteen years after the LMD system has been implemented, one can still wonder if higher education institutions in Cameroon design a good planning method that could help education attain it objectives.

Arguments for the Implementation of the LMD System in Cameroon and Their Limits

The defenders of the LMD project at the time of its introduction in Cameroon put forward its advantages and also the solutions that it was supposedly likely to bring to the problems facing Cameroonian universities. Their arguments were based on the following points:

The old system was Obsolete

According to some scholars, the system that prevailed before the introduction of the LMD system was obsolete. There was a huge gap between the content of the courses of different curricula and the current prevailing state of scientific research. The evaluation system that constituted a fundamental component of the educational system had lost all meaning. The multiple accommodations made by scholars to increase students' success rates had completely skewed the meaning of exams. To pass his various modules for example, the student did not need to work too much. The control of students' knowledge had become irrelevant. The old system was crumbling in the face of these inconsistencies and the diplomas issued were losing their value. Reforming it had become a necessity (according to the LMD defenders).

The Limit of the argument

However, the LMD evaluation is supposed to integrate 70% of the student's personal work which in turn will empower him in his/her learning activity. This is supposed to improve the level of training and to revise the classical conception of education. But how will such a parameter be applicable in a university environment known for the poverty of its libraries and the lack of true multimedia centers. At the University of Dschang, for example, there are about 120,000 books in the central library, and newspapers and magazines that date back to the years before 2012. At the same time the Central library of Zhejiang Normal University (China) in 2015 had 3,500,000 books and over 2,300,000 e-books. This infrastructural gap already gives a glimpse of the quality of training that will be done here and there. Although all said to be under the LMD system. We are therefore, bound to conceive various degrees of the LMD system namely; a so-called “North” and so-called “Southern” LMD. This infrastructure problem is obviously not limited to libraries, since it also resurfaces when it comes to our laboratories for research. Then, the non-stable nature of our state universities do not prepares for the LMD either. In fact, it is rare to spend a year without attending a strike (teachers or students), which has the merit to paralyze the academic life; thereby weakening competitiveness of Cameroon Universities at the international level.

Difficult management of student flows

The management of student flow is considered essential. Giving each high school graduate an opportunity to receive higher education has become an important issue for higher education officials in Cameroon. But, they realized that with the increasing number of graduates (which is on the verge to exceed one million); this principle was difficult to satisfy. The LMD, unlike the old system, offered stages in university training. Officials originally intended to put the majority of students on the job market after the undergraduate level; thereby reducing the number of students going for long-term studies.

The Limit of the argument Levels L (License/Bachelor) M (Master) and D (PhD) according to them should in principle help reverse the pyramid of graduates. Unlike the old system, the LMD provides for three levels, Bachelor, master and doctorate. Higher Education officials relied on this levelling organization to manage the large flow of students. In the old system the majority of students enrolled for long-term studies (5 years). The idea that students could leave the university after the undergraduate degree, acquired only in three years, is very

attractive to those who think that the problems of the university come only from the growing number of students. This vision however, could not be realized. The students realized early on that they had no chance of entering the job market if they only stopped at undergraduate level. They therefore opted to study as long as possible and long term enrolment became their main demand. They have thus succeeded in defeating the application of the LMD reform as it was thought by its designers who had invented it in reference to countries whose economy generated jobs. This is not the case in our country. As a result, we clearly see that the primary objective of the LMD system which is: “one student, one job” is still a myth for young Cameroonian graduates. LMD system: guaranty for more mobility of Cameroonian students to western universities. The LMD was supposed to help Cameroonian universities open up to the world and particularly to the European Union by facilitating a greater mobility of Cameroonian students as same as European students who can more easily integrate other universities in the EU community. This objective was to be achieved by standardizing the management of the different curricula by introducing the concepts of credits and training courses. In principle, each student can build it training course and register to acquire the necessary credits. This is the foundation of the Bologna reform.

The Limit of the argument by adopting the same system of higher education as the European Union (EU), Cameroonian officials had seen an advantage in cooperative relations with these countries and particularly with France. But the reality of the situation reveals that, cooperation with the EU followed other criteria; the same that prevailed well before the introduction of the LMD. Universities in third world countries were still considered by developed countries as a reservoir from which they draw what may interest them (gifted African students) to strengthen their scientific potential. On the other hand, the lack of a national development policy that defines the role to be played and the place of the university in achieving these goals have helped this type of “dominant-dominated” cooperation. Still about the so-called openness to the world, the Cameroonian universities have made not much progress. It can also be noted that, the internal mobility of Cameroonian students instead of being encouraged has rather been limited. The diversity of training curricula in each university makes it difficult to achieve students’ mobility. The difference between the courses of the same specialty is often huge.

The problem of qualification for PhD

At the end of the Master cycle, students can apply to prepare a PhD. All students holding a Master's degree can apply for a doctoral dissertation, be it an academic master's degree or a professional master's degree. The duration of doctoral preparation is generally three years (it corresponds to a diploma BAC + 8 years of study). The different training courses proposed must be in line with the needs of the job market, supposedly.

The Limit of the argument Unfortunately, Cameroon does not apply the LMD as thought by its founders since the beginning because today, there are ongoing debates stating that the professional doctorate would be worth less or not equal to the academic doctorate; while the LMD system has not categorized the doctorate. Added to this is the blockade inflicted by the elders to the young doctoral students of Cameroon. The LMD envisages 3 years of research and writing, but the observation on the ground reveals that the lucky ones defend their thesis after 4 years.

CONCEPTUAL FRAMEWORK

Education

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty. Various researchers emphasize the role of critical thinking in order to distinguish education from indoctrination. According to Akpan (2018), the literature on the concept of education reveals that the word. Education, is derived from three Latin words namely: *Educatum*- the act of teaching or training of an individual or group of individuals. *Educare* - to bring up or to raise. *Educere* - to lead forth or to come out. All these three meanings depict that education involves the process of training a person to develop in him/her the good qualities and bring out the best in the person. It is the act of training or teaching an individual to learn and acquire desirable skills, attitude, knowledge, values and understanding that will enable the person to think critically about the various issues in life.

Education involves the process of teaching and learning. Marshall, (2006), the learner is taught to understand the deeper things of life, the need for good human relation and the cause and effect relationship in life. Education can also be viewed as any act or experience that has a

formative effect on the mind, character or physical ability of an individual. It is the process by which a society deliberately transmits its accumulated knowledge, skills and values from one generation to another. These definitions reveal that education is not only limited to formal education but also involves informal and adult education. Education is an enlightening experience that illuminates the mind and enables the individual to make informed decisions about himself or herself and to constructively contribute to the development of the society. Therefore, itis the process of training an individual to develop his intellectual and mental potentials so that the person can make mature and useful decisions in various situations he finds himself.

According to Froebel cited in Peerzada (2016), education is the unfolding of what is already enfolded in the man. This implies that education is a process through which a person is trained to develop his innate potentials so that it can be fully expressed externally. This means that education is the gradual or progressive development of a person's innate powers or potentials. It is development from within the individual until the person becomes conscious of his unique existence and begins to seek his own place in the society (Peerzada, 2016). Education deals with the development of the total man or the whole man. This means that education is an act that trains man in the cognitive (knowledge), affective (feelings, attitude, behavior) and psychomotor domains. Education deals with the all-round development of the person. It therefore, develops an individual into a well-educated, cultured, disciplined, employable and productive person. Education leads, guides and directs the learner to the acquisition of desirable knowledge, attitude, and healthy behavior (Akpan, 2000). In this period of continuous technological development and globalization, education should trainman to acquire knowledge and skills that will enable the person to compete favourably globally and to successfully adjust to changes in his/her environment.

Importance of Education

Education is the key that opens the doors for development, modernization, civilization and industrialization of any nation. According to Akpan (2018), It is the means, through which a nation can harness her numerous resources, develop her manpower and improve the quality of the life of her citizens. In any country of the world, education is the backbone of scientific and technological development. It enhances self-reliance for an individual and the nation. A nation that is self-reliant does not depend on foreign goods for survival and self-reliant people do not

depend on government for the provision of employment. The individual can gainfully employ himself/herself and be able to attend to his/her critical needs. In this way education reduces the level of poverty in a nation. Thus, quality functional education contributes to national development in this direction. Education liberates the people from ignorance and promotessocio-economic and political development of a nation. It is on the basis of this that Nigeria adopts education as an instrument par-excellence for national development. Education is very vital in every human existence and societal development. It facilitates the rate of development and improves the standard of living of the people. A well-educated person acquires knowledge for critical thinking and can use the knowledge and skills acquired through education to create wealth especially now that we are living in a knowledge driven-economy. Education helps a person to understand the society better and contribute positively to its development and become more useful to the society in which he lives. It is through education that the task of processing human resources into well trained human capital needed in any country of the world can be achieved.

Thus, education is an investment in human capital development. Omolewa (2006) reiterated that the greatest investment a country can make especially for national development is the commitment to the training of its citizens in form of education. This implies that education is the bedrock of a country's growth and progress and a veritable instrument to bring about the desired economic transformation. Education helps the citizens of a country to understand the cultures of various tribes or ethnic groups within the same country. This understanding enhances peaceful co-existence and promotes in them the knowledge of national integration. Education contributes immensely to designing the social structure of a society.

Education is the sure way to sustainable development of a country's economy. The world of today is technology-driven especially information technology. Therefore, education is this area is important for the future economic development of developing nations. Similarly, education is a promoter of national interest. A good educational system produces people with critical intelligence and wisdom. These people can work independently and come out with independent results and conclusions from given facts. Such conclusions stand to benefit the nation and the people. Education helps to produce global citizenship that works for the benefit of humanity. Such educated people exhibit humility, have moral integrity and are wise and tolerant. They work for the common good of man. Thus, the development of all aspect of national economy depends

on the manpower development through education. It is on the basis of this that educational planning becomes imperative.

Planning

Planning is fundamental to the achievement of set goals. Planning is a deliberate effort to determine the future course of action for accomplishing predetermined goals and objectives. Akpan (2011) conceptualizes planning as the process of examining the future and drawing up or mapping out a course of action for achieving specified goals and objectives. It involves working out in broad outline the things to be done and procedures for doing them in order to accomplish set purpose. It is a process of making rational and technical choice. Planning is a systematic, conscious and deliberate process of deciding ahead of time, the future course of action that a person wishes to pursue in order to reach set goals. This definition suggests that planning is part and parcel of every man's endeavour politically, socially, economically and academically.

Similarly, UNESCO (2003) describes planning as a process that makes it possible to work out a systematic outline of activities to be undertaken in order to meet the developmental objectives of a country within that country's possibilities and aspirations. These definitions depict that planning is both futuristic and goal-oriented. It is intelligent preparation for actions that will lead to the achievement of predetermined goals and objectives (Akpan, 2000). It involves a conscious, careful and systematic process of arranging a future course of action directed at goal accomplishment. Planning therefore, provides the direction in relation to objectives, activities, procedures, strategies, and cost implications, sources of fund, responsibilities and duration or time frame for attainment of set objectives. It spells out what is to be done, who to do it, when it should be done and how it should be done in order to reach set target (Akpam, 2018).

Planning is a careful analysis of relevant information from the present and the past and using such information to predict future development so that a course of action can be determined that may enable attainment of stated objectives. Planning is concerned with the future and involves predicting the effect of future events so that hindrance of the presence could be minimized or eliminated in order to meet the future with more confidence and success. Therefore, planning gives direction; enhances continuity of actions and reduces overlapping of responsibilities, waste of time, energy and resources (Akpan, 2000).

Educational Planning

Educational planning involves a systematic and scientific set of decisions for future action with the aim of achieving set educational goals and objectives through effective use of scarce resources. It provides the tool for coordinating and controlling the direction of the educational system so that educational objectives can be realized. It is a process of identifying and classifying educational needs of a nation and the direction education should take and the strategies for implementing decisions concerning educational development. Akpan (2000) maintains that educational planning should reflect the state of development of a nation including the needs and readiness to execute the planned objectives. Thus, educational planning must take into consideration the population growth of children of school age in relation to access to education, educational opportunities and the demand for education.

Comb cited in (Akpan, 2000) described educational planning as the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the learners and the society. This means that educational planning should take into account the needs of the pupils/students in terms of learning facilities and equipment, textbooks, classroom spaces and qualified educational personnel. In meeting the needs of the society, educational planning should take cognizance of the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes (Akpan, 2000).

Therefore, educational planning is a blue-print that gives direction for future development of a nation's educational system and prescribes courses of actions for achieving defined goals and objectives. Educational planning involves restructuring of the present educational system, forecasting future possibilities, formulating realistic and achievable goals and objectives developing action plans for implementation and periodic appraisal of progress and achievement. The political, social, economic and technological needs of a nation must be considered in educational planning. In support of this fact, Beeby cited in Okwori (2011) states that educational planning is the exercise of foresight in determining the policy, priorities and cost of educational system having due regards for economic and political realities for the system potentials, for growth and for the needs of the country and of the pupils served by the

system. This implies that educational planning is a scientific study of the future with regard to a nation's educational development.

The future development of a nation is the focus of educational planning. It involves studying the future educational needs of a country and putting in place relevant policies and priorities, actions, and programmes that will enhance achievement of set educational goals. Educational planning does not just happen by chance. It is an organized social practice involving studying the present and using available information concerning the educational challenges of a country to plan for future educational development. The outcome of educational planning is the education plan which contains educational policies, goals and objectives, activities and programmes to be carried out, implementation strategies, method of monitoring and evaluation of achievement and progress and the time frame for implementation.

All over the world, education is regarded as the key to the development of any nation. It is the tool for a country's political, economic, social and technological development. For education to play its key role in the transformation of a nation, it needs to be adequately and effectively planned because a faulty educational planning can jeopardize the development of a nation for decades. According Akpan (2018), planning means deciding in advance what is to be done, when to do it, where to do it, how to do it and who is to do it in order to achieve predetermined goals and objectives. Educational planning on the other hand involves a systematic and scientific set of decisions for future action with the aim of achieving set educational goals and objectives through optimal use of scarce resources.

This implies that educational planning provides the tool for coordinating and controlling the direction of the different components of an educational enterprise so that educational objectives can be achieved. In any country, educational planning is necessitated by varied reasons which include among others, the desire of government to meet the yearnings, needs and aspirations of the citizenry, the demand for education and access to education, provide quality education to the people, to respond to technological development, to ensure global competitiveness and more importantly to actualize government political philosophy. However, the type of educational planning adopted in a country is not decided by professional planners or technical planners and the democrats but by the polity. The polity is a representative body of the

government in power at the time of the educational planning. Thus, the government is responsible for identifying the overall goal of education and also gives the directives of the plan. The polity or legislature representing the government decides on the time frame as well as takes the final decision on the form of the plan. There are various types of educational planning. The government may decide to adopt short-term, long-term or strategic educational planning provided the type chosen will help the government to actualize her political agenda or ideology. Therefore, the importance of educational planning for the achievement of educational goals cannot be overemphasized.

Importance of Educational Planning

- It helps in identifying educational goals and objectives.
- It helps in even or effective distribution of scarce resources.
- It aids decision making in education.
- It is necessary for administrative decision making in education
- It enables a nation to make her choices clear in terms of educational needs.
- It enhances optional utilization of resources and so eliminates imbalance and waste.
- Effective planning makes provision for quality education, sustainable national economy.
- Effective educational planning enhances investment in human capital which leads to rapid national economic growth.
- Educational planning reduces exigencies in the educational sector. Problems are anticipated in time and dealt with appropriately
- It enables stakeholders in education to gain economic insight in the use of scarce educational resources. Since education is a social good that provides benefits to the people and the nation, it is important that education should be well planned.
- Well planned education enhances literacy and reduces ignorance among citizens.
- Planning gives direction and guidelines for a country's educational system.

Reasons for Planning Education

A plethora of environmental and situational variables impact greatly on our educational system; the effect of these variables make educational planning imperative. These factors include but not limited to

- The increasing cost of education around the world

- The impact of technological development all over the world
- The impact of globalization on national development.
- Unemployment.
- Social changes.
- Global citizenship and competitiveness.
- Inflationary trend.
- Poverty.
- Increasing demand for and access to education.

The growing need for professionalization of the education enterprise. Effective and proper educational planning is necessary in order to minimize or completely eliminate the effect of these factors on our educational system. Akpan (2000) points out that our country is plagued with a lot of uncertainties. These include economic and political uncertainties. These problems abound both within and outside the educational system. The purpose of educational planning is to deal realistically with these uncertainties. Mark cited in Akpan (2000) states that dealing sensibly with uncertainty is not a byway on the road to responsible business and government decisions. Thus, with effective forecasting or planning our educational system can be made less uncertain (Akpan, 2000). We live and operate in a dynamic and changing society, so are our educational institutions. In some cases, these changes may be rapid or gradual. In whatever rate the changes occur, the educational enterprise is affected directly or indirectly.

Thus, for the educational system to remain in a state of equilibrium in an ever-changing society like ours there is need for educational planning in order to forecast the future and plan for it. Our educational system is faced with scarce human and materials resources. Optimal utilization of these scarce resources calls for effective planning. Proper planning saves time, energy and resources and enhances successful implementation of education plan and attainment of educational goals and objectives. It brings about effectiveness in the execution of educational activities, actions and programmes as well as promotes high productivity of educational personnel. According to Ukeje in Akpan (2000), careful planning reduces the number of emergencies as these are anticipated in time and taken care of. Good planning therefore, avoid decision random for all decisions are carefully related into a coordinated whole. Educational planning specifies the goals, values and practices and gives the direction for future educational

development of a country. It also specifies and sets a limit to a course of action related to education in a country (Adepoju, 2000). The impact of information and communication technology which has turn the entire world into a global village calls for the restructuring and effective planning of education in order to equip learners with current scientific and technological development all over the world. These will make our graduates to acquire scientific and technological knowledge that can make them to be global citizens that can compete globally. Similarly, the need to tackle the galloping rate of unemployment and poverty round many countries calls for effective planning of our educational system especially in Africa. The poverty level is increasing rapidly, so is the rate of unemployment. In order to tackle this menace in our society we need the type of educational system that can equip learners with skills and knowledge that will help them to create jobs for themselves so as to reduce or eliminate poverty. This can only be achieved through careful educational planning. The high level of inflation and the ever increasing cost of education in most African countries have led to students' dropout from schools.

Many of them do not have access to education especially those from poor socio-economic background. They cannot pay their fees because of high cost of education. Therefore, there is need to have a rethinking of our educational system. Hence the need for proper educational planning that can take care of the less privilege and the vulnerable. The desire to develop quality and adequate manpower to man the various sectors of the country's economy necessitates the need for effective educational planning. The desire to attain political, socio-economic and cultural progress of a country calls for educational planning. When there are existing contradictions, ambiguities as well as inequalities in educational practices in a nation, educational planning becomes necessary to address these problems. Educational planning is done to reform the educational system of a country in terms of duration of education cycles, the curriculum, quality of education and system structure. In this way educational planning improves effectiveness, efficiency and productivity.

Types of planning

Planning by time horizon

Planning under this classification specifies clearly the time-frame for the implementation of the plan. According to Bhunia, Kumar, & Duary, (2012), it includes long-term planning, medium -term planning and short-term planning.

Long-term planning: This type of planning is usually carried out by top management of an enterprise or school organization. It covers a period of 5-10 years and above. It is strategic in nature and deals with matters relating to diversification of school curriculum and planning for effective and quality instruction in schools.

Medium-term planning

This type of planning defines the future goals and objectives of education with greater clarity and provides clear-cut strategies and procedures or action plans for achievement of future targets. It covers a period of 2-4 years.

Short-term planning

According to Markgraf, Bert, it is designed to achieve immediate future goals. It covers a time frame of one year or less than one year. It helps the organization to progress gradually to achievement of long-term goals. Examples include planning to make school personnel ICT compliance and planning for inter-house sports competition in school.

