THE EFFECTS OF EDUCATIONAL FORECASTING ON GRADUATE'S EMPLOYABILITY IN SOME SELECTED HIGHER PROFESSIONAL INSTITUTIONS IN YAOUNDE IV SUBDIVISION.

A dissertation submitted and defended on the 26th July 2023 in fulfilment of the requirements for the award of a master's degree in Education.

*Option; **Educational Management***

*Specialty; **Planning Educational Systems***

By

MANU UMARU

Bachelor's Degree in Economics and Management.

Registration number **20V3593**

Jury

Rank	Names and grade	Universities
President	AYINA BOUNI Jean Paul, MC	UY I, ENS
Supervisor	MAINGARI Daouda, Pr	UY I, FSE
Examiner	SHAÏBOU Abdoulaï HAJI, CC	UY I, FSE

DEDICATION

This dissertation is dedicated to my mother for her unlimited prayer and wishes.

DECLARATION

I declare that this master dissertation on "the effects of educational forecasting on graduate employability in some selected higher professional institutions in Yaoundé IV subdivision". Is an original work done by me Under the supervision of professor MAINGARI Daouda the Head of Department of CEV, faculty of education, university of Yaoundé 1.

MANU Umaru.

CERTIFICATION

This is to certify that this research work on the effects of educational forecasting on graduate's employability in some selected higher professional institutions in Yaoundé IV subdivision was carried out by Manu Umaru; with matriculation number 20V3593.

Supervisor professor **MAINGARI** Daouda

Date June 2023.

Sig;

ACKNOWLEDGEMENT

Many people contributed to the fruitful realization of this work, as it is impossible to acknowledge all of them in this work.

It is with respect and immense gratitude that I acknowledge the support of my supervisor Professor Maingari Daouda. His important collaboration has been an enormous help in this research. He is always available and does not mount pressure on researcher. Without his guidance and idea, this work would have never been possible.

My sincere gratitude equally goes to Dr Abdoulai SHAIBOU for his continue assistance to all the students in the faculty of Education. The students of this faculty forever remains grateful having such a caring person.

I am indebted to my mother who is the most important person in my life. A special thanks to her because she always belief in me and accompany me with prayer.

Special thanks to all the lecturers of the various departments in the Faculty of Education more especially to those in the department of educational management, University of Yaoundé 1. The knowledge imparted in me through different courses they taught.

Great thanks go to all my classmates. Special thanks to Miss Sonia Djientcheu, Mr. Jonas and Mr Abua Linus my reading group members for their enormous contributions to this work.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATION

ILO: international Labor Organization.

SPSS: Statistical Package for the Social Sciences.

ICT :   Information et Communication   Technologie.

ISPA :   Institute Superior Polytechnique les Armandis

IBISMA :   Institute Bilingue International de la Science et Gestion

ISSAM :   Institute Superior de Sciences, Arts et Métrer

UIBB :   Université Institute le Bon Berger

VIF: Variance Inflation Factor

H.E: Higher Education

CDL: Career Development Learning

GDP: Gross Domestic Products

xii

ABSTRACT

The study titled the effects of educational forecasting on graduates employability, in some selected high professional institutions in Yaoundé IV subdivision. Most of the graduates are job seekers instead of job creators despite all the government efforts. The main objective of this work is to investigate the effects of educational forecasting on graduate's employability. For this reason, the researcher posed one general research question. What is the effect of educational forecasting on graduate employability? From which the main hypothesis was constructed. Educational forecasting does not affect a graduate's employability. The population of this study consisted of the students in some selected higher professional institutions in Yaoundé IV subdivision. A sample of 333 graduates was selected. This was done using convenient sampling and a sample size calculator at 95% confidence level. Questionnaire was used for data collection. The data collected was analyzed using SPSS version 20. ANOVA was used in testing the hypothesis. From the analysis, we concluded that there is significant relationship between educational forecasting and graduates employability. Recommendation was made at the level of the government and graduates.