Planning by time Dynamism

Rolling-term planning

This involves extending the time frame of a plan for one year at a time based on the extent of the success of the plan implementation. For Bhunia, Kumar, & Duary, (2012), It involves the continuous revision of the plan target in relation to performance and maintenance of constant plan period (Okwori, 2011). This means a plan that is not accomplished during the specified time frame is rolled over into another period or year. In other words, rolling term planning rolls over a new year and add one year each time to replace expired one in terms of tasks to be accomplished. The rolling plan tends to eliminate the need for short-term plan.

Fixed term planning

This has a specific duration of years such as 3 years or 5 years and it has fixed targets and objectives to be accomplished within a fixed period of time. Fixed term planning provides for relative stability within the educational system with regards to policy design and implementation.

Planning by management level

Strategic Planning:

This is normally developed by top level management. It sets the direction of education which a country wants to proceed in future. It involves time duration of more than one year and in most cases ranges from 3-5 years. Bhunia, Kumar, & Duary, (2012), opines that strategic planning usually involves setting up of future educational goals and objectives by top management or executive level (e.g ministerial level). The future target is on long-term survival of the system, resources, human potentials, flexibility and adaptability to changing conditions in the environment or educational system. Strategic planning provides a set of decision that gives direction for task performance, activities and programmes at the lower level of management. It is result-oriented and involves participatory decision making, accountability and openness to change. It takes into account interactive planning, performance monitoring and flexible plan implementation. Strategic educational planning is therefore a systematic planning of the direction and total resource of an educational system so as to achieve specified objectives over the medium to long-term. It can take place at the top management of a country's educational system as well as at the management level of an educational institution (e.g. University).

Tactical planning

It is a systematic determination and scheduling of the immediate or short-term activities required to achieve the objectives of strategic planning. Tactical planning is done by middle level mangers such as Deans of Faculties, Heads of Departments or units and Directors of Institutes in a university. In tactical planning managers outline what the various units or parts will do for the institution to successfully achieve strategic goals and objectives in the future. Tactical planning is a short-term planning (Bhunia, Kumar, & Duary, 2012). Tactical plan is used to explain and interpret the goals of strategic plan to operational personnel. Examples of tactical planning include planning on how to train examination officers for collecting examination grades from lecturers after two weeks from date of examination and training of teaching personnel on quality instructional delivery. Tactical plans are narrower in scope than the strategic plans but their objectives must align with the objectives of strategic plans.

Operational planning:

Operational planning, as its name suggests, covers the operations or actions that should lead to the accomplishment of a short-term objective (i.e,. within one year's time). The rationale behind using operational planning is to ensure respect for deadlines as well as to coordinate and communicate administrative and technical measures in order to meet objectives (Villemain, 1991,p.2). Tools to support this type of planning are numerous. They started with the chart proposed by Henry Laurence Gantt (1861-1987) (Wren, 1987, pp. 136-137) and benefited since from the power of the computer.

Standing planning

This is a type of planning that produces a plan which seldom changes and is used year after year. Standing plans include policies, procedures, rules and other repetitive-use plans.

Single-use planning

This is a type of planning that involves planning one activity or project and is used up once the activity or project is completed. Example is planning to raise fund for the purchase of a school bus

Planning by scope

Macro-planning

This is planning at the national and state levels. It is aimed at achieving national success and high productivity in education. according to Kapur (2019), it is also aimed at ensuring that the quantity and quality of resource inputs produce high outputs at minimum cost. The components of macro-level planning include policy formulation, financing of education, integration of education into the national development plan, education reform, teacher education and administrative strategies for implementation of the plan. It requires a detailed budgetary plan. Macro planning takes into account national perspective of education.

Micro-planning

This is planning at the local government level or institutional level. Micro-level planning of education is aimed at efficiency while macro-planning is aimed at effectiveness. This type of planning focuses on the inputs and processes of educational practice. It deals with educational problems at the institutional level. It tries to ensure appropriate combination of educational

resources with processes so as to obtain high productivity. Okwori (2011) states that micro-planning deals with the problems linked to access to the educational system, acquisition and maintenance of teaching facilities and equipment, attitude of parents, pupils and teachers to education. Other areas of concern in micro-planning include planning for recreational services, health and safety, guidance and counseling services, organization of school programmes and curriculum implementation. It also deals with school mapping. Generally, educational planning at the micro-level deals with the problems of education at the institutional level.

Planning by approach

Under this classification, there are two types of planning:

Proactive planning: This type of planning involves designing appropriate and suitable course of action in an anticipation of changes in the society or relevant environment that may affect the educational system. This type of planning allows decisions to be taken in advance concerning changes.

Reactive planning:

Reactive planning involves the process whereby future action is dictated as a response to an already occurring event. In other words, educational problem has already erupted or emerged before action plan is put in place for future reoccurrence.

Models of Educational Planning

There are various models of planning depending on people understanding and description of the concept of planning. A model is a simplified representation used to explain an event or real world system. It is a conceptual representation of a real event. A model of educational planning is used to explain facts about educational planning approach. A model represents a concise scheme of what specialists within their field holds as explanation for a given phenomenon (Olofu, 2003). This implies that a model serves as a guide and provides explanation for educational planning process. It serves as a framework in handling and solving the problems of educational planning. Adam (2006), came up with the interactive-rational model of planning which have serious implications for educational planning.

The rational model of planning focuses on the analysis of the means to get to the plan goals or objectives. The propositions of the model include:

- The knowledge needed for planning is objective, cumulative and capable of being expressed in codified, abstract language.

Interactive Rational - Planning provides an algorithm for responsive efficient change.

- Planning models and methods have universal applicability or at least require little situational adaptation. The rational model assumptions depict that planning is systematic, less participatory and less adaptive. It is objective-oriented and cost-benefit analysis is imperative. The universal applicability of planning model suggests that planning should be adaptive to reflect the social environment. The interactive model of planning emphasizes the need for the value of interchange of ideas, opinions and knowledge in the planning process. In other words, it is more participatory, more adaptive and of course, less structured compared with rational model of planning. This model recognizes the importance of information exchange in planning, the dynamism of participation and interaction of individuals and systems with the environment. The interactive model can be applied in corporate or strategic educational planning when heads of units and departments as well as representatives of top management come together to brain storm and develop a strategic plan for the future development of an enterprise. Within the interactive-rational models are other models that can be applied to educational planning. They are:

- Technicist models

- Consensual models.

- Political models.

The technicist model is a popular model in rational model of educational planning. According to Adam (2006) this model is expert driven, assumes a linear process of decision-making and tends to view the educational system as a black-box. This model describes plan implementation as execution of plan goals and objectives. Success is measured in terms of achievement of plan objectives. (Kapur, 2019). Thus, implementation is a linear process of change. The model views evaluation as a stage in planning which provides a feedback either to modify implementation activities or provides information for future planning. In this model, the success of plan implementation is a function of prior planning, information availability and administrative capability. This model can be applied in planning for teacher supply and demand,

cost analysis in education, space allocation, school plant construction and students' enrolment forecasting or prediction.

Another important model of educational planning that emerges from the interactive model of Adam (2006) is the consensual model. This model views educational planning as an open human system that is located in a social environment. The main proposition here is that meaningful interactions and actions presuppose understanding and that every legitimate action comes as a result of consensual agreement. Friednam cited in Adams (2006) states that consensual model evolves from social interaction and is grounded in practice. The model is characterized by effective communication, pluralistic bargaining and expert knowledge stemming from social interaction.

In this model, plan goals are not permanent, but they provide the direction of discussion either to be modified or replaced over time. Consensual model can be applied in structured planning to enhance participation, communication and agreement on particular issues and sets of decision in the educational planning process. This model works very well in a decentralized pattern of educational control and administration as we have in some African countries. The consensual approach to educational planning requires meaningful involvement of education stakeholders in planning educational change. Where the technicist and the consensual models overlap emerges the political model of educational planning.

The political model views educational planning as a process of bargaining, negotiation and the exercise of power. Education and politics cannot be divorced from each other. Education is used as a tool for political campaigns and to implement political philosophy and ideology. It is important to state that much of educational planning is greatly influenced by political power and ideology. It is a well-known fact that the type of educational planning adopted in a country is decided by the polity. The polity decides on the time frame of education plan and gives the directives of the plan. Bargaining is an important feature in political model of planning. Thus, planning and implementation are adaptive in response to diversity, conflict, and change in planning objective as well as to shifting power relations (Adam, 2006). In the political approach to educational planning implementation is viewed as movement towards evolving objectives. Success therefore, is a function of ongoing negotiation and trade-offs. Educational planning is

synonymous with politics. Within this view planned decisions are nothing more than the outcome of bargaining and negotiation.

Curriculum planning

Planning a curriculum that meets the needs of a learner upon graduation is seen as part of its complete development as human beings in the context of his/her community. This implies therefore that teachers, students, parents, employees and the state are indispensable elements that should plan the university curriculum of a society. In every education system, curriculum is one of the major tools to facilitate and harness the school-to-job transition amongst graduates. School curriculum must take into consideration the different abilities (consider inclusive education) and needs of both the students and the employers. It must be able to adapt to different needs and strategies such as flexible time frame for work completion, differentiation of tasks, flexibility for teachers, time for additional support and emphasis on additional support and emphasis on vocational as well as academic goals can be useful (UNESCO, 2005).

Planning the curriculum in the contemporary society entails that the planners should be of that specific society and master the political, cultural, social and economic functioning of the society. According to Grant and Stanton 2000, in the curriculum planning process, all the stakeholders of the society are called onboard to contribute to ensure an all-inclusive curriculum that the society needs. During the process, they plan to ensure clear objectives that focus of the students and what they will become in future, flexibility of the curriculum that can easily be adapted in case of a crisis. The curriculum plan is oriented towards goal achieved and uphold specific skills. The skill-based content takes its inspiration from the societal needs at the time. It establishes norms, values, moralities that are expected to be inculcated into the learners. It further stipulates it teaching methods and even didactic material that are needed for its implementation.

Higher education is the gate way for employment world wild. The more you train, the more effective and efficient you are at the job side. People further their education not just for prestigious reasons but also to guarantee a well-paid and stable job in their areas of specialisation. In this light, the school curriculum becomes an indispensable tool through which the teachers can objectively train the students in preparation for the job market. School curriculum is the subjects that are included in a course of study or taught in a school, college and many others, (*Oxford*

Advance Dictionary 9th ed.). According to the Association for the Development of Africa (ADA) (2008; p. 122), curriculum is "a political and technical processes that express and reflects the values, attitudes and feelings of a society towards its own well-being and development". Here it is portrayed as a means that permits the educational system to adapt to the needs of the society at a given time in history.

The Regional Preparatory Conference of the 48th Session of the International Conference of Education, ICE (2008) holds that a curriculum is at the same time a political and technical issue very much embedded in a complex interface between a society, politics and education involving a wild range of institution and actors. Thus, it is a dense and flexible contract between educational planning and the society/job market. In the same light, Machabo (2008, p. 16) states that ;*« Le curriculum s'incriventdans les realitessociales, culturelles, economiques,ethiques et sociales des regions et des pays dans lesquellesilssontamenes a orienter le system, un curriculum ne porte pas, ils se construitlocalement »*.Therefore, educational planners and curriculum specialist have to consider primarily the ever changing society and individual's expectations and demands on the one hand, and the fast technological growing type of man power the job market is employing and will employ in the nearest future. The school curriculum is viewed as a brainchild behind every graduate's possible infiltration into the job market as the determinant of his or her ability to render the services that the employers need. The curricula in the various departments of the University of Yaoundé I are more theory oriented (Samfoga, 2002) couple with the disparity between these subjects and the employer's interest, the students are bound to remain jobless after graduation. This demise in the Cameroon system of education that results from onset (educational planning) warrants a close look in order to ascertain why university graduates cannot get employed after graduation.

According to Fonkeng, (2006 p.231), the educational law no 98/004 of April 1998 that laid down education in Cameroon stipulates in section 4 that "*the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration into the society, bearing in mind the smooth prevailing economic, socio-cultural, political and moral factors*". Though these involved the whole system from primary to tertiary, the purpose of curriculum for employability still has much to be desired in the higher education system. It makes no headways for the system's collaboration with the job opportunities

which was already identified in 1985 as poor link with the economic environment being a major problem identified in higher education (Fonkeng, 2006; p.240)

The Curriculum

As stipulated by the UNESCO International Bureau of Education (2011), Curriculum is typically a phenomenon which includes many dimensions of learning, including rationale, aims, content, methods, resources, time, assessment, etc; which refers to various levels of planning and decision-making on learning (for example, at the supra-, macro-, meso-, micro- and nano-levels); or, international, national, local, classroom and individual levels; and which relates to multiple representations of learning for example, as already mentioned, intended, implemented, attained curriculum. Curriculum can be understood as the totality of what children learn while at school – including what they learn through classroom activities; in interdisciplinary tasks across the school, for example, in the playground, at lunch time when eating civic responsibilities amongst others. This curricular totality also includes opportunities for wider achievement through sport, music, debating, and the like. For the purposes of this paper, curriculum is defined in a holistic, process-oriented way. This understanding is based on the belief that, while curriculum might commonly be perceived as a set of documents, the quality of those documents is closely connected to the processes used to develop them and to the means through which they are put into practice. In other words, judging the quality of the curriculum itself cannot be done in isolation from the broader processes of curriculum development, implementation and evaluation.

There are 4 main criteria for judging the quality of a curriculum: Categories of criteria for judging curriculum quality Source: The very first category is how the curriculum is developed. The instructional methods used and the models put in place. A quality curriculum can be achieved only when all stakeholders are involved in its development. The second category to judge the curriculum quality is the curriculum itself. Here, the content and how the curriculum is to be executed is emphasised. This point is very technical in the sense whatever is inbuilt into learners will determine the outcome and so, the curriculum itself should be of great interest. The next category is how the curriculum is implemented? Teaching methods are most emphasised at this point because a good content without a good method to teach it makes it void of an appreciative outcome.

A quality curriculum can be assured when it is well implemented. After a curriculum Development of Curriculum. it is supposed to be evaluated so that gaps can be identified and filled in its subsequent development. Curriculum quality and graduates 'employability in the context of this study is elaborated using selected indicators such as the curriculum design, the course syllables, text books, timetabling, teaching methods, teaching level of teachers, resources for the course, teaching quality, thinking mode as well as others. These elements are regarded in line with the job market. How they impact the job market, bringing possible answers to the questions; will graduates be employed after graduation? Is the curriculum used in school a reflection of the employer 's needs? Are the teaching methods relevant to the job market, and so on?

In the field of education, the focus is on the understanding of a curriculum. No it cannot be so or taken for granted that it can be so. It cannot be taken for granted that through their Studies carried out earlier by the Journal of Lexicography and Terminology, Volume 2, Issue 2 4 explains that the curriculum is supposed to be an end on its own but a working document to accompany the education of its citizens (Grant and Stanton 2000). This is an academically dangerous position to find oneself in and can be and has been a source of confusion where curriculum issues are concerned. Because of such assumptions some individuals and educationists end up having assumed understandings of what a curriculum is. Some of those who have assumed the understanding of a curriculum have unfortunately even found themselves at the frontier of decision making about the study of a curriculum in institutions of higher learning and in Ministries of Education have been in the forefront of the curriculum development process. This is very common in most developing countries in Africa and their fruits have been evident in the poor quality of education that their graduates receive. This in the confusion that goes along with the development and implementation of the curricula in primary and secondary schools and as Bishop (1985) clearly explained the challenges of curriculum development in Africa was and is the lack of specialists in the art and science of curriculum development itself.

Carl (2012) actually pin points the source of this deficiency as emanating from institutions of higher learning where curriculum decisions are sometimes championed by curriculum novices and administrative staff who have very little ideas in the field of curriculum studies. Definitions are vital to understand because our definitions of concepts direct our actions regarding the

practice of such concepts. Definitions aid understanding and understanding leads to effective application. This wisdom was long recognized by Bloom in his cognitive domain of learning objectives. In Bloom's cognitive domain, understanding or comprehension comes before application and thus for one to apply a concept or idea they will need to first and foremost understand it. The point being made here in relation to assumed and claimed understandings of a curriculum is that having an authentic understanding of a concept such as a curriculum is important since as we have explained earlier reading through literature is common to find the following definitions of a curriculum. A curriculum is what is taught in school. In other words, a curriculum is a set of subjects. To define a curriculum as 'what is taught in schools' is indeed, very vague (Grant and Stanton 2000).

It is for this reason that some often talk about 'school curriculum' in this general way and they tend to mean by this the range of subjects taught and the amount of teaching time given to each in terms of hours or minutes. Such an approach to education seems to limit learning to the school and then limiting a curriculum to academic subjects. Marsh (2009) also pointed out that there is an assumption in this definition that what is studied is what is learned. A curriculum as explained in the preceding sections is much more than just subjects or what is confined to a school. Another very common conceptualization of a curriculum is that of viewing it as content. Curriculum defined as content is another interesting emphasis and brings into question another term, namely the 'syllabus' and a 'course outline' as referred to especially in institutions of higher learning. A 'syllabus' is usually a summary statement of the content to be taught in a subject, course or unit. It is typically a list of content areas or topics of the subject matter. A syllabus or course outline is clearly a subsection of a curriculum and as such is subsumed within the broader concept. This emphasis on what content to be taught is a critical element of a syllabus but a curriculum includes more than this.

Characterising curriculum as subject matter is the most traditional image of a curriculum which depicts it as the combining of subject matter to form a body of content to be taught. Such content is the product of accumulated wisdom, particularly acquired through the traditional academic disciplines. Most teachers when asked to describe their school's curriculum they provide a litany of subjects or subject matter taught to students. It is also common to find a curriculum being defined as a set of performance objectives or student learning being a very

practical orientation of curriculum. This approach focuses upon specific competencies that should be attained by learners. Proponents of this approach argue that if a teacher knows the targets which learners should achieve, it is much easier to organise elements to achieve this end. The strength of this approach is that it focuses upon the learners who are after all the ultimate beneficiaries of the teaching and learning processes (Watras, 2002). Yet it must also be remembered that this approach can lead to an overemphasis upon behavioural outcomes and objectives reducing a curriculum to simply a listing of objectives to be achieved. This definition would usually lead to a narrow technical-functionalist approach to curriculum which would simply require large numbers of outcomes and high levels of specificity to be identified. Curriculum scholars such as Walker (1994) and Cairns (1992) were extremely critical of the uniformity and focus on such standards of the definition put forward. It is common knowledge as Kennedy (2005) concluded that a curriculum which only focuses on key competencies of the world of paid employment is deficient.

A good curriculum should instead include a full range of skills and competencies that are relevant throughout the lifespan of every human person. A wide view of competencies which we may term as ‘capacities’ such as good communication skills, civic participation, living in harmony, respecting and caring for other people, taking care of one’s health and well-being are some of the content areas that a curriculum should also include (Reid, 2007). An analysis of definitions such as the three that have been presented in the previous sections may make one argue that some writers and curriculum thinkers advocate for their own preferred definition of curriculum, which may emphasise other connotations and meanings. It could be for this reason that Portelli (1987) explained that other curriculum scholars may only be concerned about either delimiting what the term means or establish new meanings that they associate with it. However, curriculum scholars such as Hlebowitsh (1993), Oliva (1997), Toombs and Tierney (1993) have all criticised commentators in the field of curriculum who focus only on certain facets of the curriculum while ignoring others. Partisan and biassed definitions that only capture a few of the various characteristics and dimensions of curriculum should not be entertained since they also have a higher degree of misleading the way education is viewed and conducted. Over the years, different philosophies of education have existed and these have had a huge impact on the way curriculum was and is viewed. In the following sections we have tried to draw attention to some of these philosophies in relation to curriculum and education (Tambo, 2013).

Pedagogic planning

Pedagogy can be defined as the science and art of teaching. It is a field of studies that is concerned with the teaching of teachers how to teach people effectively Nicodamus (2007). For every educational system to be effective and efficient, teachers should be experts in pedagogy and not just on their subject matter. This is because as Nicodemus (2007) says one cannot effectively separate the methods from the subject matter of teaching nor from the person involve and the environment. Teachers who do not master pedagogy simply teach to the extent that he/she masters the subject matter in a given subject or discipline.

To such teachers, they believe that teachers just pour out knowledge as the expression goes to empty vessels (students) this is a bad method beyond every reasonable doubts. An effective teacher is knowledgeable in pedagogy. They are aware that just talking or pouring out facts, ideas or principles to pupils is only a small part of teaching. Teaching means that the teachers organise the child's environment in such a way as to make it possible for the child to learn. This organisation of the environment could be in the form of talking directly to the child, asking the child to find out things from people around him /her, encouraging the child to explore his/her environment, experimenting and so on Nicodamus (2007).

During pedagogic planning, many teaching approaches are examined and adopted for all to use after a series of training and provision of didactic materials. Kapur (2020), for example shows many different teachings approached used in higher institution of learning the competency-based approach, the enquiry-based approach, the illustration, the experimentation, the eexperiential learning, the discussion, the dramatization, the role play, the problem-base, leaner centered and the project-based learning. These approaches differ in context and in the course. The lecturers are expected to master and use them interchangeably depending on the course and the situation. In this 21st century, the coming of technology has also broad the Information and communication technology to schools. Teachers are also tasked to master the teaching using ICT tools. Moreover, teaching has gone digital. Online learning needs online teachers and this takes a whole different phase recently introduced.

Research and observation have shown that probably most higher education teachers in Cameroon schools are masters in their subject matter and not in pedagogy. Some who gained

employment through the contract employment policy of 25000 by President of the Republic of Cameroon in 2011 take students for experiments. This lack of pedagogical knowledge amongst University teachers greatly hampers the training of students in different skills that give them the possibility of responding to the question of, 'what can I do?' in the job market. The teachers transfer the same theories they have in store to the children even more narrowly and passively because of the quest to hunt money from several institutions at the same time.

As Grant and Stanton (2000) affirms, the view that knowledge of subject matter (that is if not all, a majority of Lecturers in the University of Yaoundé I embrace), is the most important factor in teacher's work has let many Universities in Cameroon into the mistake of recruiting people who appear to know a lot, but are in reality failures as teachers. With respect to the decision for 25000 employment of youths in Cameroon and the need to have skilful and effective teachers who can groom the students to meet their needs and fit in the job market in Cameroon and the University of Yaoundé I specifically, students could be thought basic skills such as pedagogy, management, technology, problem solving, military skills and many others alongside the theories of subject of specialisation so that they may have the skills to teach students effectively and efficiently for those who will be lucky to fall in the next general employment decree and as well gain employments upon graduation for the improvement of individual's and family's standard of living and enhance Cameroon's economic growth and development.

According to Kapur (2020), Pedagogy is the encompassing term that is concerned with what the instructors do to influence the learning of others. It develops from a range of factors including theories and research evidence, political drivers, evidence from practice, individual and group reflection, educator's experience and expertise, community expectations and requirements. The important area that needs to be understood, when understanding the meaning and significance of pedagogy are, work of teaching and instructional methods. It forms both the curriculum, i.e. all the interactions, experiences, tasks and activities, routines and events planned and unplanned and teaching in a service. The concept of pedagogy is regarded as a complicated phenomenon comprising of a variety of practices supported by the principles that are acquired through training and as a result of professional experience and personal understandings. In other words, the professional experience of the individuals and personal

Understandings are regarded as essential factors that are taken into consideration in understanding the meaning and significance of pedagogy (What is Pedagogy? n.d.). The research that has been conducted on pedagogical methods have indicated that pedagogy is defined as the key lever for bringing about improvement in the academic performance of the students. It is apparent that in educational institutions at all levels, the students in some cases, experience setbacks in their academic performance. When they experience setbacks and are not able to carry out their job duties in accordance to the expectations of their teachers, then the teachers conduct an evaluation of their pedagogical methods. If there are occurrence of any limitations in the pedagogical methods, they focus upon bringing about improvements in them. Effectiveness in pedagogy not only produces outcome results in relation to input, but also represent a common core of values and objectives to which all those involved can contribute (What is Pedagogy? n.d.). Therefore, when the instructors are putting into practice the pedagogical methods in an effective manner, they will render an important contribution in promoting student learning and in bringing about improvements in the overall system of education.

Aspects of pedagogy

The different aspects of pedagogy are, social pedagogy, critical pedagogy, culturally-responsive pedagogy and Socratic pedagogy. These are stated as follows according to (Persaud, 2019).

Social Pedagogy

Social pedagogy puts emphasis upon the fact that education is critical to the social development of the students. In the life of all the individuals, socialization is regarded as an important aspect. They need to develop social skills in order to enrich their living conditions in an efficacious manner and acquire better livelihoods opportunities. Social pedagogy has the main objective of developing the social skills of the individuals and support them throughout their lives. When the students get enrolled in educational institutions to acquire learning, the instructors put emphasis upon the viewpoint that they need to socialise with others. They need to form cordial terms and relationships with other individuals to augment their educational skills. In particularly higher educational institutions, in the pursuance of Bachelors, masters and doctoral programs, the students need to work on group projects, hence, social pedagogy is the pedagogy that is put into practice to a major extent. In the implementation of social pedagogy in an efficient

manner, the individuals need to take into account various factors. These are, communicating in a respectful manner, treating others with courtesy and developing kind-heartedness and generosity. Within the course of pursuance of education, the students do experience problems and challenges. Hence, through the reinforcement of social pedagogy, they are able to obtain support and assistance from their fellow students as well as instructors in acquiring an efficient understanding of the academic concepts and in the achievement of academic goals.

Critical Pedagogy

Critical pedagogy is the pedagogy that puts emphasis upon critical theories. It is inspired by critical theories and radical philosophies, which makes an attempt to help the students to question, challenge the domination and undermine the beliefs and practices that are alleged to dominate (Introduction to Critical Pedagogy, 2020). In the impartment of lesson plans and academic concepts, the instructors make use of theories and philosophies. The primary goal is to challenge the students on a regular basis to question in terms of their own thoughts, ideas, beliefs, strategies, practices and to think critically. In the implementation of critical pedagogy, the students are able to acquire an in depth understanding of the academic concepts and lesson plans. In cases, when the foundations need to be built among the students in terms of academic concepts and lesson plans, then critical pedagogy is emphasised upon. Educators at all levels of education put into operation critical pedagogies by asking the students to acquire a deeper understanding of the academic concepts and lesson plans. Though these are not in terms of all the academic concepts. The critical pedagogy can be explained with the help of an example. When the students are studying India's struggle for independence, they will have to study the role of the leaders, causes of war, analysis, exploration and so forth. In other words, they need to conduct a deeper analysis in terms of the factors. Particularly, in case of comprehensive lesson plans and academic concepts, the critical pedagogy is put into practice. This is at all levels of education.

Culturally-responsive Pedagogy

The students in educational institutions are different in terms of cultures. Hence, there has been introduction of culturally-responsive pedagogy. In the culturally diverse society, three functional dimensions are, institutional, personal and instructional. These are utilized together to recognize and respond to the cultural differences among students. When the cultural differences are recognized among students, the approaches and methods of learning are put into practice, so

they are able to benefit. To put into practice, an educator must be willing to accept the different needs of a multicultural classroom and create a comfortable environment for all students. In other words, the classroom environmental conditions are formed in such a manner taking into account the diverse needs and requirements of the students. This pedagogical method is dependent upon the student-centred approach to teaching. In this case, the cultural strengths of the students are identified and the teaching-learning methods are put into practice. In the implementation of the culturally-responsive pedagogy, the instructors need to adapt to the practices to accommodate the cultural needs of the students. The academic concepts and lesson plans are the same for all the students, but they are different from each other in terms of cultures. Hence, when the pedagogical methods are implemented to facilitate learning, it is necessary to take into account the cultural needs of the students. One of the important factors that need to be taken into account is, the pedagogical methods should acknowledge all the cultures. Therefore, when the students, belonging to diverse cultures will form the viewpoint that the pedagogical methods are acknowledging their cultures, they will develop motivation towards learning and form constructive viewpoints in terms of various aspects of the system of education.

Socratic Pedagogy

Socratic pedagogy is the one that follows the philosophical approach. It involves a process, whereby the students can develop their social and intellectual skills. The students not merely get enrolled in educational institutions to pursue educational programs to enrich their career prospects and to sustain their living conditions in an effective manner, but they develop other skills and abilities as well, necessary to sustain their living conditions in a satisfactory manner. The important skills, which the individuals need to develop are, communication skills, decision making skills, presentation skills, critical thinking skills, analytical skills, problem solving skills, technical skills, time management skills, personal skills and professional skills. The pursuance of education enables the individuals to hone these skills. When they develop these skills, they are able to render a significant contribution towards achievement of personal and professional goals. Furthermore, the students are able to develop into ethical human beings and productive citizens of the country. The students are encouraged to challenge traditional assumptions in terms of knowledge, opportunities, alternatives and augment their knowledge and understanding through participating in meaningful conversations with others. Thus, the

curriculum will often involve collaborative and inquiry-based teaching and thinking. The Socratic pedagogy enables the students to acquire an in depth understanding of the subjects. The students normally take pleasure in the implementation of this pedagogical method. The reason being, they are able to understand the academic concepts and lesson plans in an efficient manner (Kapur, 2020). When they will understand these, they will be able to achieve academic goals and augment the overall system of education.

The Infrastructural planning

According to Jochimsen, infrastructure is also defined as the sum of material, institutional and personal facilities and data which are available to the economic agents and which contribute to realizing the equalization of the remuneration of comparable inputs in the case of a suitable allocation of resources, that is complete integration and maximum level of economic activities. The physical structure or facilities of any teaching-learning institution consist of buildings, furniture, transport and technological integrated structures. Soobrayan (2012) outlined in his introduction to an article "Guideline Relating to Public Schools Infrastructure"

> *That the quality of school buildings is critically important in the drive for improving education. Good quality facilities provide teachers and students with supportive environments that are responsive to their changing needs and could make a real difference to learning and teaching. Successful teaching and learning depends on the availability of crucial resources such as learning materials and a conducive teaching and learning environment.*

He also developed and advance guideline for infrastructure planning of architectural design specifications which responds to the needs of the education system ranging from teaching space defined following a detailed analysis of learner's enrolment projections, subject matter and learning areas, which constitutes the curricular of the different level of the system, specific activities to be conducted in different subjects ; divers co-curricular activities, IT space with access to constant internet connection, libraries, laboratories and adequate classrooms. These guidelines are focussed on providing quality education and which permits the teachings of divers skills that make graduate from such institutions integrate the job market with ease.

A look across the University of Yaoundé I shows an unready institution that inspires less interest on the teaching-learning process. Several buildings and lecture halls are too small and out-dated thus have probably seen no renovations since 1962. These congestions stand as a stumbling block to learning and make it impossible for effective knowledge exchange. Limited sanitation facilities like toilets, drinking water and garbage beings. Poor lighting system and constant unprecedented energy seizure which apart from damaging student's laptops, it slows the leaning pace and blocks the application of technological appliances like projectors, internet and other tools in the learning process.

No Information and Communication (IT) space, desperate students with assignments have resulted to illegally hanging around flower beds behind the rector's office stealing beams of sported internet connections fussing through the air space and key holes of the window in order to do assignments. The lack of toilets have instigated the unhygienic attitude into the students thus they have as well resulted to relieving themselves anywhere possible behind lecture halls and without delay, some halls stink and render learning woefully unbearable for both learners and lecturers. However, students have been quite helpful with the construction of made shift toilets. They construct with "*pamfronts"* behind some departments, such may be found in the faculty of Education. This teaching and learning situation is not the ideal for effective learning.

Although buildings and equipment of a modern institution seem somewhat costly, responsible public figures through public speech equivocated the believe as stated in Samfuga (2012) "*the current financial circumstances surrounding the launching of these current major projects are more favourable than they were a few years ago... with relatively substantial financial resources to invest in social sectors notably education and infrastructure*" (President's Message to the Youths, 10th February 2007). From these words, the scholars are made to understand that the poor infrastructural set up in University of Yaoundé I is not a consequence of financial qualm. The million-dollar question that follows is what is the cause of the limited modern technological and insufficient infrastructure in this teaching-learning institution? Is it due to lack of finance? Lack of man power? Or lack of interest and initiative? A well-organized, good-looking, well-kept and well-constructed technological structure in an institution should not be considered luxury nowadays but a necessity because it affects the taste, morale and happiness of its users and stands as a platform on skill-base education can be based.

Any University institution nowadays should meet optimum functionalities and also make available to educators and learners resources and facilities such as: IT space, adequately-sized lecture halls, specialised teaching space, a staff preparation room, multipurpose halls, laboratories for science, technology, mathematics and social sciences, a library or library stocks that are constantly renewed and computer rooms or media centres. The infrastructure should look beautiful, attractive and accommodative to all sorts of people handicaps inclusive. It should be well furnished with comfortable benches, tables and chairs. Ventilation should be appropriate with large windows while preventing direct sunlight from entering the classes. The administrative offices, the health centre, the library and the staff room should also be well equipped with modern and efficient materials.

Institutions should provide effective transport facilities such as school buses like the 'blue solution' instituted in the University of Yaoundé I in 2014/2015 academic year. This will ease student's movements around the campus especially the physically impaired students. Technological integrated infrastructure should also be taken into consideration this concerns laboratory and science equipment, computers, storage equipment for manuals and electronic appliances all these must be valid and reliable and confidentially maintained. Moreover, with the arrival and fast progressing rate of technology, modern higher institutions should be disposed of an IT Space where in students has access to internet in the campus at any hour.

Moving to electronics makes work to be more accurate and easier. Provides teachers with IT tools such as computers, projectors, internet and many others, this will enable teachers to easily update materials to ease the learning process and enhance the practice of modern technological learning methods such as "whatsapp" community, projections, E-Learning, Video conferencing just to name a few through the IT space. By so doing, learners will acquire competences which qualify them for the modern society.

Characteristics of Infrastructure

When acquiring an understanding of characteristics of infrastructure, emphasis is put upon the factors regarding how the infrastructural facilities prove to be advantageous in facilitating the achievement of educational goals. Furthermore, it needs to be identified how the members of the schools are able to make effective use of them in carrying out their job duties in an appropriate manner. The characteristics of infrastructure have been stated as follows:

Indispensable

The infrastructural facilities within schools are indispensable. Without the provision of adequate infrastructure, the members, who are employed in schools or the students will not feel pleasurable and contented in the implementation of their job duties. These facilities are essential, but they are not necessarily productive. These facilities are required to get engaged in any kinds of productive activities. It is essential for the schools to adequately plan their financial resources to make improvements in infrastructure. In urban communities, there are number of schools, which are well-developed and possess adequate infrastructural facilities. These schools possess financial resources, so they can bring about improvements in existing infrastructure, as well as bring in new infrastructure. On the other hand, in rural communities, schools are still deficient regarding infrastructural facilities. As a consequence, there has been a decline in the rate of enrolment of students and individuals also do not develop an interest in finding employment opportunities in schools, particularly, where there is lack of infrastructural facilities. Therefore, it is essential to formulate programs and schemes to promote improvements in existing infrastructural facilities and bring about new infrastructure in schools in urban as well as in rural communities. Hence, it is regarded as indispensable in the achievement of academic goals.

Pre-requisites of Development

Overhead facilities are normally created ahead of demand. Because of the widespread requirement of infrastructural facilities, they are considered as necessary pre-requisites of development. The expansion of productive activities is unlikely to take place, beyond a level, without these services. Therefore, it is vital to expand these facilities, irrespective of the pattern of demand and present extend. Once the infrastructural facilities have been created, the members of the schools need to ensure that they make operative use of them. When schools are spending financial resources and make use of skills and abilities to promote developments in infrastructure, it is vital for them to ensure that they make use of them, for promoting well-being and goodwill of the students and other members. Moreover, infrastructure services by their nature have a long gestation period. In some cases, it may take longer period of time, especially when construction takes place, of school buildings, libraries, computer centres and so forth. Whereas, in some cases, it may take a shorter period of time, such as, in case of bringing about technologies, materials and equipment. Once completed, the services of the infrastructural facilities are utilized for long period of time, provided, they should be maintained well.

Development of Skills and Abilities

In order to make provision of adequate infrastructural facilities in schools, it is necessary for the individuals to develop the essential skills and abilities. The development of skills and abilities are primarily essential in the case of usage of technologies, equipment, materials and tools. Within schools, there are organization of training and development programs, workshops, and seminars, which are attended by all the members of the schools, teachers, staff members and students. Within these programs, usually professionals and experts are invited from outside as well to give speeches and presentations. With the acquisition of knowledge, individuals are able to obtain satisfactory information regarding development of skills and abilities, especially in terms of infrastructural facilities. Research has indicated that schools are regarded as second homes. The individuals begin their learning by getting enrolled in schools.

Hence, within schools, when there is availability of proper infrastructural facilities, then individuals develop motivation towards the implementation of tasks and activities. It is vital for the teachers to develop adequate skills and abilities particularly, regarding technologies, materials, equipment and curriculum and instructional methods. Through the development of these skills, they are able to satisfactorily promote student learning. When teachers acquire adequate knowledge regarding reading materials and books, they are able to effectually promote student learning.

Education and Personality Development

The primary objectives of schools are promoting effective growth and development of the students and enriching their personality. The students get enrolled in educational institutions to learn, so they are able to not only sustain their living conditions well, but also render an effectual contribution in promoting well-being of the community and nation. Personality development is regarded as an important factor within the lives of every individual. Through the acquisition of education, one is able to bring about improvements in the personality traits. Whereas, one can acquire good-quality education, when there are provision of adequate infrastructural facilities. Therefore, it can be stated that there is a strong interrelation between development of infrastructural facilities, education and personality development. The progression of human beings is regarded as an essential aspect for the development of any community or nation.

To promote the development of human beings, it is essential for the individuals to put emphasis upon social infrastructure. Social infrastructure is the infrastructure, which inculcates the knowledge and information among individuals to bring about improvements in their communication skills. It is of utmost significance for all the members of the schools to put emphasis upon bringing about improvements in communication skills. To carry out one's job duties in a well-organized manner, it is vital to establish appropriate communication skills.

Sustenance of Better Livelihoods

The development of infrastructure renders a significant contribution in enabling the individuals to sustain better livelihoods opportunities. When a person is educated, then he is able to generate awareness in terms of various aspects, and carry out various tasks and activities within as well as outside the home in an appropriate manner. There are number of factors, which cause barriers within the course of acquisition of education. These include, financial problems, transportation problems, learning disabilities, lack of infrastructural facilities in schools, lack of extra-curricular and creative activities, inadequate teaching-learning methods, insufficient teaching-learning materials, strict attitude of the teachers, lack of interest in studies and discouraging attitude on the part of the parents. But it is essential for the individuals to possess the basic literacy skills of reading, writing and numeracy. With the possession of these skills, they are able to meet livelihoods opportunities in a satisfactory manner. In some schools, usually after school hours, there are organization of classes for children, belonging to poverty stricken, deprived and economically weaker sections of the society. Therefore, with the provision of adequate infrastructural facilities, individuals are able to implement social work activities. Hence, members of the schools need to pay attention towards making provision of adequate infrastructural facilities.

Types of School Infrastructure

The various types of infrastructural facilities in schools have been stated as follows:

School Buildings

School buildings should be in proper conditions. It is vital to ensure that they are not damaged. As school buildings are regarded to be of utmost significance in attracting the visitors and other individuals. When the parents make visits to schools for the admission of their children, they observe school buildings. To maintain the school buildings, it is vital for the individuals to

ensure they are well-repaired and painted. When construction of school buildings takes place in some places, it is vital to take into consideration that they are able to bear the occurrence of earthquakes (Infrastructure, 2017). Furthermore, they should have well-constructed boundary walls. It has been researched upon that, normally individuals open nursery schools within their own homes. Hence, when establishment of schools takes place, itis vital to ensure that school buildings are constructed in an efficacious manner. Certain aspects that need to be taken into account, when constructing school buildings are, wall and roof cladding fixings to secondary and primary structure, glazing and fixings of glazing and windows, fixing of ceilings and services to structural supports and restraint of parapet walls (School Infrastructure, 2017).