The key words include: ***forecasting, educational forecasting, graduate, employability, and graduate's employability.***

RESUME

L'étude a intitulé les effets de la prévision scolaire sur l'employabilité des diplômés, dans quelques établissements d'enseignement supérieur sélectés de l'arrondissement de Yaoundé IV. La plupart des diplômés sont des demandeurs d'emploi plutôt que des créateurs d'emplois malgré tous les efforts du gouvernement. L'objectif principal de ce travail est d'étudier les effets de la prévision scolaire sur l'employabilité des diplômés. Pour cette raison, le chercheur a posé une question de recherche générale. Quel est l'effet de la prospective scolaire sur l'employabilité des diplômés ? D'où l'hypothèse principale a été construite. Les prévisions scolaires n'affectent pas l'employabilité d'un diplômé. La population de cette étude était composée des étudiants (333) de certaines institutions professionnelles supérieures sélectionnées dans la subdivision de Yaoundé IV. Un échantillon de 333 diplômés a été sélectionné. Cela a été fait à l'aide d'un échantillonnage pratique et d'un calculateur de taille d'échantillon à un niveau de confiance de 95 %. Le questionnaire a été utilisé pour la collecte des données. Les données recueillies ont été analysées à l'aide de SPSS version 20. L'ANOVA a été utilisée pour tester l'hypothèse. De l'analyse, nous avons conclu qu'il existe une relation significative entre les prévisions d'éducation et l'employabilité des diplômés. Une recommandation a été faite au niveau du gouvernement et des diplômés.

*Les mots clés incluent : **prévision, prévision de l'éducation, diplômé, employabilité et employabilité du diplômé.***

CHAPTER ONE

INTRODUCTION

Unemployment is a global problem and fastest growing social ill that is affecting almost every nation in one way or the other. Youths of every nation are first victim of this problem with graduates been the first-class victims. In Africa as a whole and Cameroon in particular, the number of graduates increases at increasing rate while job availability increases at a decreasing rate. This explain why graduates are unable to get a job. They are faced with lot of challenges. A good number are able to meet with their daily needs. They are doing odd jobs for living if any as they have no choice.

Background of the study

Cameroon like many other African countries invested heavily in higher education immediately after independence in the 1960s. At this time, the country desperately needed graduates from universities to occupy positions in both public service, government corporations and formal private sector. By 1962 A-university degree then was an automatic door opener into the labor market as the graduates were guaranteed employment and immediately absorbed into the public and formal private sector upon graduation. At this time graduates employability was not a question for concern. As such the period between the 1960s and mid-1980s was therefore called '20-year golden age' in Cameroon (Zamo-Akono & Nanfosso 2013).

During this period, the country registered tremendous economic growth and university graduates could secure 'decent jobs'. The striving development programs put in place by the government enabled the creation of employment opportunities in the public sector and state-owned enterprises the strong post-independence economy and a relatively few number of university graduates then meant that all fields of studies had something to offers to the labor market. There was a promising future for all graduates. However, the positive story changed from 1986 when economy of Cameroon was ruined by a serious economic crisis. The crisis coupled with implementation of neo-liberal policies such as Structural Adjustment Programs (SAP) of World Bank and International Monetary Fund (IMF) affected the largest source of employment in the public sector in most African countries including Cameroon according to (Geo.Jaja & Mangum 2001).

In addition to the economic down turn, increase in population of youths leaving secondary school, graduate enrollment and other factors has brought great distortions in the graduate labor market. We

also observe that labor market condition and other external factors are something that higher education curriculum, as employability developer cannot influence. The graduates are made aware of them. Employability is a word that is derived from employment and ability. Higher Education may be able to influence the ability only which refers to personal skills and competence but have no control over employment aspect that depend on many other factors including demand for labour.

Upon graduation, graduates wander the street year in year out in search of jobs without finding any job corresponding to their field of study and out of desperation and frustration they are forced to accept any job available. We can assumed that individuals chooses a particular field of education with the expectation of working in an occupation related to that field. Given the importance of higher education, one will expect that individuals who possess university degrees (especially those who are able reach up to master's degree and beyond) should be able to secure decent jobs in the labor market. The job market seem to require different skills. Country to the skills acquires in school.