Provision of Clean Drinking Water

Water is regarded as an essential requirement of the individuals. Normally, it has been researched upon that teachers, staff members as well as students buy waster or carry their own drinking water from home. But, it is indispensable to make provision of clean drinking water within schools. The individuals normally spend about six to seven hours within schools. Apart from classroom lectures, they even get engaged in extra-curricular and creative activities. Therefore, when they have access to clean drinking water, they feel comfortable. It is also regarded as an essential requirement, particularly during the dry seasons. Dry seasons are hot and individuals prefer drinking large amounts of water. It has been observed that due to lack of clean drinking water, the individuals, not only in schools, but in other regions as well, experience unfavourable effects.

Provision of Restrooms

Within schools, it is essential to establish separate restrooms for boys and girls. The construction of restrooms have been given significance in not only schools in urban communities, but also rural communities. It has been observed that more than 90 percent government and private unaided schools at the primary, upper primary, secondary and higher secondary levels are providing restrooms for girls. However, the provision of restrooms are better in private unaided schools, as compared to the government schools. On the other hand, the provision of restroom facilities for the boys is much better as compared to the girls. When the construction of restrooms takes place, it is vital to ensure that there are proper amenities available, such as, clean water,

paper towels, soaps etc. It has been found that there has been a decline in the enrolment of students in schools, where there is not proper provision of restroom facilities.

Conditions of Classrooms

The conditions of the classroom is vital to impart teaching and in facilitating the achievement of academic outcomes. Within the classrooms, it is vital to ensure that teaching-learning materials are displayed. The main objective of displaying of teaching-learning materials is to make the classrooms attractive. These are primarily related to the lesson plans and the academic concepts taught to the students. The other important aspects within the classrooms are, making provision of adequate furniture, heating and cooling equipment in accordance to the weather conditions, teaching-learning materials and technology. It has been observed that in some schools, students sit on the floor. Hence, it is vital to provide proper chairs and desks for the students. When there will be provision of cooling and heating equipment, then students will be able to concentrate well on their learning and teachers would also be able to carry out their job duties in a well-organized manner. The use of satisfactory teaching-learning materials and technologies would facilitate the achievement of academic goals.

Playground Facilities

In schools, the availability of playground facilities are considered important. These facilities normally vary in size. In pre-schools, mostly playground facilities are small, whereas, in formal schools, they are large. Within the playgrounds, the students get engaged in number of activities, which stimulates their mind-sets and motivate them towards learning. Sports and physical activities are vital. The training of the students regarding these activities normally takes place in playgrounds. Apart from acquiring training regarding sports and physical activities, playground facilities are meant for leisure and recreational activities as well. Furthermore, in schools, when there are organization of competitions, events, sports day or celebration of festivals, then too playground facilities are regarded to be of utmost significance. It is the responsibility of the members of the schools to ensure that they are clean and well-maintained.

Technology

The use of technology is regarded to be of utmost significance in acquiring an efficient understanding of academic concepts and achieving educational outcomes. In pre-schools as well as formal schools, major emphasis is put upon usage of technology. According to Bhunia et al.

(2012), when the teachers as well as students make use of technology in implementation of tasks and activities, they are able to enhance their learning as well as prepare their assignments and projects in a well-organized manner. Within schools, it is essential to establish a computer centre, with the recruitment of qualified and skilled professionals. The teachers and students need to acquire efficient training regarding usage of technology. Furthermore, making provision of technology within classrooms is also regarded to be indispensable in bringing about advancements in the teaching-learning methods. When individuals are making use of computers, laptops, projectors, tablets or mobile technologies, they need to ensure that they implement the traits of morality and ethics.

Library Facilities

The libraries are referred to the places, where there are availability of various materials, which are meant to acquire information and enhance the understanding of academic concepts among students. Not only the students, but teachers also make use of library facilities, when they are to prepare lesson plans, conduct research or acquire understanding of concepts. Within the libraries, the various learning materials include, books, articles, reports, projects, newspapers, and magazines and technologies. There is availability of computers and internet. The individuals make use of them to accomplish their tasks and activities (Bhunia et al. 2012). The members of the schools need to make effective decisions regarding the availability of library facilities. They need to ensure that within the libraries, apart from the availability of reading materials and technologies, there should be proper sitting arrangement, furniture, heating or cooling equipment and so forth. In other words, the environmental conditions within the libraries should be well-organized.

Laboratory Facilities

Within schools, there should be establishment of scientific laboratories. The laboratories are primarily referred to as places, where experiments and other researches are conducted. Various equipment, tools, machines, and apparatuses are available in laboratories, related to science subjects. When the students and teachers are working in the laboratories, they need to be well-aware of various procedures and methods that are required to conduct experiments. Research has indicated that when individuals do not possess adequate knowledge and information and get engaged in conducting experiments, then they may even get prone to accidents. In laboratories,

the individuals are required to make use of acids as well. Hence, it is essential for the individuals to prepare themselves well, before getting engaged in any forms of tasks and experiments within the laboratories. When the construction of laboratories takes place, it is vital for the individuals to make sure that there are provision of adequate materials, tools and equipment.

Teaching-Learning Materials

In schools, the provision of teaching-learning materials is vital to impart information to the students regarding academic concepts. It is essential for the members, especially teachers and principals to possess adequate knowledge and information in terms of teaching-learning materials. The various forms of teaching-learning materials that are used within the classroom instruction are, books, articles, reports, projects, documents, hand-outs, computers, blackboards, models, charts and so forth. (Bhunia et al. 2012). It is vital for the teachers to make use of teaching-learning materials in accordance to the grade levels of students, learning abilities and subjects. When they are made use of, then it is vital to ensure that they prove to be beneficial to the students to a major extent. It is essential to conduct research on a regular basis in terms of modern and innovative teaching-learning materials. To enrich the system of education and to enable the achievement of academic goals, it is essential to bring about improvements in the teaching-learning materials.

Electricity Facility

Electricity facility is one of the important infrastructural facilities not only in schools, but in all organizations and workplaces. Through the availability of electricity facility, the individuals feel comfortable within the environmental conditions and carry out their tasks and activities in a manageable manner. Electricity facility makes provision of lighting, one is able to operate technology, make use of heating and cooling equipment, and so forth. Research has indicated that in schools and classrooms, due to lack of electricity, one is not able to concentrate on their studies and feel despondent. In the present existence, there have been formulation of measures to ensure that there is provision of electricity throughout the working day. This is facilitated by having generators and inverters (Bhunia et al. 2012). The school authorities need to pay adequate attention towards making provision of electricity in classrooms as well as offices. The reason being, technology is made use of to a major extent to carry out various tasks.

Employability Competency

Numerous studies have extensively investigated the concept of employability, giving rise to equally extensive definitions of the concept. Employability, according to Yorke (2006), traces its roots back to education, focusing on related achievements and the graduates' ability to perform job functions; and contrary to popular belief is not all about securing a job. Therefore, according to education institutes, employable graduates are those that have the skills and competencies that guarantee their employment. There are two broad categories under employability (Harvey, 2001);

> *the student's ability to secure a job after graduating, empowering the student to become a life-long learner by equipping them with the necessary knowledge, skill, attitude, and ability* (*Harvey, 2001; Hillage & Pollard, 1998*).

The most important raw material for new graduates, as perceived by companies, is the possession of entry-level employability skills. According to industry analysts, these skills will increase the chances of success in the workplace. Rasul et al. (2013) further emphasized the need for institutions to instill not only technical skills, but also employability skills in students. According to Yusof and Jamaluddin (2015), the majority of manpower strategies and the main target of most labor market policies in many countries are now focusing on graduate employability. Employability skills are not, however, the responsibility of education institutions alone; industrial organizations and higher education departments are also equally responsible (Su & Zhang, 2015). Graduate employability has become the main concern of policymakers, learning institutions, employers, and graduates. Since the proportion of skilled workers re-mains relatively low, upgrading workforce skills is a quite overwhelming challenge facing the government. A Tracer Study on Malaysian graduates in 2016 showed that unemployment among new graduates was more than seven times the national rate, which was 3.1% (Shanmugam, 2017). Meanwhile, MOE (2017) indicated that the rate had been consistent since 2010 (24.6%). It was slightly higher in 2011 and 2012 (25.6% and 25%, respectively), dropping in 2015 to 24.9% and most recently declining yet again to 22.7% in 2016 (MOE, 2017). Even with the employability issues being targeted by university and ministerial policies, and notwithstanding the extensive debates and discussion on this issue, the trend of unemployment is still prevalent, where the cause can be traced back to the incompatibility between the graduate competencies

expected by the employers and the HEIs (Singh et al., 2014). All countries are now facing the same primary problem; how can education and training assist in developing global skills among students that could be transferred and translated from any country to any host country? To be employable, graduates should have a good mix of academic and practical skills. Mansour and Dean (2016) agreed with the above, stressing that HEIs should implement approaches that would ensure students are adequately prepared to successfully take up a wide variety of jobs. Universities must realize that employability skills go way beyond securing or searching for a job; graduates should also have skillsets, individual techniques, and attributes that would ensure they succeed in their jobs as well. Most importantly, to supply graduates with the right skillsets demanded by the job market, universities should understand the demanded skills that employers require to prevent a mismatch between supply and demand.

THEORETICAL FRAMEWORK

This part of the work displays theories and models that enable the explanation of the concepts in head teacher's involvement in educational planning and graduates career readiness. According to Eisenhart (2001. p. 205 a), a theoretical framework is a structure that guides research by relying on former theories constructed by using an established, coherent explanation of certain phenomena and relationships. The selection of the theoretical framework for this inquiry took a rigorous scientific exercise that required an indebt understanding of the research problem, purpose, significance, and research questions. This was motivated by the fact that all these four constructs (the problem, the significance, purpose and the research question) must be aligned such that the theoretical framework can serve as a foundation to the inquiry and further guide the choice of research design and data analysis. The theoretical framework serves as a guide to research work and assists in determining what the researcher will measure and examine (Eisenhart, 2001b).

In the same vein, Anderson, Day and Mclaughlin (2006. p. 154) emphasis on the importance of including a sound theoretical underpinning in every dissertation study with a quote from the dissertation supervisor who stated 'I don't see how you will do a good piece of work which is theoretical'. Similarly, Sarter (2006. p. 494) addressed the limited usefulness of findings and conclusions when a study is not justified by a theoretical framework. The importance of theoretical framework in research work cannot be overemphasised for it is a powerful construct

on which the entire work stands. This framework was also established using the concept mapping process to visually display how it aligns with the literature review. A number of related theories and models exist in the field of educational mplanning process propounded by different educationists, psychologists, and evaluators for the logical explanation of the phenomenon that underpins the processes that take place in educational systems. Several theories do exist but some have gained wide considerations especially in the domain of curriculum process. Kerlinger (1973, p11) observes a theory as a set of interrelated concepts, ideas, prepositions that present a systematic view of the phenomena by specifying relations among variables to explain and predict the phenomena.

According to Amin (2005), theories are logically related propositions presented in a systematic way that describe and explain phenomena and are constructed statements that summarise and organise knowledge in a particular area and are open to testing, reformulation, modifications, and revision. For the need to explain the constructs of this study, three theories have been observed in the combination of one model which fits accurately and enhance our explanation of variables used in this study. Among the theories used in this study, The Human Capital Theory by Becker (1974), Signal Theory by Andreas Deikmann (1899) and Cost- benefits Theory by Jean Dreze and Nicholas Stern (1982). The choice of these theories was motivated by our hypotheses which state that there is a significant relationship between head teachers' involvement in the curriculum process.

The Human Capital Theory

The "Human Capital theory" (Education and Health) was founded by Becker in 1974 with the aim of facilitating the formulation of higher education policies. It links economic success to the education of the workforce. According to Becker (1974), manpower or human resource should be trained to permit the graduates impact the skills in the economic sector of the economy in order to permit economic growth and development of the country. In this light, Knight, &Yorke(2014) affirmed that the development of employability in graduates has become a significant expectation that governments around the world have to varying extend impose on national higher education systems.

According to Becker, expenditure on schooling and medical care and lectures on the virtues of punctuality and honesty are human capital. This is because it raise they raise earnings,

improve health and add to a person's good habits in the society. They are called human capital because people cannot be separated from their knowledge, skills, health or values in the way they can be separated from financial and material assets.In contribution to this, Allan Fisher in 1946 emphasised on the economic dimension of educational policy and the need to consider as an instrument of economic policy. In his argument, he considers that human progress has been too much handicap by the neglect of human capital, visibly in the limitation of imperfect system of education. This has created bottlenecks in the economic process due to scarcity of skill labour. Lack of skill labour is tantamount to unemployment and thus a fall in economic growth.

According to Tafah et al. (2012), human capital measured by education and health impacts significantly and positively on economic growth. In this analysis, they showed that in a long run, 0.1 change in primary and secondary school enrolments will leads respectively to 0.7% and 0.39% in the growth of gross domestic products (GDP), the same way, a 1% change in life expectancy is expected to lead on average on a variation of 1.12% of growth. Considering the above statistics and the fact that Human Capital is still very limited in Cameroon, Tafah and others argue that H.C is an important source of growth and the authority needs to adopt policies to develop H.C in order to achieve the growing ambition of the country.

According to Schultz (1960), H.C consist of all the accumulation of all prior investment in education, on the job training, health, migration and other factors that increase individuals productivity and therefore earnings. Labourers have become capitalist, said Schultz, through the acquisition of knowledge and skills that have economic values. This knowledge and skills are in great part the product of investment and combined with other human investments to make a people productive in all dimensions. Schultz asserted that H.C.T helps us understand three main perplexing questions on economic growth;

- Firstly, consider the long period behaviour of the capital-income ratio. Schultz cancels the old believe that a country which amasses more reproductive capital relative to its land and labour would employ such capital in greater extend because of its growing abundance and cheapness. He proclaims that the estimates now available shows that less of such capital turns to be employed relative to income as economic growth proceeds.

- Secondly, why national income has risen more than the combination of land, persons-hours worked and the stock of human capital. The explanation to this lies in the return to scale to improve equality of input particularly the improvement of human capital to produce goods and services.
- He combined the two ideologies above to construct the third one known as the essentially unexplained large increase in real earnings of workers. He puzzled that can it be a windfall? Or a quitrent pending the arrangement of labour supply? Or a pure rent reflecting a fix amount of labour. One is made to understand here that it seems to represent the return on investment made on human beings.

According to Schultz, developing nations have perpetrated a misleading development doctrine, assigning primary importance to the formation of physical capital. This one sided effort is under way to meet the demands of the nation's economic growth. He therefore emphasised on H.C.T as an orthodox potion of the core of labour economics.

Outcomes of Human Capital Theory

The approach to measuring of the non-market outcomes of education and of the social benefits including externalities is offered (Mchon 2000). According to Solow (1956) as cited in (Mchon 2000), the structural model indigenizes the key content of the classic model like population growth, saving rate, dissemination of technical changes and political stability as well as poverty an aspect of sustainability.

Social outcomes; these are those that of primary interest to comprehensive economic development with sustainability. All are rather standard goals of economic development. According to Mchon, these standard goals are; health impact including greater longevity and reduced infant mortality, increasing democratization, human right and political stability, impacts of these in rates of investment in physical capital with feedback effect on economic growth, impacts on poverty reduction and reduction in inequality, implications of environmental sustainability and implications on homicides and property crimes rates.

Externalities according to Mchon (2000) is the consequences of investments or an industry or any commercial activity which affects other parties without being reflected on the market price, for instance, pollution of the environment. It is also the cost or benefit that affects a

party who did not chose to incur that cost or benefit. The government always prefers that companies should "internalize" all externalities so that the cost and benefits will affect mostly parties who chose to incur them. These externalities in H.C.T becomes more glaring in our society as its shows principally on the rate of unemployment amongst University graduates, the consequences of poverty in our society as a result of unemployment, the inability of both the state and individuals to invest on H.C, the fall in Economic growth and GDP of the country and many others.

SIGNIFICANCE OF THE THEORY TO THE STUDY

With cognizance to this theory, the University and private individuals should invest more on H.C. Contextual application of this theory to our study will encourage investments in specific areas like the school curriculum, educational policy, pedagogy, personal and infrastructure. These investments carry alongside technological skills, pedagogical skills, entrepreneurial skills, know-how competencies be inculcated to the program of study. These permit these young people the double advantage of impacting the economic sector of the country and improving their standards of living and that of their families. The emergence of this theory brings to light the relationship between education and the economic activity, portraying how they both need each other. Research holds that, economy finances education, meanwhile education supports economies. The students in universities today will tomorrow become personals and form the human capital that the economy needs. Therefore, training is primordial to get them armed for the future challenges. Human capital theory becomes therefore an indispensable tool for this study.

Moreover, this theory is significant to this study in the sense that Cameroon as a single developing country, needs to study and apply the relationship between Human Capital and growth. This is because Cameroon is in dire need of good growth performance in order to be able to meet the millennium development goals and of realizing its dreams of becoming an emerging economy by 2035 (Tefah et al. 2012). Therefore, H.C.T becomes vital tool for these dreams to be realized citizens will be filled with talents, ability and knowledge which are needed to boost the economic activities of the country. This theory through this research, will inculcate the desire to invest on H.C in both the state and private individuals, owing to its high returns. Investment in education and health are prerequisites of sustainable economic growth. More educated workers

are efficient at work and earn higher than less educated workers. Meanwhile a healthy worker is more productive than a sick worker.

This theory is also significant to this study as the economics of H.C will bring about particular dramatic changes in the incentives for more women to invest in H.E in Cameroon. It must not be only through women education but also through outside school training of workers, on the job training and even formal or informal training programs. Moreover, we cannot omit the influence of families on the knowledge, skills, health, values, and habits of their children. Parents affect educational attainment, marital stability, propensities to smoke and to get to work on time, and many other dimensions of their children's lives.

Cost Benefit Theory by Jean Andreze and Nicholas Tern in 1930

The cost benefit theory is another area of consideration in educational planning. It is an economic investment theory which means calculating the cost of education, estimating the benefits from education and comparing the benefits with the cost to obtain the return expected. It is from this type of calculations that decisions are made on future patterns of allocations of resources to education. The purpose of this theory is to provide a consistent procedure for evaluating decisions in terms of their consequences, (Andreze. And Tern, 1982). The two basic ingredients of the cost benefit analysis are the ability to predict consequences (A model) and the willingness to evaluate them (an objective function). Decisions taken using the cost-benefit and the most especially the shadow price is to allow decisions at the level of the enterprise in the public sector.

According to Mbua (2002; p.52), cost benefit theory is defined as "*the system comparison of magnitude of the cost and benefit of some form of investment in order to assess its economic profitability*". It is also called the rates of return analysis. It is used to determine the choice of the investment project in order for their benefit per unit cost. In context of project evaluation, this theory becomes a simple decision rule which consist of accepting only those projects which make positive profit at shadow prices. This implies measuring the net profits of the project on social welfare so that cost-benefit succeeds in identifying the welfare improving projects. Similarly, the state and individual through this theory are able to evaluate the cost and benefits of education in order to decide whether to invest or not.

In order to evaluate a project from a point of view of consequences, it is crucial to have a model which predicts the total effects on the state for undertaking a particular project. This total effect involves the comparison of the economy with the project and the economy without it. Formally, we embody the relationship between a project and its consequences in the notion of 'policy'. This implies a rule which associates a state of the economy with each public production plan.

Cameroon consists of 'private agents' and the 'planners'. The planner here is the government agency that controls many policy instruments, which could designate and analyst solely concerned with the evaluation of single projects. This will help to decongest the planners function and ensure efficiency and effectiveness in the results.

SIGNIFICANCE OF THE THEORY TO THE STUDY

Cost benefit theory is vital to this study as planners consider the cost put in by both the state such as the cost of infrastructure, payment of teachers and workers amongst others and the individual's cost like the school fees, materials, time, food and others, they need benefits from the school upon completion. Such benefits include employment, psychological satisfaction, position in the society and others. In our educational system where graduates can neither be employed nor create jobs, we need this theory as a guiding principle to planners.

This theory impacts both the individual and the state. Both should calculate their gains and compare with what they spend in order to be educated, this will determine if they should continue investing in education or not.

The Signalling Theory by Andreas Deikmann in 1899

Another significant theory that stands its grounds to enhance educational planning and the job market is the "Signalling Theory" founded by Andreas Diekmann. According to this theory, one party (the agent) credibly conveys some information about himself/herself such as; the type of skills needed, the quantity and quality of personnel's, to another party (the principal) who organizes the training system towards those specifications. In Cameroon, signalling theory is more or less used either consciously or unconsciously in some institutions like National Employment Fund (NEF) and some private enterprises.Since 2006, NEF created special program known as *(Parole Regionauxd'innovationet de development economiqueSolidaires (PIDES).* This

is a regional network program which regroups enterprises like the very small enterprise and small and medium size enterprise (TPE) *très petite enterprise et (PME) petite et moyènneEntreprises* respectively), research libraries, training centres, associations and economic vocations working with the same focus, same field and same market. This network develops collaborative projects and put in place innovative services for their members.

This program plays the signaling roll between these enterprises and registered members under the NEF. The process of signaling between these enterprises and the University system is of prime importance, but it is probably at its premature state. The University as a wider scale institution needs to establish the collaborative link amongst them. This link will guide the University's planning of curriculum, policies, pedagogy, personal and infrastructure thus enabling graduates to acquire the needed skills for the job market.

Assumptions of the Signalling Theory.

- A has an unobservable quality (reproductive success, health, trustworthiness, ability amongst others).
- A benefits from an interaction with B
- B benefits with an interaction with A in case the quality is high (type A+) but B experiences a lose if quality is low (A-)
- A is able to send a costly signal to B to advertise its quality.

SIGNIFICANCE OF THE THEORY TO THE STUDY

This theory fits squarely with our study as it determines how the job market should initially signal the University of Yaoundé I in relation to the skills and workers needed to grow in their respective career, the changes and aspirations of the employers for an initial transformation or adaptation of policies, curriculum, pedagogy, infrastructure and the man power towards these employers and Learner's needs. These signals serve as a focus for the academic planning process for the university so that, graduates will fit in the tenets of the job market to guarantee a job each. This practice seems to be a farfetched venture to the educational planners in the University of Yaoundé I, the school-to-job transition would have been settled.

Following this transformation, graduates with skills who need jobs could play along with this theory by sending their profiles to the job market through application during the job search

process for instance, Michael Spence applied this theory on education as "job market signalling model" (JMSM). According to him, potential employees send signals about their abilities, competencies and levels to the employer through their education credentials. This could be realistic in developed countries or to Faculties with practical skills.

To be more explicit, employers upon demand from the University, send signal on the type of manpower required by the job market of a country to the educational planners for readjustments to meet up the needs of the target group in the society. The University governing body receives signals on what type, how many and when does the job market need to employ. This will help them tailor the planning to balance these needs by modifying the curriculum, the teaching methods and the infrastructure towards that employability so that upon graduation, youths will easily get employed. Prior to the above insight, signalling theory is obviously indispensable to the elaboration of this research piece.

The Blue Print Planning Theory by Lane (1940)

Another theory of educational planning known as the "blue print planning theory" relevant to this study was created in 1940 by Lane. The aim of the theory involves planning for outcome. The system is planned for outcome by considering what you are doing presently and what you will be doing in the future. Of course, any educational system that plans together with the employers forecasts the future needs and training will be done in that light, hence the school-to-job transition will be tackled successfully. Lane in 1960 modified this theory and termed it the "Synoptic Planning Theory". Synoptic planning emphasises on four main elements:

- Lay emphases on the specification of goals and targets.
- Emphasis on quantitative analysis and prediction of the environment.
- The concern to identify and evaluate alternative policy option and,
- The evaluation of means against ends.

Theories are a catalyst to any life process as it gives assumptions and possibilities to tackle different situations for understanding. Lane through this theory brings to light the idea that, the environment (job market, political stability and healthy conditions) should be a point of concern. This is because it will determine the graduate's ability to fit in the environment either

through employment or through job creation. Evaluate means against ends and ensure alternative policy options. This idea shows that multiples policies that affect social welfare should be for the benefits of the population.

SIGNIFICANCE OF THE THEORY TO THE STUDY

This theory is vital to this study as it helps the planners to specify goals and targets, predict the changes in the environment, use alternative policy options, and evaluate the means against ends. The theory helps to through light on the preferable planning system which can enhance youth's employability upon graduation.

The University lacks a regulatory system where students from year one are schooled or counselled on the openings and opportunities each department possess. This would keep students focus on the career and will become experts of that field, rather than condition the students to reading and reproducing blindly only to meet disappointments in the job market.

According to Mbua (2002) higher education planning in Cameroon is carried out in different approaches. The "social demand approach" and "manpower requirement approach" this approach emphasizes on the state's provision of school and other related facilities for all students who demand admission or who are qualified to enter the higher education. The above theories are not used in this approach, which explains why the students cannot fine jobs upon graduation. Due to the neglect of these theories, the cooperation between the state and the job market are absent, the cost of education is never evaluated, the man power and skills never go in line with the available jobs, these and many others are possibly the main reasons behind the high unemployment amongst graduates in Cameroon.

EMPIRICAL REVIEW

Curriculum planning and graduate career readiness

A related study was conducted by Misni et al. (2020). According to them, for a country to support the transition of all economic sectors to a knowledge-driven one, attract foreign investment, and drive labour productivity, it is necessary to have access to skilled workforce. However, there is currently an insufficient talent supply and the workforce demand does not match the talent supply because of low graduate employability stemming from the low quality of higher education in Malaysia. To address this issue, this study proposed a conceptual framework

to illustrate the perception of graduates towards the impact of curriculum design, the curriculum vision, the operationalization of the curriculum vision, the curriculum delivery, and curriculum evaluation, on employability competency. A sample of 299 employed graduates participated in this research. Smart Partial Least-Squares (SmartPLS) version 3 software was used to evaluate the hypotheses of the survey. The findings of this study reveal that curriculum design positively and significantly influenced employability competency. Hence, this study contributes important insights into the implementation of effective curriculum design, striking a balance between practical and theoretical bases, in private and public Higher Education Institutions (HEIs).

Adebola and Isaiah (20210) conducted another related study. The study investigated the influence of academic curriculum on the employability of accounting graduates in Nigeria. A survey research design was employed to collect data from the sampled respondents. The respondents were purposively selected from the staff members of each of the big four audit firms and students of established higher institutions of learning. Findings from the study show that academic curriculum significantly explains about .329 variability in the employability of accounting graduate in Nigeria ($\beta = .329$, $P = .002 < .05$). The study thus concludes that academic curriculum significantly affects the employability of accounting graduates in Nigeria. The study recommends that; academic curriculum for training accounting graduates should be improved upon towards producing future-ready accountants; while regulatory bodies, policymakers, and professional bodies should ensure that the curriculum for training accountants are updated from time to time and are in line with global best practices and industry requirements.

Higher Education Institutions (HEIs) are valuable institutions for the development of graduate employability and the overall national economy. However, there is a gulf between curriculum contents and employability. The study was conducted to determine the correlation of tertiary education curriculum and graduate employability skills in Lagos State, Nigeria. A descriptive research design of correlational type was used. The population of the study was respondents (tertiary institution graduate employees) from industries in Lagos State. Two hundred and fifty (250) respondents were selected by convenience sampling by the researchers. Two adapted questionnaires tagged Curriculum Design Questionnaire (CDQ) and Employability Skills Survey Questionnaire (ESSQ) were used for the study based on the three areas of graduate skills (personal, core and process skills). Pearson Product Moment Correlation was used to test

the three null hypotheses at the .05 level of significance. Findings showed that tertiary education curriculum was positively correlated with graduate personal quality skills (r=0.627), core skills (r=0.314), and process skills (r=0.809). The study concludes that the tertiary institution curriculum and graduate employability are significantly correlated. The study recommends that implementation strategies for employability curriculum should be intensified in higher education institutions.

Pedagogy planning and graduate's career readiness

The pressure on higher education institutions to produce graduates ready to enter national or international labour markets with the requisite transferable skills to perform graduate level jobs has never been greater. The role of higher education in supporting the knowledge economy by adhering to employability led curricula is, however, a contentious one. Countries need a highly educated and skilled population to both use and disseminate knowledge, and research centres such as universities are vital in the creation of new knowledge and the adaptation of existing knowledge to suit local, national and international demands. While education policy may be guided by national governments and their economic, social and cultural ideals, there are counter arguments to the employability agenda. It has been argued that many highly specific skills can only be developed in genuine work situations, not in the classroom. It is also unclear how or whether the explicit teaching of employability skills improves performance in the workplace. The promotion of the employability agenda could be seen as eroding more traditional roles of higher education, including providing opportunities for individual betterment and the promotion of cultural understanding, liberal views, diversity and open-mindedness, especially where education policy seemingly promotes economic imperialism, and where responsibility for employment and employability is shifted primarily to individuals. This qualitative case study draws on reflections on teaching and learning from students and lecturers on undergraduate degree courses at Westminster International University, Tashkent, a transnational university in Uzbekistan. Using Cultural-Historical Activity Theory as the tool for analysis, this ongoing research is investigating lecturers' and students' understandings of employability pedagogy, how employability pedagogy is integrated in curricula of different undergraduate degree courses, and how lecturers mobilise their perceptions of employability pedagogy to construct classroom activity systems.

Another related study was conducted by Pilar, Anna, and Mary (2018), The labour market integration of recent graduates can be influenced by several factors, such as the economic situation of the country, the quality of their university education, and the demands of the labour market. Although the Spanish economy has recently recovered somewhat, it still has high rates of youth unemployment, even among the best educated groups. Therefore, it is important to analyse in greater depth the transversal competences required and offered in the labour market as these can affect the integration and job satisfaction of university graduates. To analyse the differences in the view of graduates in Pedagogy, Psychology, and Educational Psychology and their employers regarding the competences needed for the labour market this article uses data from the AQU's '*Universitat i Treball a Catalunya'* survey (2014a and 2014b) of graduates in these subjects from Catalan universities and of their employers. The results show discrepancies between employers' and graduates' views. On the one hand, graduates regard some competences as more relevant, such as decision-making, while employers give greater importance to others, such as those relating to information technology and language skills, as well as theoretical and practical training. However, both groups agree that teamwork is the most important competence for work, supporting results obtained in other studies. Furthermore, employers are more satisfied than the graduates with their level in the areas of creativity, computer science, and languages. Problem-solving, however, is an area of competence that could be enhanced in university education. This study's contribution is to provide evidence based.

Infrastructure planning and graduates career readiness

A study was conducted by Kapur, (2019). According to him. in not only schools, but in higher educational institutions as well, infrastructure development is an important aspect that needs to be taken into account. The term infrastructure is comprehensive and there are number of aspects that are included in it. These include, playgrounds, library facilities, laboratories, computer centres, technology, machinery, tools, equipment and so forth. The members of the educational institutions need to invest resources to bring about improvements in infrastructure. When developments will take place in infrastructure, then the individuals will be able to carry out their job duties in an appropriate manner and lead to progression of educational institutions. The members of the educational institutions need to ensure that they bring about improvements in infrastructural facilities on a continuous basis. With advancements taking place and with the advent of modern and innovative methods, it is necessary to promote infrastructure development

in educational institutions. The main areas that have been taken into account in this research paper are, significance of infrastructure, educational planning, characteristics of infrastructure, and types of school infrastructure.

Wunti, Umar and Clement (2017), in another study examined the impact school facilities have on academic achievement of students in Senior Secondary Schools in Bauchi State Nigeria. The total population of the study comprises all the principals of Senior Secondary Schools in Bauchi State, numbering eighty-four (84), as of (2011). Employing simple random sampling technique, sixty-two principals were selected to represent the entire population as pointed out by Krejcie and Mogan, (1970). The instrument used for the study was Total Learning Environment Assessment (TLEA) consisting of 42 items completed by the principals, to ascertain the condition of the school facilities in public Senior Secondary Schools in Bauchi State. Data on result for students‟ academic achievement, (SSCE results) 2007-2011 were collected through the Bauchi State Ministry of Education. The TLEA instrument was adapted from the study of O‟Neil (2000) redesigned by the researcher. A reliability tested through split-half pilot study of calculated = 0.958 and r- critical value = 0.765 at α 0.05 levels for Total Learning Environment Assessment for secondary school was sought to ascertain the usability of the instrument. Based on the analysis, the result shows that, the instrument has appreciable measures of validity and reliability. The data collected was analysed using inferential statistics where the frequencies of the participant's responses were tabulated using percentages and Spearman Rank Order Correlation. Major research finding of the study did not find statistically significant relationship in the areas of school plant and facilities and students‟ academic achievement as measured by the TLEA at 0.05 levels. The researcher's recommendations based upon this study include the followings: Educational administrators, planners and other stake-holders should supplement the government effort by maintaining the school facilities and improvise these items locally from the immediate community where the schools are situated. An area of achievement and failure in the students' academic career needs to be evaluated in order to foster improvement and make full use of learning process.

Ngimba and Mwila (2022). The study sought to investigate how infrastructural challenges influence students' academic performance. Specifically, to describe the challenges encountered by school heads on improving school infrastructure for academic performance in rural public

secondary schools in Iringa District. The research used a mixed approach and convergent parallel research design. Maslow's theory of hierarchy of needs developed by Abraham Maslow in 1943 was employed to underpin the study. The total target population was 22,457 people from which 151 respondents comprised of 48 teachers, 97 students, 5 heads of schools, and 1 District Education Officer were involved in the sample size. The study used a combination of probability and non-probability through simple random sampling and purposive sampling techniques, respectively, to select the respondents. The data was collected through questionnaires, interviews and observation. The analysis for quantitative data was done using descriptive statistics, with the aid of Statistical Package for Social Science (SPSS) version 21, while qualitative data was coded and categories through thematic analysis. The findings of the study revealed that students' performance in rural public secondary schools in Iringa District was unsatisfactory due to inadequate school infrastructures like libraries, laboratories, classes, dormitories, and instructional materials. This study concluded that school infrastructure is very essential to develop and provide quality education, which leads to growth and excellence. Inadequate infrastructure negatively influences academic performance. The study recommended that the government, with other stakeholders, should increase funding for schools to provide and support adequate teaching and learning materials besides standard infrastructure in secondary schools.

Summary of literature review and examination of knowledge gap

Educational planning in the LMD system of education has recently attracted the attentions of educationist. Looking at the literature reviewed, it shows extensive exploration of the domains from different institutions and geographical locations. The literature reviews demonstrate that educational planning has different phases and approaches and used in different situations by different schools according to their desired objectives. According to the research works reviewed, it evident that no earlier researcher has examines the effects of educational planning with specification on the LMD system of education being followed by most schools today. This makes our study relevant as it stands to fill the gap that exist in the literature. Moreover, the study gives a succinct nature of planning in the new educational system put in place.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

To examine the relationship that exist between educational planning in the LMD system and graduates career readiness, this chapter is focused on the description of the methods and instruments used to collect information for this research work. It treats the following elements: research design, the area of study, population of study, target population, accessible population, the sample and sampling techniques, instruments used for data collection, techniques of analysing data, the variables, the indicators and recapitulative table.

AREA OF THE STUDY

This refers to the geographical location, place, site where the study is carried out. Since this study focuses on the influence of educational planning in the LMD system and graduates career readiness in the University of Yaoundé I, this university therefore is our research site. The University of Yaoundé I, being the mother university in Cameroon is found in the centre region, the city of Yaoundé, Mfoundi-division. Mfoundi-division has a population of 1,881,876 and above inhabitants (2005 statistics). It has a surface area of 297km^2 and a population density of 6,336/km^2 according to Wikipedia consulted on the 23rd of September 2019. The university is found in Yaounde III having a surface area of 68.2km^2 and a population density of 7,705/km^2 and a total population of 252,501 inhabitants according to Wikipedia consulted on the 23rd of September 2019. Yaounde 1 university has 3 campuses; Ngoa-Ekelle, District of the municipal lake and Nkolbisson. It covers a total surface area of 105.37 hectares.

It is a bilingual institution (French/English) with 5 faculties/schools, 4 specialised centres, 02 virtual universities and 65 laboratories of research. 64 major courses in 54 departments. According to Njeuma et al. (1999) as stated in Marcellus (2014), the lone Federal University which became the University of Yaoundé I was created on the 26th July, 1962 with 529 students Njeuma et al. (1999). All registered in the Faculty of Arts, Letters and Social Sciences (FALSH), the faculty of Science (FS) and the Faculty of Law and Economics (FLE). In addition to these three faculties, specialized schools or des Grandesécoles attached to the University and other professional institutions of higher learning to prepare graduates for professional career. Particularly prominent among these specialized institutions attached to the University were the School of Medicines (CUSS) created in 1969, the Institute of International Relation (IRIC), the

school of Engineering (ENSP) created in 1971 and the school of journalism (ESIJY) created in 1970 and host of others Fonkeng & Tambe (2009). *See map in the appendixes*.

RESEARCH DESIGN

According to Nwana (1985), a design is the strategy used by a scientist to collect and analyze the data necessary to test hypothesis. To Nworgu (1991), research design is a plan or blue print which specifies how data relating to a given problem should be collected and analyzed. Formulating a research design entails choices about fundamental units of analysis, basic research methods to be used, time ordering of the variables, procedures for acquiring data and techniques for analysis. It therefore provides the procedural outline for the conduct of a given investigation. This study adopts the descriptive survey. We adopted the descriptive survey because of its reliability and simplicity (easy to remove the information from questionnaire to computerize form). The application of this research design is very instrumental; given its scope and pertinence in the resolution of the problem at hand. It is also advantageous because the data is gathered from primary source and will be analyzed in turn with the use of statistics. They will serve as rational basis for making inferences and decisions about whether our hypotheses (stated in chapter one above) are confirmed or rejected. We found it appropriate to be used in this type of research work.

POPULATION OF THE STUDY

According to Shukla, (2020), research population is a set of all the unites (people, events, things) that possess variable characteristics under study and for which the findings of the research can be generalised. A population determines the limit within which the research findings are applicable. The population of this study involves all stakeholders of the University of Yaoundé I. stakeholders included (administrators, lecturers, students, graduates). Criterial for participation was that; you must be an administrator, a lecturer, a student, or a graduate from the university, you must have stayed in the job market for at least six months, and be grounded with knowledge relating to the issue of educational planning in the LMD system and impacts on graduate's career readiness without any distinction of age, sex, religion and/or region of origin.

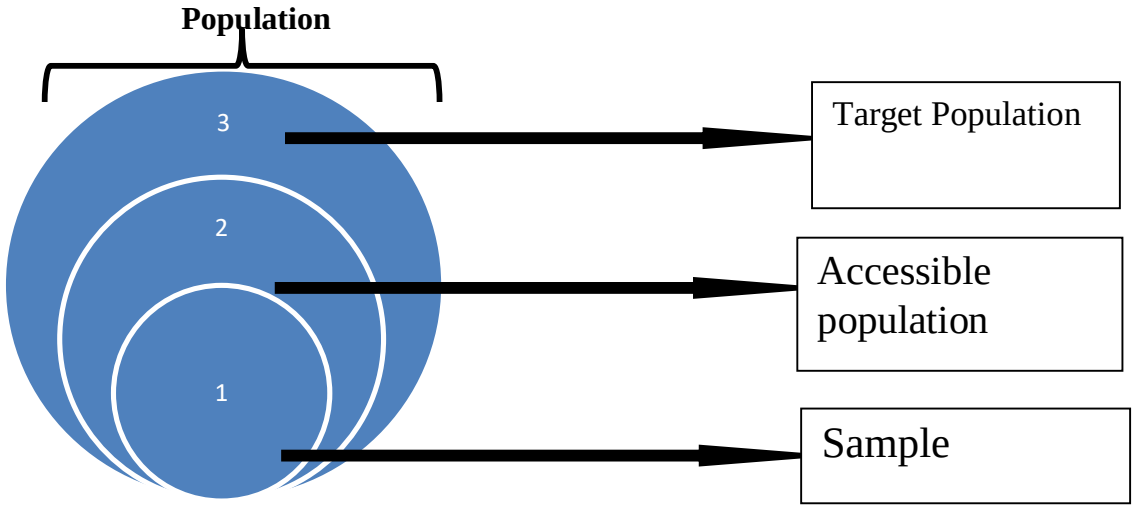
Table 1: Distribution of Graduates and Staff Population in the Universities the University of Yaounde from 2015 to 2017

Public Universities	**Graduates**	**Lecturers and administrators**	
University of Yaoundé I	53,169	1255	
Total			54424

Source: *Adapted from MINESUP 2017 Statistical Year Book, Published in May 2019.*

Table 1 presents number of graduates and teaching staff of the university of Yaounde I by 2017 as a representation of the total population of the study. These statistics show the 2017 scenario published in 2019 being the latest available statistics from the ministry of higher education. This population is subsequently segmented into target population, accessible population and sample.