According to United Nations Educational, Scientific and Cultural Organization (UNESCO) (2015) young people after finishing formal education should be able to subsequently make successful transition from school to work with the skills and knowledge they acquired. However, this linear relationship between education and graduate employability success in Cameroon is a far from the reality. Instead of picking up decent and career-oriented jobs, university graduates in Cameroon roam the street and various offices several years after graduation in search of unavailable jobs, frustration and desperation make them to accept jobs that do not match their level of education and knowledge in order to meet up with their survival needs. Ntemngweh Prisca (2016). Which is another open gate for research for skills mismatch.

According to Ntemngweh Prisca (2016), the situation is more acute with graduates from the fields of humanities. Many students spend long and costly years studying subjects like Geography, History, Philosophy, literature and other humanities related subjects only to discover upon graduation that no one has use for the knowledge they have acquired. Confounded with this situation, the graduates often go for any kind of available job that often might not be decent or related to their fields of study but ensures survival. We also discover that the Cameroon government is very much aware about that as one of state minister over a television interview once said "You send your child to secondary

school to study history, geography who will go and bring degree in modern letters, where do you expect the child to work?"

From Prisca investigation and minister respond it shows that the curriculum content, educational policy forecasting by the stakeholders is questionable. The fact that graduates skills are not marketable rooted from curriculum and the policy. Research on graduate employability outcomes show that the job situation of graduates in humanities like history, Geography, philosophy and other related subjects are unfavorable compared to that of other disciplines like sciences and medical fields Prisca (2016) and many others. From the onset, these graduates prepared and geared towards public sector employment need further training to acquire a new job. This explain the existence of competitive entrance examinations in Cameroon. Due to the economic squeeze in public sector, corruption, administrative bottleneck employment opportunity is very slim. In most African countries in general and Cameroon in particular in the mid-80s, university graduates especially those of humanities than those from other disciplines are facing difficulties integrating themselves in the labour market (Zamo-Akono & Nanfosso 2013).

Yet, available Labour market statistics in Cameroon shows low unemployment rate in the Cameroonian labour market according to Cameroon Unemployment Rate (1991 – 2022). Cameroon unemployment rate 2020 was 3.62%. From these statistics, one may insinuate a situation of full employment implying that very few people are unemployed. The question here is what could be Cameroon definition of unemployment? This raises concern about the quality of job secured by individuals especially the educated ones. Cameroon government in most policy platforms such as the Growth and Employment Strategy Paper (GESP) and the Poverty Reduction Strategy Paper (PRSP) has place much emphasis on job creation (IMF 2010).

These policies have focused on devising strategies to increase the number of jobs created or setting out goals to create a certain number of jobs within a defined period. Little attention has been paid to the quality of the jobs created, that is, how these jobs match the skills and knowledge possessed by the labour force. It should be noted that not everyone working is fully employed. Some graduates have part time job while some are not employed. The self-employed ones are either motorbike riders, hackers and so on. Very few obtain job as compare to statistics. Graduate's employability is a global phenomenon and a serious problem especially in the less developed countries and Cameroon in

particular notably in securing a job. This issue has contributed to the rising unemployment in the country which stands at 3, 63 % at the end of 2021, according to Economics global macro model and analyst. Graduates employability have been caused by many factors such as the different between skills acquired in class and what is been expected in the job market (Baker & Henson 2010) This implies that universities teach mostly theoretical with hardly any practice, which can be very detrimental to the 21st century graduates in the knowledge economy. (Teneng Patience Penn, 2006)

In Cameroon, graduates unemployment can also be associated with the fragility of the economy and constantly increasing youthful population, the prognostication of the field of study during the early stage of education (secondary school) amongst others. According to researchers, Education is a lamplight, which means those who are educated are in a better place to get a job than those who are not educated under normal circumstances. Education also increase the intensity of job search as well as effectiveness, performance hence increase output of the firms.