Figure 2: Diagrammatical Representation of Population, Accessible Population and Sample of the Study.



Source: Adapted from Amin (2005: 236)

TARGET POPULATION

Fraenkel and Wallen (2006) opined that the target population is the actual population to which the researcher would like to generalise its findings, (it is the researcher's ideal choice). The target population of this study consisted of graduates with master's degree and PhD holders who graduated from this university from the academic year 2015 - 2017. We use the stratification method to get the target population. We organize graduates with masters different from graduates with Ph.D and the different years they graduated were also considered. This population was suitable for this study because they have had enough experience from the job market and could express themselves confidently about the university's planning style and the job market reality.

Table 2: Presentation of target population

	Faculty	Graduates	Lecturers	Total
1	Faculty of Education	106	5	111
2	Faculty of Arts letters and social sciences	163	5	168
3	Faculty of Science	141	5	146
4	Faculty of medicine and biomedical science	155	5	160
	Total	**568**	**20**	**585**

Source: this study (2023)

Accessible population

According to Onen (2020), accessible population refers to the portion of the target population to which the researcher has reasonable access and from which sample can be drawn. It could be that portion of the population to which the researcher has reasonable access, may be a subset of the target population. Therefore, the accessible population the researcher accessed was 308 presented on table 2.

Table 3: Presentation of accessible population

	Faculty	Graduates	Administrator /Lecturers	Total
1	Faculty of Education	70	2	72
2	Faculty of Arts letters and social sciences	86	2	88
3	Faculty of Science	65	2	68
4	Faculty of medicine and biomedical science	70	2	72
	Total	**291**	**8**	**308**

Source: this study (2023).

Sampling technique and sample

For this study, we used the simple random sampling technique in order to get the required number of participants for this research exercise; since those we selected to sample their opinions on the subject matter were selected irrespective of quota. This approach was used due to the bulky nature of the research population. In this process, we made use of graduates with master's degree and PhD holders who graduated from this university from the academic year 2015 – 2017 as earlier mentioned above. The choice of our sample fell on the above category of people because we felt that as they are directly concerned with the phenomenon under study and in most cases very involved, they were going to be better placed to give us adequate and reliable information relating to the of Educational planning in the LMD system and Graduates career readiness in the University of Yaounde1.

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 which will be the representative of the larger population. For the purpose of this study and considering the table of Krejicie and morgan (1970) for determining the sample size for a research activity a sample size of 120 participants was used. This number include both male and female from different backgrounds, culture, different education but students and teachers in the selected schools.

INSTRUMENTATION

Every research project has as goal to gain knowledge. To arrive at this, investigates are to be made between variables. Hopkins (1998) holds that in educational settings, the purpose served by research instruments can be classified into four categories;

- The research instruments should provide a means of feedback to the instructor and the students. This helps the instructor to provide more appropriate guidance for individual students.
- It is used for research and evaluation. That is, tests are necessary to determine whether an innovative program is better than the conventional one in facilitating the attainment of specific curricular objectives.
- The instruments are used for guidance functions. That is, diagnosing an individual's aptitude and ability.
- The instruments are used for the administrative process that is, to facilitate better classification and placement decisions for instance, the groupings of children by their level.

Since it is complicated to measure directly, it is necessary to use indicators for our investigations.

For a good comprehension of this study, two instruments were used to collect data; the questionnaire and interview guide. The questionnaire is the main instrument of the study.

The questionnaire

A questionnaire can be typed or printed in a definite order or form and can be distributed directly or mailed to respondents who are expected to read, understand the questions, then write down the reply in the space meant for the purpose in the questionnaire itself. The questionnaire was design to meet the demands of some of research questions underpinning this study. The tool was chosen in order to creates room for the respondents (teachers) to express their opinions in terms of the way universities are planned today and how it influence graduates from the school.

Description of questionnaire

In this study, we designed and administered 115 questionnaires. The 115 questionnaires contained 21 questions divided into 4 respective indicators. The questionnaire was measured using the 4-point Likert scale (Strongly Disagree, Disagree, Agree and Strongly Agree). We adopted 4 points Likert scale because it gives the best results fit for every participant. Every questionnaire was made up of closed-ended questions and was anonymous. There were designed

into five sections as follows: Section "A" was demographic gender, age, level of education, employability. Section "B" consisted of information on curriculum. Section "C" is based on questions related to the pedagogy; section "D" concerns itself with infrastructure, while section "E" deals with graduate's career readiness.

Table 4: Presentation of variables and corresponding items on the questionnaire

HYPOTHESES	ITEMS
Curriculum	5-10
Pedagogy	11-15
Infrastructure	16-19
Graduates career readiness	20-24

Source: This study (2023)

VALIDATION OF THE INSTRUMENT

According to Amin 2005 validity 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 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 measured, 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. Also, a face validity was done to describe the presentation of the questionnaire, that is, following an order in the questionnaire or numbering the questions (Egbe, M. 2018). The items were presented following the order from the indicators, numbered appropriately and confirmed by the supervisor. The results of pilot test helped us to predict the

research results. Discriminatory and predictive validity was also carried out. After making use of the face, content, discriminatory and predictive validity the questionnaire and interview guide was translated to French in case we encounter a French respondent. More so, to ensure validity, the researcher did a pilot testing on 15 students from the University of Soa. The results from the pilot testing showed that they were some questions that were difficult for students 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 were some aspects 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 the questions items reflect the variables of the study. It shows how adequately the instrument samples the universe knowledge, skills, perceptions, and attitude that respondents are expected to exhibit.

(According to Amin (2005), when the content validity index is of an instrument has an average that's 0.70 or above, the instrument is valid and good to be used for data collection. According to Saughmessy and Zechmeister (1990), an instrument is reliable when it measures what it is intended to measure consistently. Hence the reliability of the instrument was verified. The reliability is the degree to which the instrument consistently measures whatever it is supposed to measure.

Results of the pilot test

Scale: ALL VARIABLES

Table 5: Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded[a]	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Table 6: Reliability Statistics

Cronbach's Alpha	N of Items
.760	**18**

The advantages derived from the pilot test were that new insights were obtained, the errors pointed out were corrected and the total understandability of the questionnaire was measured which assisted to enrich the final questionnaire, hence, the validity of the research instrument.

ADMINISTRATION OF THE INSTRUMENTS

When the researcher got the research authorization from the dean of the faculty of education, she constituted a team of three researchers, trained them and got to the National Employment Fund Fouda (NEF) and presented themselves to the director. He later on accorded them the permission to collect data from his institution and access to any data if need be. This activity took three weeks for the researcher to be there every day in search of the exact graduates. The main reason behind the utilization of this research technique and tool was to grab details surrounding the educational planning in the LMD system and graduates career readiness in the University of Yaoundé I. To have this done, we distributed the questionnaires to our sample who were then expected to fill them and return to us. In fact, this exercise helped us to have statistical

or measurable data that contributed enormously in giving this work the scientific credibility that it deserves.

The interviews

With research authorization from the dean, we also presented the authorization to the head of departments of the respective faculties. They further gave their permission for the team to meet and interview their staff as thy themselves were too busy to grant any interview. Most of the staff, rescheduled the interviews in their spare time which we followed. With the use of this technique, we conducted both structured and unstructured *face to face* interviews with informants carefully selected from the study population. This technique was applied during fieldwork with the aim of exploring the perceptions that different people have relating thereto. We equally sought to know from the actors their experiences and what is implicit about the issue at hand.

Ethical Consideration

According to the Kantian ethical principle, research participants should be treated as ends in themselves and not as a means. As such, the researcher dealt with participants with the mind-set that they are autonomous (Fischer, 2006). As such, any participant in the research did so out of freewill. In order to ensure confidentiality in the ethical treatment of research participants, no identity-specific data (anonymity) was to be gathered and no identity-specific (confidentiality) data was to be revealed. In spite of all pressure facing the researcher, the researcher prevented research misconduct and hurting the research community by preventing any fraudulent data, data misrepresentation and plagiarism. This means data was not given a connotation it did not deserve and that the researcher acknowledged all sources of information without claiming to be the author of such knowledge. One way to deal with this was through in-text citation and formation of a reference list. The researcher agreed the possibility for honest mistakes and real disagreements about results and interpretation. The researcher respected all norms of research. Permission was obtained from all school authorities and time provided respected. Force or deception was not used in any form to collect data. None of the respondents were silently intimidated or promised a false reward. The researcher did not hide any valuable

information from the school administration and authorities. All respondents were thanked, including participants who helped in one way or the other (Fischer, Methodological and ethical issues, 2013

THE DATA ANALYSIS TECHNIQUE

This work applies the correlation research design which describes the extent to which the variables are interrelated. With correlation studies, the data collected is used to verify if there is a relationship between two or more variables. According to Amin (2005, p.218), a correlational research attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The relationship can now be used to make predictions. The Statistical Package for Social Sciences (SPSS) version 23.0 was used for data analysis. Both inferential and Descriptive statistics were used to analyse the data collected from the field with the use of questionnaires and interview guide. The descriptive data was applied using tables and chats. Concerning inferential statistics, the spearman correlation index was used to test research hypotheses. We used the statistics in order to ascertain the correlation between educational planning in the LMD system and graduates career readiness. This description gave us the frequencies and the percentages while inferential data determined the nature of correlations and magnitudes of the relationship between the two variables.

Statistical Procedures Used

To measure the correlation between the two variables, the alpha and the standard error margin, the Spearman rank correlation index was used.

The formula is described as:

Spearman Correlation:

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

Where:
$\boldsymbol{\Sigma}$ = sum
D is the difference between the ranks of X and the corresponding ranks of Y
n= the number of paired ranks

Table 7: Correlation value and interpretation

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

Source: Adapted from Chaffi Ivan, 2018

THE VARIABLES OF THE STUDY

A variable is a characteristic on which people differ from one another. The two main variables are the independent and dependent variables. The independent variable of the study is the educational planning in the LMD system and graduates career readiness is the dependent variable.

The independent variable

The independent variable of a study is the presumed course of a phenomenon and also, it is known as the predictor. The independent variable of this study is educational planning in the LMD system. It is presumed that, this variable has an effect on the dependent variable which is graduates' employability or career readiness.

The dependent variable

Dependent variables are the characteristics that are being studied when statements of hypotheses are made. The dependent variable in this study is graduates career readiness. Average, GPA, promotion, skills, change in behavior

Table 8: The recapitulative table of the hypotheses, variables, indicators, modalities, measurement scale and statistical test

The General Hypothesis	The Research Hypotheses	The indicators	The modalities	The Dependent Variable	The indicators	The Measurement scale	Statistical test
Ha0: There is a relationship between educational planning in the LMD system and graduates career readiness in the university of Yaoundé 1	**Ha1:** There is a relationship between curriculum in the LMD system in the university of Yaounde1	Curriculum Content	- clear objectives -Flexibility -goal achieved -Skill-based content - norms.	Graduates career readiness	skills acquired, behaviours, competences, job creation, employment, career choice, parent pressure	*4-point Likert scale*	Spearman rank correlation
	Ha2: There is a relationship between teaching techniques and graduates career readiness the university of Yaounde1	Pedagogy	- leaner centered -Illustration Experimentation learning -Discussion Dramatization -Role play - problem-base	Graduates career readiness	skills acquired, behaviours, competences, job creation, employment. career choice, parent pressure	*4-point Likert scale*	Spearman rank correlation
	Ha 3: there is a relationship between learning Infrastructure and graduates career readiness in the university of Yaoundé 1.	Infrastructure	Space classes, internet connection, IT space, online library, projectors in class,	Graduates career readiness	skills acquired, behaviours, competences, job creation, employment.	*4-point Likert scale*	Spearman rank correlation

Source: This study (2023)

Referencing system, the referencing system to be used in this work is tapped from the norms of the American Psychology Association (APA); specifically, the French adapted version written by Marc Couture (2012) that was published in the 6th edition of the APA manual in 2010. The materialization of this referencing system will be seen in the different quotations made in the work and more importantly at the level of the bibliographical sources.

This chapter presents the areas of the study, research design, population, instruments, validity and reliability and the dada analysis technique. This chapter presents the methodology that enables us conduct this research. It ushers us to chapter four.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DATA ANALYSIS

Chapter four is divided into 3 main parts: the first part deals with the presentation of descriptive statistics in percentages and frequency tables, the second part deals with the verification of the hypotheses postulated and the third part deals with the analysis of the interviews. The verification of hypotheses includes the choosing of an appropriate statistical test. In the case of this study, the spearman rank correlation will be used to test the hypotheses of this study. The interviews as well will be analysed using content analysis.

DATA ANALYSIS FREQUENCY TABLES

Analysis of General Information

Table 9: Presentation of Respondents' Personal Information

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	51	44.3	44.3	44.3
	Female	64	55.7	55.7	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 9 is the gender. According to this table, 51 participants were male, making 44.3 percent of the participant and 64 participants were female making 55.7 percent. These make up 115 participants and 100 percent participation of the target population.

Table 10: Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters	93	80.9	80.9	80.9
	PhD	22	19.1	19.1	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 10 presents the level of education. According to this table, 93 participants were masters' degree holders, making 80.9 percent of the participant and 22 participants were holders

of PhD degree, making 19.1 percent. These make up 115 participants and 100 percent participation of the target population.

Table 11: Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FSE	56	48.7	48.7	48.7
	FALSH	43	37.4	37.4	86.1
	FS	13	11.3	11.3	97.4
	FMBS	3	2.6	2.6	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 11 is department from which the participant graduated. According to this table, 56 participants were FSE, making 48.7 percent of the participant and 43 participants were from FS, making 37.4 percent, 13 participants were from FS, making 11.3 percent, and 3 participants were from FMDS, making 2.6percent. These make up 115 participants and 100 percent participation of the target population.

Table 12: Employability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unemployed	93	80.9	80.9	80.9
	Employed	22	19.1	19.1	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 12 shows level of employability. According to this table, 93 participants were unemployed, making 80.9 percent of the participant and 22 participants were employed, making 19.1 percent. These make up 115 participants and 100 percent participation of the target population.

Analysis of the Independent Variable

Table 13: The planned curriculum ensured courses had well designed skill-based content.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	20.0	20.0	20.0
	Disagree	57	49.6	49.6	69.6
	Agree	23	20.0	20.0	89.6
	Strongly Agree	12	10.4	10.4	100.0
	Total	115	100.0	100.0	

Table 13 talks of the planned curriculum ensured courses had well designed skill-based content. According to this table, 23 participants strongly disagree that the planned curriculum ensured courses had well designed skill-based content, making 20.0 percent participation. 57 participants agree that the planned curriculum ensured courses had well designed skill-based content, making 49.6 percent participation. 23 participants agree that the planned curriculum ensured courses had well designed skill-based content, making 20.0 participation, and 12 participants strongly agree that the planned curriculum ensured courses had well designed skill-based content, making 10.4 percent. These culminated to 115 participants and 100 percent participation of the sample.

Table 14: Each of the courses had objectives and goals in line with 21st century job market

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	5.2	5.2	5.2
	Disagree	46	40.0	40.0	45.2
	Agree	52	45.2	45.2	90.4
	Strongly Agree	11	9.6	9.6	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 14 talks of each of the courses had objectives and goals in line with 21st century job market. According to this table, 06 participants strongly disagree that each of the courses had objectives and goals in line with 21st century job market, making 5.2 percent participation. 46 participants agree that each of the courses had objectives and goals in line with 21st century job market, making 40 percent participation. 52 participants agree each of the courses had objectives and goals in line with 21st century job market, making 45.2 participation, and 11 participants strongly agree that each of the courses had objectives and goals in line with 21st century job market, making 9.6 percent. These culminated to 115 participants and 100 percent participation of the sample

Table 15: The curriculum was planned following our levels, ages and career focused

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	26.1	26.1	26.1
	Disagree	36	31.3	31.3	57.4
	Agree	43	37.4	37.4	94.8
	Strongly Agree	6	5.2	5.2	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 15 opines that the session that the curriculum was planned following our levels, ages and career focused. According to this table, 30 participants strongly disagree that the curriculum was planned following our levels, ages and career focused, making 26.1 percent participation. 36 participants agree that the curriculum was planned following our levels, ages and career focused, making 31.3 percent participation. 43 participants agree the curriculum was planned following our ages and career focused, making 37.4 participation, and 06 participants strongly agree that the curriculum was planned following our levels, ages and career focused, making 5.2 percent. These culminated to 115 participants and 100 percent participation of the sample.

Table 16: Our curriculum was evaluated every two years to update its relevance to the job market

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	39	33.9	33.9	33.9
	Disagree	59	51.3	51.3	85.2
	Agree	17	14.8	14.8	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 16 examines the item that our curriculum was evaluated every two years to update its relevance to the job market. According to this table, 39 participants strongly disagree that our curriculum was evaluated every two years to update its relevance to the job market, making 33.9 percent participation. 59 participants agree that our curriculum was evaluated every two years to update its relevance to the job market, making 51.3 percent participation. 17 participants agree our curriculum was evaluated every two years to update its relevance to the job market, making 14.8 participation, these culminated to 115 participants and 100 percent participation of the sample.

Table 17: The planned curriculum covered norms, values, moralities needed in the society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	17.4	17.4	17.4
	Disagree	42	36.5	36.5	53.9
	Agree	31	27.0	27.0	80.9
	Strongly Agree	22	19.1	19.1	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 17 talks about the fact that the planned curriculum covered norms, values, moralities needed in the society. According to this table, 20 participants strongly disagree that the planned curriculum covered norms, values, moralities needed in the society, making 17.4 percent participation. 42 participants agree that the planned curriculum covered norms, values, moralities needed in the society, making 36.5 percent participation. 31 participants agree the planned curriculum covered norms, values, moralities needed in the society, making 27.0 participation, and 22 participants strongly agreed that the planned curriculum covered norms, values, moralities needed in the society, making 19.1 these culminated to 115 participants and 100 percent participation of the sample.

Table 18: Lecturers used student centered teaching methods in all the courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	27.0	27.0	27.0
	Disagree	50	43.5	43.5	70.4
	Agree	33	28.7	28.7	99.1
	Strongly Agree	1	.9	.9	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 18 examines the fact that lecturers used student centered teaching methods in all the courses. According to this table, 31 participants strongly disagree that lecturers used student centered teaching methods in all the courses, making 27.0 percent participation. 50 participants agree that the lecturers used student centered teaching methods in all the courses, making 43.5 percent participation. 33 participants agree lecturers used student centered teaching methods in all the courses., making 28.7 participation, and 01 participants strongly agreed that lecturers used student centered teaching methods in all the courses, making 0.9 percent. These culminated to 115 participants and 100 percent participation of the sample.

Table 19: During lectures, students were let to more practice than theory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	16.5	16.5	16.5
	Disagree	70	60.9	60.9	77.4
	Agree	23	20.0	20.0	97.4
	Strongly Agree	3	2.6	2.6	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 19 talks about the fact that during lectures students were let to more practice than theory. According to this table, 19 participants strongly disagree that during lectures, students were let to more practice than theory, making 16.5 percent participation. 70 participants agree that the during lectures, students were let to more practice than theory, making 60.9 percent participation. 23 participants agree during lectures, students were let to more practice than theory, making 20.0 participation, and 03 participants strongly agreed that during lectures, students were let to more practice than theory, making 2.6 percent. These culminated to 115 participants and 100 percent participation of the sample.