Each job in the labor market require a particular skill. Little or no job is done using general knowledge. For this reason, forecasting rightly in education is very import and need to be put in place at all level of education. It is therefore important for higher education institution equip their graduates with employability skills (Wittekind & al 2010). In the 21st century higher education especially in the less developed countries, are expected to produce human capital with useful capacities skills to meet rapidly changing technology needed in the job market Foray & Lundval (1996). According to Teneng Patience Penn (2016), The global Higher Education and Labor Market are pre occupied with the concepts of graduate's employability in recent years. Also. Harvey (2004) defines employability in its core sense as the acquisition of attributes (knowledge, skills and ability) that make graduates more successful in their chosen occupation (whether paid or not). There is a very clear evidence that post-modern society have left their foot prints on the labor market, creating a metamorphosis in the nature of work and the way in which the individuals approach their careers organization are responding to swift technological changes, increased demand and globalization by implementing work structure that support adaptability and flexibility. (Van Dam 2004).The responsibility lies with the individual to managed and develop his or her career and it is important that individuals knows what their career needs are.

As to what concerns the relationship between education and graduate's employability, it is clear from changing, technology that the skills needed in the job market is dynamic. Therefore, forecasting needed at the early stage in education is highly recommended. The series to be studied in secondary school as well as the faculty in the university, should have a link with what the labor market need so that the skills acquired can be useful as such unemployment may be reduced.

Justification of the study

With the increasing number of graduates and resources devoted by the government and privates higher institutions on the one hand and persistent graduate unemployment on the other hand, there is need for studies which examine the effects of educational forecasting on graduate's employability in Cameroon universities and higher institutions. While a significant body of literature exists on employability especially in the developed countries, more is needed in developing countries. There has been some research works on graduate's employability and the issue of youth unemployment in general with the focus on the causes and consequences of open unemployment. Ekane (2010), Cameroon Youths and Students Forum for Peace (CAMYOSFOP) 2014, Mbah (2014). Some research carried out on returns to education in Cameroon (Amin and Awung 2005) among others.

However, there have been some studies on understanding the actual employment situation of university graduates. That is, one that is empirically grounded on the lived experiences of graduates who are unable to secure jobs with their university degrees or any diplomas and in their field of study. This therefore necessitated research on the effects of educational forecasting on graduate's employability in the higher institutions with focus on those who will soon find themselves in the fields to look for job. The choice of the higher institutions in Yaoundé IV subdivision as the study area was because it is accessible by the researcher and less costly also in term of data collection. It is also one of the major areas in the city, with many higher institutions, where many graduates can be easily found. Therefore, access to the graduates whom this study relied on for data collection is easy in this area.

Statement of problem

Graduates from the universities and higher institution in Cameroon are faced with many difficulties to be integrated in to the labor market. Unemployment in general has been a serious problem and the government is putting in a lot of effort to reduce this social ill as much as possible. In many years H.E in Cameroon have witness several reforms. The main aim of these reforms is to dress the issue of graduate's employability. Article 4.1 of 1998 law in its section 2, states that education is to develop creativity, a sense of initiative and a spirit of enterprise in learners. Despite all these, according to ILO data in 2020 unemployment among graduates stands at 5.73%. This has been a serious problem since years back. For example, in 2006 according to sector wide Approach only 37% of the graduates from H.E are conveniently employed.

Graduates from the universities in Cameroon have result to fear, frustration and distress instead of social satisfaction of the society Fonken, (2016). This have led to several implications on economics costs, which involve; Reduction in GDP of any Nation, reduction in economic welfare, reduction in output, brain drain. Moreover, with high unemployment rate among graduates result to personal and social costs. These costs include; hardship and poverty, debts, homelessness and housing stress, family tension, boredom, crime wave of all types. All these weakening the work skills and health resulting to social unrest, killing destruction of public and private resources.

From the perspective of human capital theory of Beaker (1994), universities and Higher Institutions are seen as the means of providing higher level of knowledge and skills within the population. However, for such to be realized there is need for good educational policy, proper curriculum content, adequate modern infrastructures and modern technology.The Cameroon government and private sectors did not relent the effort to fight graduates or youths unemployment. The government fight unemployment in many ways. This include competitive entrance examinations launched every year, The government created full ministry of Employment and vocational training (MINEFOP).The creation of National Employment Funds to assist graduates and others with information concerning jobs opportunities. This is operating under MINEFOP. The government grand subsidies to private sectors to encourage employment opportunities among others. Despites the effort put in place by the government and privates sectors to reduce unemployment, Graduates from the colleges and the universities are Jobs seekers instead of jobs Creator. From this reasoning, it means there is a problem somewhere

Research questions

Principal research question

A) What is the effect of educational forecasting on graduate employability?

Specific Research Questions

a)   To what extend does educational policy influence graduates employability?

b)   To what extent does the curriculum content influence graduates employability?

c)   What role does modern infrastructure play in graduate employability?

d)   In what way does modern technology influence graduate employability?

Objectives of the study

Main objective

   A.) To investigate the effects of educational forecasting on graduate's employability.

Specific objectives

a) To evaluate the extent of educational policy influence on graduate's employability.

b) To investigate the influence of the curriculum content on graduate's employability.

c) To assess the role of modern infrastructure in graduate's employability.

d) To analyze the influence of modern technology on graduate's employability.

Hypothesis

Main hypothesis

Ho: Educational forecasting does not affect a graduate's employability.

Specific Hypotheses

H_1: educational policy does not have an effect on graduate's employability.

H_2: curriculum content does not influence graduates employability.

H_3: modern infrastructure does not play a role on graduate's employability.

h_4: modern technology does not influence graduates employability.

The key terms

Education, forecasting, educational forecasting, graduate, employability, graduate's employability

Definition of key terms

Education:

Is the process of receiving or given systematic instruction, especially at school or university (oxford languages). According to Aristotle is the process of training man to fulfill his aim by exercising all the faculties fully as a member of society. According to h. Mahmud yunus, education efforts that are deliberately chosen to influence and assist children with the aim of improving knowledge, physical and morals that gradually deliver the child to the highest goal. Therefor this work adapts the definition of Prof H. Mahmud Yunus of education**.**

Forecasting

It simply means predict or estimate future events or trends according to Oxford Languages. Forecasting is a technique of predicting the future, based on the results of previous data. Therefore, this study will use both historic and current data to analyses the effects of education forecasting on graduates employability.

Educational forecasting

It implies transformation of educational system, changing number of parameters, qualitative features of former components, connections between them and their balance. Forecasting in education is intended to provide positive balance dynamics of regional educational programs development.

Graduate

This is a person who successfully completes an academic degree, course of training or high school according to English dictionary. Using the above definition, this work admit that a graduate is a person who has receive at least an advance level or diploma on completing a course of study in the university. Defining the term graduate is debatable. To many the word graduate is used to denote anyone who has completed some form of tertiary education. Kouh (2013). For example, Pauw et al. (2008) define graduates as individuals with any form of post matriculation qualification or tertiary diploma or certificate. According to Albeker and Storme (2013), this broad definition of graduates

can be misleading because it does not bring out significant differences in labour market outcomes for people with different kinds of tertiary education. This study uses Broekhuizen & Van der Berg (2012) definition of a graduate. According to them, a graduate refers to an individual who is a holder of a university degree, which includes bachelor's degree or higher education qualifications Masters and Doctorate degrees. To them all other individuals with tertiary education outside the university, that is, holders of diplomas or other post-secondary certificates are referred to as diplomats. However, the broad definition of graduate in their study includes holders of bachelor's degree,

Employability

A quality of being suitable for paid work. The best synonym for employability in this work is marketable. In this work we can use marketable in the place of employability. It is a set of achievements, skills, understanding and personal attributes that makes graduates more likely to gain employment and successful in their chosen occupations which benefits themselves, the workforce, the community and economy.

Limitations of the study

Geographical limitation

It is sometime called territorial limit, which can be used to exclude claims relating to work carried out in certain location.Geographically this study is limited within Yaoundé IV subdivision, which include Mvog Mbi, Mimboman, Kondengui, Ekounou, Awae and Odza. Yaoundé IV

Theoretical limitation

Theoretically, this study is limited to human theories taken the human capital theory as the main theory that will be used for the analysis boundaryless career theory, curriculum theory and some others were also observed.

Demographic limitation

Demographically, this study based on the students of any four higher institutions in Yaoundé IV Sub Division. Selected from any of the quarter that constitute the Yaoundé IV Sub Division. These are HND holders or trying to obtain their HND and face the job market with sell the skills acquired in the classroom.