Table 20: Lecturers used students-teachers interaction method during lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	15.7	15.7	15.7
	Disagree	34	29.6	29.6	45.2
	Agree	56	48.7	48.7	93.9
	Strongly Agree	7	6.1	6.1	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 20 is lecturers used students-teachers interaction method during lessons. According to this table, 18 participants strongly disagree that lecturers used students-teachers interaction method during lessons, making 15.7 percent participation. 34 participants agree that the lecturers used students-teachers interaction method during lessons, making 29.6 percent participation. 56 participants agree lecturers used students-teacher's interaction method during lessons, making 48.7 participation, and 07 participants strongly agreed that lecturers used students-teacher's interaction method during lessons, making 6.1 percent. These culminated to 115 participants and 100 percent participation of the sample.

Table 21: The teaching methods used by lecturers motivated goal-orientated behaviour among us and prepared us for the jobs we are doing now

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.5	3.5	3.5
	Disagree	56	48.7	48.7	52.2
	Agree	54	47.0	47.0	99.1
	Strongly Agree	1	.9	.9	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 21 examines that fact that the teaching methods used by lecturers motivated goal-orientated behaviour among us and prepared us for the jobs we are doing now. According to this table, 4 participants strongly disagree that the teaching methods used by lecturers motivated goal-orientated behaviour among us and prepared us for the jobs we are doing now, making 3.5 percent participation. 56 participants agree that the teaching methods used by lecturers motivated goal-orientated behaviour among us and prepared us for the jobs we are doing now, making 48.7 percent participation. 54 participants agree the teaching methods used by lecturers motivated goal-orientated behaviour among us and prepared us for the jobs we are doing now, making 47.0 participation, and 01 participant strongly agreed that the teaching methods used by lecturers motivated goal-orientated behaviour among us and prepared us for the jobs we are doing now,

making 0.9 percent. These culminated to 115 participants and 100 percent participation of the sample.

Table 22: My faculty had an IT space where we did research in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	26.1	26.1	26.1
	Disagree	67	58.3	58.3	84.3
	Agree	18	15.7	15.7	100.0

Source: field data (2023)

Table 22 talks about the practice that my faculty had an IT space where we did research in school. According to this table, 30 participants strongly disagree that my faculty had an IT space where we did research in school, making 26.1 percent participation. 67 participants agree that my faculty had an IT space where we did research in school, making 58.3 percent participation. 18 participants agree that my faculty had an IT space where we did research in school, making 15.7 participation, these culminated to 115 participants and 100 percent participation of the sample.

Table 23: The lecture halls were designed to adapt to modern ICT tools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	12.2	12.2	12.2
	Disagree	62	53.9	53.9	66.1
	Agree	39	33.9	33.9	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 20 is on the item that the lecture halls were designed to adapt to modern ICT tools. According to this table, 14 participants strongly disagree that the lecture halls were designed to adapt to modern ICT tools, making 12.2 percent participation. 62 participants agree that the lecture halls were designed to adapt to modern ICT tools, making 53.9 percent participation. 39 participants agree that the lecture halls were designed to adapt to modern ICT tools, making 33.3 participation, these culminated to 115 participants and 100 percent participation of the sample.

Table 24: There were enough spaces and tools for practices in our department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	11.3	11.3	11.3
	Disagree	82	71.3	71.3	82.6
	Agree	20	17.4	17.4	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 24 talks about the fact that there were enough spaces and tools for practices in our department. According to this table, 13 participants strongly disagree that there were enough spaces and tools for practices in our department., making 11.3 percent participation. 82 participants agree that there were enough spaces and tools for practices in our department, making 71.3 percent participation. 20 participants agree that there were enough spaces and tools for practices in our department, making 17.4 participation, these culminated to 115 participants and 100 percent participation of the sample.

Table 25: There were available fields for extracurricular activities in my school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	8.7	8.7	8.7
	Disagree	72	62.6	62.6	71.3
	Agree	31	27.0	27.0	98.3
	Strongly Agree	2	1.7	1.7	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 25 shows there were available fields for extracurricular activities in my school. According to this table, 10 participants strongly disagree that there were available fields for extracurricular activities in my school, making 8.7 percent participation. 72 participants agree that there were available fields for extracurricular activities in my school, making 62.6 percent

participation. 31 participants agree that there were available fields for extracurricular activities in my school, making 27.4 participation, and 2 participants strongly agree that there were available fields for extracurricular activities in my school, making 1.7 percent. These culminated to 115 participants and 100 percent participation of the sample.

Table 26: We had well equipped, spacious and updated libraries in our school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	20.0	20.0	20.0
	Disagree	71	61.7	61.7	81.7
	Agree	20	17.4	17.4	99.1
	Strongly Agree	1	.9	.9	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 26 indicates that we had well equipped, spacious and updated libraries in our school. According to this table, 23 participants strongly disagree that we had well equipped, spacious and updated libraries in our school, making 20.0 percent participation. 71 participants agree that we had well equipped, spacious and updated libraries in our school., making 61.7 percent participation. 20 participants agree that we had well equipped, spacious and updated libraries in our school, making 17.4 participation, and 1 participant strongly agree that we had well equipped, spacious and updated libraries in our school, making 0.9 percent. These culminated to 115 participants and 100 percent participation of the sample.

Analysis of the Dependent Variable

Table 27: Well-planned curriculum influence graduates career readiness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	7.8	7.8	7.8
	Disagree	9	7.8	7.8	15.7
	Agree	50	43.5	43.5	59.1
	Strongly Agree	47	40.9	40.9	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 27 opines that well planned curriculum influence graduates career readiness. According to this table, 9 participants strongly disagree that well planned curriculum influence graduates career readiness, making 7.8 percent participation. 9 participants agree that well planned curriculum influence graduates career readiness., making 7.8 percent participation. 50 participants agree that well planned curriculum influence graduates career readiness, making 43.5 participation, and 47 participants strongly agree that well planned curriculum influence graduates career readiness, making 40.9 percent. These culminated to 115 participants and 100 percent participation of the sample.

Table 28: A planned teaching method improve graduates career readiness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	7.0	7.0	7.0
	Disagree	15	13.0	13.0	20.0
	Agree	52	45.2	45.2	65.2
	Strongly Agree	40	34.8	34.8	100.0
	Total	115	100.0	100.0	

Source: field data (2023)

Table 28 talks about the planned teaching method improve graduates career readiness. According to this table, 8 participants strongly disagree that a planned teaching method improve graduates career readiness, making 7.0 percent participation. 15 participants agree that a planned

teaching method improve graduates career readiness, making 13.0 percent participation. 52 participants agree that a planned teaching method improve graduates career readiness, making 45.2 participation, and 40 participants strongly agree that a planned teaching method improve graduates career readiness, making 34.8 percent. These culminated to 115 participants and 100 percent participation of the sample.

Table 29: Planned infrastructure can improve graduates career readiness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.3	4.3	4.3
	Disagree	8	7.0	7.0	11.3
	Agree	48	41.7	41.7	53.0
	Strongly Agree	54	47.0	47.0	100.0
	Total	115	100.0	100.0	

Source: field data (2023

Table 29 exposes the planned infrastructure can improve graduates career readiness. According to this table, 5 participants strongly disagree that planned infrastructure can improve graduates career readiness., making 4.3 percent participation. 8 participants agree that planned infrastructure can improve graduates career readiness., making 7.0 percent participation. 48 participants agree that planned infrastructure can improve graduates career readiness, making 41.7 participation, and 54 participants strongly agree that planned infrastructure can improve graduates career readiness., making 47.0 percent. These culminated to 115 participants and 100 percent participation of the sample.

VERIFICATION OF RESEARCH HYPOTHESES.

Research hypothesis 1

HR1: Curriculum have a significant impact on Graduates Career Readiness

Ha: There is a strong correlation between Curriculum and Graduates Career Readiness.

Ho: There is a weak correlation between Curriculum and Graduates Career Readiness.

Table 30: Correlations between Curriculum and Graduates Career Readiness.

			Curriculum	Graduates Career Readiness
Spearman's rho	Curriculum	Correlation Coefficient	1.000	0.515**
		Sig. (2-tailed)		0.000
		N	115	115
	Graduates Career Readiness	Correlation Coefficient	0.515**	1.000
		Sig. (2-tailed)	0.000	.
		N	115	115

The correlation table above shows the spearman's correlation value ***r*** = 0.515, which indicates a moderate correlation between Curriculum and Graduates Career Readiness. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: ***r*** = 0.515, ***P***= 0.000 ≤ 0,05. The correlation falls within the range of a strong correlation since it is moderate and moves towards 1. This permits us to confirm Ha1: There is a strong correlation between Curriculum and Graduates Career Readiness, while Ho1 is rejected. Thus, at an error margin of 5%, HR1 is confirmed. Therefore, the unsatisfying Graduates Career Readiness situation observed is strongly blamed on curriculum.

Research hypothesis 2

HR2: There is a significant relationship between Teaching Methods and Graduates Career Readiness

Ha2: There is a strong correlation between Teaching Methods and Graduates Career Readiness.

Ho2: There is a weak correlation between Teaching Methods and Graduates Career Readiness.

Table 31: Correlations between Teaching Methods and Graduates Career Readiness.

			Teaching Methods	Graduates Career Readiness
Spearman's rho	Teaching Methods	Correlation Coefficient	1.000	0.481**
		Sig. (2-tailed)		0.000
		N	115	115
	Graduates Career Readiness	Correlation Coefficient	0.481**	1.000
		Sig. (2-tailed)	0.000	
		N	115	115

The correlation table above shows the spearman's correlation value ***r*** = 0. 0.481, which indicates a moderate correlation between Teaching Methods and Graduates Career Readiness. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: ***r*** = 0.481, ***P***= 0.000 ≤ 0,05. The correlation falls within the range of a strong correlation since it's moderate and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Teaching Methods and Graduates Career Readiness, while Ho is rejected. Thus, at an error margin of 5%, HR2 is confirmed. Therefore, the disturbing Graduates Career Readiness event observed is statistically related to the way Teaching Methods was experienced.

Research hypothesis 3

HR3: There is a significant relationship between Infrastructure and Graduates Career Readiness

Ha: There is a strong correlation between Infrastructure and Graduates Career Readiness.

H0: There is a weak correlation between Infrastructure and Graduates Career Readiness.

Table 32: Correlations between Infrastructure and Graduates Career Readiness.

			Infrastructure	Graduates Career Readiness
Spearman's rho	Infrastructure	Correlation Coefficient	1.000	0.622**
		Sig. (2-tailed)		0.000
		N	115	115
	Graduates Career Readiness	Correlation Coefficient	0.622**	1.000
		Sig. (2-tailed)	0.000	
		N	115	115

The correlation table above shows the spearman's correlation value ***r*** = 0.622, which indicates a high correlation between Infrastructure and Graduates Career Readiness. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: ***r*** = 0.622, ***P***= 0.000 ≤ 0,05. The correlation falls within the range of a strong correlation since its high and moves towards 1. This permits us to confirm Ha: There is a strong correlation between Infrastructure and Graduates Career Readiness, while Ho is rejected. Thus, at an error margin of 5%, HR3 is confirmed. Therefore, the manner in which Infrastructure was handled highly predicts Graduates Career Readiness worries observed.

Table 33: Recapitulation of results.

Hypotheses	Alpha	Degree of significance	Correlation coefficient	Decision
RH_1	0.05	0.000	0.515**	H_a retained and H_o rejected
RH_2		0.000	0.481**	H_a retained and H_o rejected
RH_3		0.000	0.622**	H_a retained and H_o rejected

By conclusion, since all three specific research hypotheses have been confirmed, this confirms the main research hypothesis and the study as well. Therefore, the disturbing Graduates Career Readiness situation is strongly blamed on Educational Planning in the University of Yaounde I.

Table 34: Presentation of qualitative data

S/N	Interview questions	Interviewee's responses
1	In your opinion, how does curriculum influence graduates' careers readiness	**Lecturers A: t**hank you for that question, the program we use in teaching you students is expected to have all the skills imbedded in it. In this way, learners will acquire the skills throughout the teaching period and of course be able to do something with it, so, it is supposed to help learners to become career ready. **Lecturer B:** does your university have a curriculum, I am asking you, do you know of any? Well as it is supposed to be, the curriculum is like a dish from where we extract skills and competences and give to learners. This activity takes places throughout many years, it could be three, two or otherwise. After these years, the normal student should be able to solve all live issues, get jobs and even create jobs. But unfortunately, this idea is well known but little or nothing being done about it. **Lecturers C:** yes of course the curriculum carries everything the students needs to know to become a master of the community and solves his/her problems and community problems because the curriculum is conceived based on people interest. Honestly, many graduates from Cameroon state university will always be having problems left and right. The curriculums mostly adopted and hardly revised. But normally they students are supposed to be very well equipped, but here we are, limping and refusing to embrace change.
2	In your opinion, does pedagogy influence graduates career readiness	**Lecturers A:** Pedagogy, or call it teaching method is a strong force in the teaching learning process. The way teachers plan and teach a course determines learners understanding. Learners understand, practice and of course perform it. Al though most teachers are still very theory incline, when a teacher teaches well, and use about 70 % on for practice, students be better off. The become very ready to solve issues. **Lecturer B**: the teaching method is ideal in the educational process. The planning process must place some importance to it. Of course, the teaching method is cardinal, it helps students to understand and practice new lessons. The way new lessons are planed and presented to learners determine if they will become successful in the job market or not, so teachers should be trained again and again on how to plan a lesson and teach in a university level. **Lecturer C:** pedagogy is the act of teaching. Let me take it simply, the act of showing someone something, right? The way you show some one something or teach someone something gives that person the possibility to understand. It is the same with pedagogy. The way you teach, lead the student through a course makes them to either like iit of hate that lesson. When the teacher uses, like problem based, competency-based approach, it makes a whole lot of difference. So that is it. Thank you.

3	In your opinion, hoe dose infrastructure influence learners career readiness	**Lecturer A:** it could enhance career readiness but depending on the type of career. Listen, if it is sports, and athletics, we will be talking about the field, gymnasium, and many more. Moreover, I think, making provision for a good infrastructure like classroom could boss students learning habit and of course their career readiness. **Teacher B**: infrastructure in this context is the lecture hall, libraries, playing ground and even the workshops. If the classroom or lecturer hall or what you call the Amphi are spacious enough, well ventilated and calm, of course it will favour learning as opposed to the one with contrary features. Every learner needs some comfort, and a good place to practice so, infrastructure can improve career readiness. **Teacher C:** The restructure here has many implications and depends on different situations. However, let me start from library. The space in the library and the nature of the library can affect library users who are students. The amphi theatre the same situation and even the who campus. Very clean and well-constructed campus has different feeling. That feeling alone give the student the courage to work hard, the working spaces and even the IT space are critical in this. So if you ask me again I will say, the nature of school infrastructure enhance learning which prepares the students to become career ready upon graduation.

Source: field data (2023)

This fourth chapter of this study is titled presentation of findings. The chapter presents findings from demographic information, the independent variable, dependent variable and the correlated hypothesis,

CHAPTER FIVE:
DISCUSSION, RECOMMENDATIONS AND PROPOSALS FOR FURTHER STUDIES

This section is based on the description of each hypothesis based on findings which is backed by the views of other authors with respect to the relevant theories and the researcher's perception on the reality on ground. The findings have gained grounds based on results from research instruments.

SUMMARY OF THE FINDINGS

This study was conducted to find out the influence of educational planning on graduates career readiness in the university of Yaounde I. Four research hypotheses were drawn which help to guide this research work. After the analysis, all the four research hypotheses were validated and are presented as follows:

Specific Hypotheses

Ha_1: There is a connection between school Curriculum and graduates career readiness in the University of Yaoundé 1.

Ha_2: There is a relationship between pedagogy and graduates career readiness in the University of Yaoundé 1.

Ha_3: There is a relationship between infrastructure and graduates career readiness in the University of Yaoundé 1.

DISCUSSION OF FINDINGS ACCORDING TO THE DEMOGRAPHIC INFORMATION

During the study, it was discovered that there more female and unemployed graduates than males. According to this table, 51 participants were male, making 44.3% of the participant and 64 participants were female making 55.7%. We decided to find out why that difference and we found out that apart from the natural situation and presents more women than men in the society, most of the female suffer more unemployment than male. Moreover, the female were more ready to sacrifice few minutes on their research work than men.

On the level of education attained by graduates before leaving school. We found out that for the participants those who had masters' degree made up 80.9% of the participant and holders

of PhD degree, made up 19.1 percent. This indicated that the participants were experienced researchers and they understood the intricacies in research. Those who created time gave the best version of what they know. This strengthens the findings of the study.

We also examined the respective faculties from which the participants graduate. We found out that, 56 participants were FSE, making 48.7% of the participant and 43 participants were from FS, making 37.4%, 13 participants were from FS, making 11.3 percent, and 3 participants were from FMBS, making 2.6 percent. The representation from all faculties was a great strength to the study. The Educational planning procedure is adopted by the whole university system and the experiences are expected to be the same. The participation of all faculties enabled the researcher to affirm that the findings are representative enough.

As for employability, we also examined how many of these graduates had had something doing and how many were still wondering around. We discovered that 93 participants were unemployed, making 80.9% of the participant and 22 participants were employed, making 19.1%. This ration 93:22 presents a terrible situation in which graduates from state universities find themselves. This shows that the problem of this study is pertinent as a majority of the participants were still unemployed.

Table 35: Presentation of summary discussion of findings

Variables	**Indicators**	**Hypothesis**	**Confirmation of results:**	**Relevant theory**
Ha: There is a relationship between educational planning in the LMD system and graduates career readiness in the University	Curriculum Pedagogy Infrastructure	**Ha_1**: There is a connection between school Curriculum and graduates career readiness in the University of Yaoundé 1. **Ha_1**: There is a connection between pedagogy and graduates career readiness in	Ha retained (There is a significant relationship Ha retained (There is a significant relationship	The Human Capital Theory by Becker (1974) Cost- benefits Theory by Jean Dreze and Nicholas Stern (1982) Signal Theory by Andreas Deikmann

of Yaoundé 1.	the University of Yaoundé 1. **Ha_1**: There is a connection between infrastructure and graduates career readiness in the University of Yaoundé 1.	Ha retained (there is a significant relationship	(1899**)**

Source: Researcher (2023).

DISCUSSION OF FINDINGS ACCORDING TO HYPOTHESIS

Research objective 1: To investigate the relationship between University's curriculum in the LMD system and graduate career readiness in the University of Yaoundé 1.

Research hypothesis 1:

HR1: Curriculum have a significant impact on Graduates Career Readiness

Ha: There is a strong correlation between Curriculum and Graduates Career Readiness.

Ho: There is a weak correlation between Curriculum and Graduates Career Readiness.

After the data analysis, Ha was confirmed while Ho was rejected. According to the correlation table presented in chapter four, the spearman's correlation value $\boldsymbol{r}$ = 0.515, which indicates a moderate correlation between Curriculum planning and Graduates Career Readiness. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $\boldsymbol{r}$ = 0.515, $\boldsymbol{P}$= 0.000 ≤ 0,05. It is based on this that we accepted that there is a relationship between curriculum planning and graduates career readiness. From here we can deduce that the limping rate of graduates employment is blamed on poor curriculum planning by 51%.

This finding is significant but it does exist in isolation, it is not different from findings from earlier researchers. For instance, Adebola and Isaiah (2010) conducted another related study. The study investigated the influence of academic curriculum on the employability of accounting graduates in Nigeria. A survey research design was employed to collect data from the

sampled respondents. Findings from the study showed that academic curriculum significantly explains about .329 variability in the employability of accounting graduate in Nigeria (β= .329, P = .002 < .05). The study thus concludes that academic curriculum significantly affects the employability of accounting graduates in Nigeria. The study recommends that; academic curriculum for training accounting graduates should be improved upon towards producing future-ready accountants; while regulatory bodies, policymakers. Moreover, there is a gulf between curriculum contents and employability. The study was conducted to determine the correlation of tertiary education curriculum and graduate employability skills in Lagos State, Nigeria. A descriptive research design of correlational type was used. The population of the study was respondents (tertiary institution graduate employees) from industries in Lagos State

Findings showed that tertiary education curriculum was positively correlated with graduate. personal quality skills (r=0.627), core skills (r=0.314), and process skills (r=0.809). The study concludes that the tertiary institution curriculum and graduate employability are significantly correlated.