CHAPTER TWO:

LITERATURE REVIEW

Graduates employability can be defined as the compilation of series of soft and hard skills and the ability that a graduate can obtain to achieve and meet durable job requirement and to succeed in his or her career.Between 2005 to 2021 "Education and training" journal in Scopus has published more than 99 articles about the term "Graduates employability". Aniss Moumen and Nezha Mejjad (2021). We found that authors utilized quantitative, qualitative, mixed and experiment methodology to address the problem related to graduates employability. We identify three famous conceptual frameworks to graduate employability. The graduate employability (1), the career EDGE model (2), and the career management model (3).

The graduate employability model. Employability model is useful analytical framework for studying the ever-changing relationship between higher education and job market Minjun Tong and Tianyue GAO (2022). According to these authors; we discover that the employability of business English graduates was multi-dimensional with three dimensions such as professional knowledge, generic competencies and career management. These three dimensions is divided in ten sub-dimensions. We have language skills, foreign trade competencies, computer and internet application skills, learning and development, personal traits, social skills, thinking ability, work ethics, career identity and planning and service awareness. However, in this model we find out that employers mention a common problem that many graduates are not competent for jobs after graduation because they cannot combine the theoretical knowledge with practical operation of the job. Therefor in order to get and keep a job in this changing market, individuals need professional competencies to help them manage their career. Heijde and Van Der Heijden (2006).

The career EDGE model

Fifteen years ago career EDGE model of graduate employability was published in the journal Education + training by Dacre Pool & Sewell, (2007). In this 21st century, H. E. has experienced rapid change, as H.E is more focused on students experience by ensuring that students have access to job opportunity that help them during and after the university life. Career EDGE model look at employability as something the individual can developed and improve, feel positive empowering and optimistic. However, labor market condition and other external factors are something that higher

education curriculum, as employability developer cannot influence. The graduates are made aware of them.

Employability is a word that is derived from employment and ability. HE may be able to influence the ability only which refers to personal skills and competence but have no control over employment aspect that depend on many other factors including demand for labor. Having this in mind, curriculum developers have to think out of the narrow sense to a broader sense in order to come out with more professionalized contents. Hence, it's time to revisit career EDGE model. This model is also important especially in this digitalization period. Students need support with presenting themselves in digital space such as LinkedIn and other social media and preparing for modern day selection processes such as video interviews and so on. CDL activities can also help students to explore important aspects of future career such as the increasing use of artificial intelligence in work place and important of working in sustainable ways.

In order to gain and develop experience graduates need voluntary work which help students to develop many generic skills such as ability to communicate with different people, team work and problem solving. According to this model Self-efficacy, self-esteem and self-confidence are important aspects of employability. Employability is not possible without reflection and evaluation on CDL, working and life experience, degree subject knowledge, skills and understanding, generic skills and emotional intelligence. It is actually true that the future of work develop at faster pace, H.E have an ambition to equip graduates for jobs, but cannot prepare the graduates for jobs that have not yet been invented. However, H.E can only equip graduates to be adapted in the changing world to secure successful and fulfilling future

Related literature

Many authors wrote on this same topic (graduates employability) using different variables, which give the topic a broad literature. Among others, we have Pool &Sewell (2007) these authors wrote on the key to employability developing a practical model of graduate employability. We also have Tomlinson (2017). he worked on Forms of graduate capital and their relationship to graduate employability. We have Gault, Leach, & Duey. (2010). these authors also worked on Effects of business internships on job marketability: The employers' perspective. We have Rae. (2007) he looked at Connecting enterprise and graduate employability: Challenges to the higher education

culture and curriculum? Cassidy (2006) also worked on developing employability skills: Peer assessment in higher education. There are many others.

Graduate Employability in the Cameroonian Context

Graduate employability is a global issue that has received scholarly attention (Felicetti, Morosini and Somers, 2013; Jackson, 2012; Mattern, 2016; McCarty, 2005; Rowe, 2019), especially, since the global recession and the era of drastic increase in the emigration of tertiary-educated young people seeking further qualification and employment abroad according to Tomić & Taylor (2018). Yorke (2006) sums up the tenets of employability as "a set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation(s) to the benefit of themselves, the workforce, the community, and the economy. This proves that there is a lot of importance attached to issues related to graduate employability. How to alleviate the situation of graduate employability in the developing world, especially Cameroon due to skills gap.