The theory that explains this concept in this study is the human capital theory. The learners spend time and money to acquire knowledge and become more productive. It should be noted that among those studying, many are workers who came to improve on their knowledge and skills. When they finally fail, they become less productive and disappointed. This goes a long way to disrupt the conception that the more you train the more productive and of course more income.

From the interview we also have lecturers express online with the findings. They affirm that curriculum planning also improves graduates career readiness. In line with this finding, an interviewee expresses that a *well as it is supposed to be, the curriculum is like a dish from where we extract skills and competences and give to learners. This activity takes places throughout many years, it could be three, two or otherwise. After these years, the normal student should be able to solve all live issues, get jobs and even create jobs. But unfortunately, this idea is well known but little or nothing is being done about it.* Indicating that the curriculum is not well planned where as it is supposed to transform learners into skilled workers and problems solvers. When the curriculum is not well planned, it mismatches with the job market exigencies. The graduates become disappointed, dismay and confused or what to do. Having unproductive

graduates is very detrimental to every nation. This high unemployment among graduates affects the gross domestic product, fall is living standard and dependency ratio. In todays' economy, it can be observe that the capacities that were carried out by human labour is increasingly being replaced by the use of machines as it becomes easier and faster. That's why the 21st century, according to Pink (2005), will be dominated by a different way of knowing, being, and doing, and right-brain capacities will come increasingly to the fore.

With such dispositions, it will necessitate curricular change, and the reason why Heidi Hayes Jacobs in *Curriculum 21: Essential Education for a Changing World* reported that "curriculum should not only focus on the tools necessary to develop reasoned and logical construction of new knowledge in our various fields of study, but also should aggressively cultivate culture that nurtures creativity in all our learners" (Kwek, S.H. 2011). York and Knight (2004) further point out that a needs analysis is necessary from the beginning of any educational planning, where HE providers find out the skills that make students employable and how these skills can be embedded in the curricula, to achieve desired employability

Research hypothesis II

Research objective II

- To find out the influence of pedagogy in the LMD system on graduates career readiness in the University of Yaoundé I.
- ***HR2:*** There is a significant relationship between Teaching Methods and Graduates Career Readiness
- ***Ha:*** There is a strong correlation between Teaching Methods and Graduates Career Readiness.
- ***Ho:*** There is a weak correlation between Teaching Methods and Graduates Career Readiness.

From the result presented on chapter four, we see that the Ha is confirm and Ho is rejected. This is based on the spearman rank correlation which state that the corelation value r = 0. 0.481, which indicates a moderate correlation between Teaching Methods and Graduates Career Readiness. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.481$, $P = 0.000 \leq 0{,}05$. The correlation falls within the range of a strong correlation since it's moderate and moves towards 1.

From the above scenario, we accept that the there is a significant relationship between pedagogic planning and graduates career readiness. This implies that among the various elements that influence graduates career readiness, pedagogic planning has 48 percent influence.

Although the finding is positive and significant, it does not exist in isolation. Earlier researchers have also had similar findings from different perspective and geographical location. For instance, Peggs et al (2012), consider pedagogy as an integral part of the educational policy, this is to say that a vision in policy that prioritizes graduates' employability does not work in isolation; but it involves the pedagogy of that institution in order to achieve the vision. Reeves (2004) issued the call for teachers to examine their professional practice and their impact on student achievement and transform educational accountability from "a destructive and unedifying force to a constructive and transformative force in education". In the light of student-centred accountability, a 21st century education must be tied to outcomes and proficiency in both core subject knowledge and 21st century skills that are expected and highly valued in and beyond school and also in the labour market for employability

The pressure on higher education institutions to produce graduates ready to enter national or international labour markets with the requisite transferable skills to perform graduate level jobs has never been greater. The role of higher education in supporting the knowledge economy by adhering to employability led curricula is, however, a contentious one. Countries need a highly educated and skilled population to both use and disseminate knowledge, and research centres such as universities are vital in the creation of new knowledge and the adaptation of existing knowledge to suit local, national and international demands. While education policy may be guided by national governments and their economic, social and cultural ideals, there are counter arguments to the employability agenda.

In order to meet with the 21st century expectations in the higher education sector, educators therefore need to depart from the old ideas and pedagogies of yesterday and become bold advocates to develop the sorts of learning dispositions needed for our learners and their future works as they enter the job market. This means spending less time explaining through instruction and investing more time in experimental and error-tolerant modes of engagement (Kwek, S.H. 2011).

This declaration also shears the view point of the Blue print theory which says that any educational system that plans together with the employers forecast the future needs and training will be done in that light. The educational system should equally plan with the students to get their own needs and the CBA should be practice with sustainability being part of the pedagogy. With all these done, then the school to job transition will be tackled successfully as the right persons will be graduated with the right skills to go in to the world of work which will enhance employability and reduces unemployment as stated in the problem statement.

Also, the socio-constructivist theory confirmed the results saying that the educational planners in planning the education especially the pedagogy should be structured not to be more of teacher centred but learner centred as students learn best by solving problems and being able to take decision and also focusing on the Competency Base Approach (CBA) which enhance student's employability.

Research hypothesis III

Research objective III

To examine the relationship between infrastructural facilities in the LMD system and graduates career readiness in the university of Yaoundé 1.

- ***HR3 :*** There is a significant relationship between Infrastructure and Graduates Career Readiness
- ***Ha:*** There is a strong correlation between Infrastructure and Graduates Career Readiness.
- ***H0:*** There is a weak correlation between Infrastructure and Graduates Career Readiness.

After the data was analysed, the findings showed that Ha was retained and Ho was rejected. The correlation table above shows the spearman's correlation value $r = 0.622$, which indicates a high correlation between Infrastructure and Graduates Career Readiness. This is equally based on the fact that the level of significance is 0.000 which is largely less than 0.05, (alpha) which is the standard error margin: $r = 0.622$, $P = 0.000 \leq 0{,}05$. The correlation falls within the range of a strong correlation since its high and moves towards 1. Based on the above scenario, we therefore accept that infrastructure planning significantly influences graduates career readiness in the university of Yaounde 1.

The findings demonstrate a positive correlation, however, the findings do not exist in isolation. From our review, other earlier researchers have conducted related studies from different geographical locations and from different perspectives and they share similar findings with that of this study. For instance, Kapur, (2019). According to him. in not only schools, but in higher educational institutions as well, infrastructure development is an important aspect that needs to be taken into account. The term infrastructure is comprehensive and there are number of aspects that are included in it. These include, playgrounds, library facilities, laboratories, computer centres, technology, machinery, tools, equipment and so forth. Wunti, Umar and Clement (2017), in another study examined the impact school facilities have on academic achievement of students in Senior Secondary Schools in Bauchi State Nigeria. Major research finding of the study did not find statistically significant relationship in the areas of school plant and facilities and students‟ academic achievement as measured by the TLEA at 0.05 levels. The researcher's recommendations based upon this study include the followings: educational administrators, planners and other stake-holders should supplement the government effort by maintaining the school facilities. Ngimba and Mwila (2022). The study sought to investigate how infrastructural challenges influence graduates' employability.

The theory that best explains this objective is the ssignalling theory. This theory has been been in use in Cameroon since 2006, thanks to the creation of the FIDES organ in the NEF over the republic. This organ under the National Employment fund has been at work though slow in actions, creating a linkage with common interest amongst related enterprises and associations in Cameroon. It explains that the amount invested in constructing schools by the state, the amount invested by individuals to acquire competences determines how productive the learner will become. This signal is very important for both the learner and the employers.

Soobrayan (2012) outlined in his introduction to an article "Guideline Relating to Public Schools Infrastructure" That the quality of school buildings is critically important in the drive for improving education. Good quality facilities provide teachers and students with supportive environments that are responsive to their changing needs and could make a real difference to learning and teaching. Successful teaching and learning depend on the availability of crucial resources such as learning materials and a conducive teaching and learning environment. He also developed and advance guideline for infrastructure planning of architectural design specifications

which responds to the needs of the education system ranging from teaching space defined following a detailed analysis of learner's enrolment projections, subject matter and learning areas, which constitutes the curricular of the different level of the system, specific activities to be conducted in different subjects ; divers co-curricular activities, IT space with access to constant internet connection, libraries, laboratories and adequate classrooms.

DIFFICULTIES ENCOUNTER

- Most of the challenges encountered during this study was to have lecturers and administrators for interview. They were always too busy for any such activity. The struggle to meet them took more time than expected
- We also encountered issues with documentation on the concepts in Cameroonian context the endless protocol to have official documents from the ministry of higher education was another hard knot to untie. It literally took four months but no sufficient documents were gotten.

RECOMMENDATIONS

All stakeholders (HE, administration, curriculum designers, and students) should be consulted before designing curricula, in order to embed the needs of all stakeholders while monitoring the evolving employability attributes and skills as dictated by the changing patterns in Labour market needs and trends to align them with higher education curricula.

We recommend sanitary infrastructure or the general insalubrity of the classrooms. We need to invest twice as much and rationally into the construction of laboratories, and the acquisition of books.

Moreover, we also recommend that during strategic planning, all the elements and process in the system should be planned, for example the curriculum, the pedagogy and the infrastructure should be planned and well implemented, since it influences who graduates become.

The ministry of Higher education and curriculum planners should work in close collaboration with the ministry of Employment and Vocational Training as to ensure a smooth graduate's employability as they will be fed with the right skills the employers need or expects from their employees which will then be fitted in the curriculum by the curriculum planners.

The higher institutions should create a unit or team of professionals to support the teaching of employability skills. This unit could organize and manage the activities to provide students with employability skills, such as industrial training, in a more systematic way and many others skills as listed in the chapter two. The unit should also be responsible for mediation in bridging the relationship between the student and the industry or employer in the local area.

MORE USE OF MODERN MEDIA AND TECHNOLOGIES AND METHODOLOGIES Curriculums for teaching and learning (the content) will be more attractive if a special session or semester is held for students to conduct practical training which boast their morals. Teachers and educators should also create activities and a learning environment that prepares students for the real working world and teach with facts which the students can see and not imagining a world that do not exist. These steps are important to promote a positive self-concept in students in order to produce people who will be trusted by the government and the idea of importing experts might be reduced to a minimal.

Proposals for further studies

Another study could be conducted on the same problem but from a different state university in Cameroon

Another research could be conducted on student's career readiness on technical secondary schools in Cameroon.

Also, a comparative study could as well be done on the planning system of state-owned universities and private or mission universities so as to be assure of what is not there and what needs to be added and also, different theories could as well be used like the Goal theory of Locke and Latham (1968) and the theory of Change by Kurt Lewin (1890-1947).

GENERAL CONCLUSION

This study holds on a pertinent issue that holds the youth's hostage and impede the development in most African countries. Majority of African countries are face with graduates' unemployment. The issue has escalated to affect the country gross domestic product and even the living standard. From the analysis, it demonstrates that many graduates are not employed because they lack the request skills that make them employable. Considering the Cameroon situation with the recent LMD system, this situation is a demonstration that the LMD system is properly a good system but not well applicable in Cameroon. In 2008, the Cameroon government adopted the License- Masters. Doctorate (LMD) system of education form the Bologna process and applied in the Cameroon higher education. According to Hamid and Amar (2011), The LMD system was designed and implemented to maximize students' chances of success. This new system entails a redesign of the system, a new plan that works for the new system. It is however accepted that in education as well as any other organization that wishes to succeed, there must be a system put in place that serves as a roadmap to the operations in the system. Planning involves dealing on aims and objectives, selecting the correct strategies and program to achieve the aims, determining and allocating the resources required and ensuring that plans are communicated to all concerned. Plans are statement of things to be done and the sequence and timing in which they should be done in order to achieve a given end. There are two basic kinds of planning: strategic and operational.

Moreover, the findings of this study also show limitation in the planning system the state imposes on Cameron universities. According to MINESUP, the best planning that all universities should use is strategic planning and this planning is top bottom instead of bottom up. They plans are beautiful from the MESO but several challenges impede it peaceful and effective implementation. This study therefore has better grounds to make the above recommendations. If put into practice, more learners will gain career readiness skills.

Overall, this study illustrates that graduate's employability and the skills needed are still on a verge of rising as most of the respondents answered unemployed. This is because these skills needed for employment are vital for their future thus, it has to be improved. Thus, the implementation and development of employability skills in the vocational curriculum in the higher education should be widely practiced.

The findings also show that factors such as curriculum, higher education pedagogy and infrastructure are associated with graduate's employability. Thus, the government, educators and planners, and parents need to realize the importance of these variables that can booster the performance of students as they enter the workforce. However, there are also other factors that may contribute to the formation of graduate's employability which this study could not have explore but give the chances for other study to continue from there. Therefore, educational institutions must take certain steps such as reviewing, planning, and implementing strategies for improving and developing the employability skills of their students before graduating them to face the realities of life.

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APPENDIX

APPENDIX I: RESEARCH TOOLS

RÉPUBLIQUE DU CAMEROUN
PAIX-TRAVAIL-PATRIE
****
UNIVERSITÉ DE YAOUNDE I
****
FACULTÉ DES SCIENCES DE L'EDUCATION
****
DÉPARTEMENT DE CURRICULA ET EVALUATION
****

REPUBLIC OF CAMEROON
PEACE-WORK-FATHERLAND
****
THE UNIVERSITY OF YAOUNDE I
****
FACULTY OF EDUCATION
****
DEPARTMENT OF CURRICULUM AND EVALUATION
****

Questionnaire for University of Yaounde 1 Graduates

SECTION A: GENERAL INFORMATION

Dear Respondent,

I am a master's student from faculty of Education of the University of Yaoundé 1, I am conducting research on Planning in the LMD System and Graduates Career Readiness in the University of Yaoundé I. The answers you provide will be used strictly for this master's research and your privacy will be highly protected**.** Thanks for your participation

Informant's information

Instructions: ***kindly place a tick (√) on the box that best describes your opinion.***

1. Gender: Male ☐ Female ☐
2. Level of education: Masters ☐ PhD ☐
3. Department: FSE ☐ FS ,☐ FALSH ☐ FMBS ☐
4. Employability: Employed☐ Unemployed ☐

Instruction: Tick **(√)** in one of the boxes labeled (**A, SA, D, SD, N)** that best suits your opinion

KEY: A=Agree, SA= strongly agree, D=disagree, SD= strongly disagree.

SN	SECTION B: Curriculum	SD	D	A	SA
5	The planned curriculum ensured courses had well designed skill-based content				
6	Each of my courses had objectives and vision in line with 21st C. job market exigencies				
7	The curriculum was planned following our level, ages and career focused				
8	Our curriculum was evaluated every two years to update its relevance to the job market.				
9	The planned curriculum covered the norms, values, moralities needed in the society				
	SECTION C: Teaching Methods	**SD**	**D**	**A**	**SA**
10	Lecturers used student centered teaching methods in all the courses				
11	During lectures, students were let to more practice than theory				
12	Lecturers used students-teachers interaction method during lessons				
13	The teaching methods used by lecturers motivated goal-orientated behaviour among us and prepared us for the jobs we are doing now				
14	Lectures used different approaches on different topics				
	SECTION C: Infrastructure	**SD**	**D**	**A**	**SA**
15	My faculty had an IT space where we did research in school				
16	The lecture halls were designed to adapt to modern ICT tools				
17	There were enough spaces and tools for practices in our department				
18	There were available fields for extracurricular activities in my school				
19	We had well equipped, spacious and updated libraries in our school				
	SECTION D: Graduates career readiness	**SD**	**D**	**A**	**SA**
20	Well planned curriculum influence graduates career readiness				
21	A planned teaching method improve graduates career readiness				

22	Planned infrastructure can improve graduates career readiness				
23	Project based learning enhance career readiness				
24	Competence based content increases graduates competences				

Thanks for your collaboration

RÉPUBLIQUE DU CAMEROUN
PAIX-TRAVAIL-PATRIE
****
UNIVERSITÉ DE YAOUNDE I
****
FACULTÉ DES SCIENCES DE L'EDUCATION
****
DÉPARTEMENT DE CURRICULA ET EVALUATION
******

REPUBLIC OF CAMEROON
PEACE-WORK-FATHERLAND
****
THE UNIVERSITY OF YAOUNDE I
****
FACULTY OF EDUCATION
****
DEPARTMENT OF CURRICULUM AND EVALUATION
******

SECTION A: GENERAL INFORMATION

Dear Respondent,

I am a master's student from faculty of Education of the University of Yaoundé 1, I am conducting research on Planning in the LMD System and Graduates Career Readiness in the University of Yaoundé I. The answers you provide will be used strictly for this master's research and your privacy will be highly protected**.** Thanks for your participation

PREAMBLE: Permission to record, copyright waver

SECTIOM B: QUESTIONS

1- In your opinion, how does curriculum planning influence graduates career readiness in the University of Yaounde1

- In terms of curriculum Content
- In terms of graduates Skill based
- **I**n terms of it set objectives

2- In your opinion, how does pedagogic planning influence graduates career readiness in the university of Yaounde 1.

- In terms of Practice / student center
- In terms of Project based
- In terms of CBA.

3- In your opinion, how does infrastructure planning influence graduates career readiness in the Univeristy of Yaounde1.

- In terms of equiped Library.
- In terms of IT space.
- In terms of spacious lecture halls

THANKS FOR YOUR COLLABORATION

Table 3.1

Table for Determining Sample Size of a Known Population

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

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Source: Krejcie & Morgan, 1970

COMMUNAUTE URBAINE DE YAOUNDE
COMMUNES DE YAOUNDE
Echelle: 1/10 000
Direction des Services Techniques
Cellule de Développement Urbain
Juin 2007
YAOUNDE 1
YAOUNDE 2
YAOUNDE 3
YAOUNDE 4
YAOUNDE 5
YAOUNDE 6
YAOUNDE 7
NKOLONDOM
NYOM
OLEMBE
EMANA
OKOLO
NKOL - BONG
ETOUDI
MONT FEBE
NDINDAN
LEBOUDI I
LEBOUDI II
MBALLA III
NGOULMEKONG
MBANKOLO
EKOUDOU
MBALLA II
MVOG - EBANDA
NTOUGOU
BASTOS
MBALLA I
NKOLAFEME
MESSA
MFANDENA
NKOLM - AYAT
NKOM - KANA
NKOL - ETON
MADAGASCAR
ETOA - MEKI
NKOL - EBOGO
OYOM - ABANG
CITE VERTE
BRIQUETERIE
KON
NKOL FOULO
MINKOAMEYOS
GRAND MESSA
ESSOS
MIMBOMAN II
NKOL - BIKOK
MIMBOMAN III
CARTIER
MIMBOMAN I
CENTRE
MVOG - ADA
EMOMBO
MIMBOMAN IV
MVOG - BETSI
OBILI
NKOL - NDONGO
NKOLO
NGOA - EKELE
ETAM - BAFIA
NTUI - ESSO
MVOG
BITENG
BITOTO
ETOUG - EBE
MFOUNDASSI
MVOLYE
NKOMO
NDAMVOUT
BIYEM - ASSI
NSIMEYONG
AWAE
MENDONG
NKOL - MBENDA
ANGASSI
MVAN
EKOUMDOUM
OBOBOGO
NKOL - NKIE
METUI
SIMBOCK
MBOG - ABANG
AHALA
ODZA
MESSAME - NDONGO
ABOME
MEKAK
MEYO
MINKAN
AFANOYOA I
AFANOYOA II
AFANOYOA III
NKOLNE
MEKOUMBOU
NKOLMESENG I
MBALIG
NGOULMEKONG
NKONGHIYAM
LEGENDE
Limite des quartiers
Lacs
Communes d'arrondissements
YAOUNDE 1
YAOUNDE 2
YAOUNDE 3
YAOUNDE 4
YAOUNDE 5
YAOUNDE 6
YAOUNDE 7

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