In Cameroon, evidence from previous researches showed that there is a high rate of graduate unemployment, this is related not to lack of jobs rather due to lack the employable skills that the labour market (employers) needs (see e.g. Sylvanus and Patience; Teneng, (2016). Eta, (2017). Bilola, (2016). Bilola & Pascal, (2016). Azane & Charles, (2020; Castel (2020), and many others. According to one Cameroonian author certificates does not pay these days but skills do.'so I forget about certificate and go after skills'' he said. However, the questions are;

What skills do the graduates needs?

Are all skills relevant to the job market?

How and where do these relevant skills be acquired?

The answers to these questions is undoubtedly lies in Educational forecasting; the types of policy put in place by the government, curriculum in place, infrastructures and technological skills.

Policy and public policy

According to National Development Strategy 2020-2030, the government overall objective, is to promote full and decent employment through the expansion and enhancement of job creation opportunities in the economy. This development policy is articulated around five avenues, namely

i)   Promoting employment in public investment projects;

ii)   Improving productivity, employment and incomes in rural areas;

iii)   Promotion of the migration from the informal to the formal sector;

iv)   Encouraging job creation and preservation in large enterprises in the formal private sector;

v)   Matching training to employment and improving vocational integration system; and

vi)   Regulating the labor market

None of these can effectively achieved without a standard education policy. It is on note many scholars made and are making effort to investigate educational policy in Cameroon. According to Emmanuel Shu Ngwa, Prosper Mbelle Mekolle (2020). A policy refers to a set of ideas or a plan of what to do in a particular situation that has been officially endorsed by a group of people, an organization or government. Birkland (2001) and Tambo (2003a) looked at policy as a guide to action, especially collective action. It is a deliberate road map for the attainment of particular goals and objectives or addressing issues of concern by an actor or group of actors.

According to Hoy and Miskel (1996) and Birkland (2001), a policy is a general statement of objectives that guide organizational action. It contains a set of principles purposefully put together to guide actions, decisions and the achievement of rational outcomes. It may apply to government, organizations, as well as individuals. Presidential decrees, ministerial orders or circulars, corporate policies, and laws adopted by parliaments are examples of policy. In government circles, Tambo (2003a) posits that policies are authoritative guiding principles from the government to institutions spelling out government's agenda and how this agenda is to be achieved. Taken higher Educational sector in Cameroon as an organization, this work adapt the definition of Hoy and Miskel & Birkland (2001) and try to find out how policy effect employability of graduates especially those with Bachelor's degree.

Educational policy forecasting

Education is a crucial and indispensable tool in the construction of viable and sustainable societies with outstanding democratic values. It inspires people and fortifies nation, offering opportunities for citizens to graduate themselves out of poverty by offering generic marketable skills. It is therefore main tool for the attainment of the development agenda of any nation in the world and the world as a whole. Scholars argue that education is a process whereby individuals acquire physical, intellectual and social capabilities required by the society in which they are born for daily functioning and national development.

For this reason, each country need a good and independent educational policy defines by the country's actual situation in term of development. The educational policy is part of a public policy, which has to do with "values, culture and needs". Education is viewed in the two dimensions in this work. The quantitative side and qualitative side. These two important aspects can be examined in the theoretical concepts. Quantitative side refers to the economic dividends that ultimately accrue from it to individuals and their countries as a result of increased earnings, the Qualitative aspect has to do with "values, culture and needs" (Adeola, 2009 & Uchem & Ngwa, 2014). All these refers to employability. Public policy defines the direction of any institution, organization or country, including all its sectors, also an education policy as a public policy enhances, authenticates and regulates educational processes in a nation. A good education policy must be anchored on the attributes of good policy. Ngwa, & Mekolle, (2020). Since independence, the Cameroon government has adopted different educational policy, which have guided educational processes up to date. While some scholars view these as constituting Cameroon's education policies, others argue that their disjointed and incomprehensive nature does not qualify it to be called a good policy. According to some Cameroon, educational policy is not the best. Ngwa, (2020)

Courses of education policy in Cameroon from the colonial Period to date

Cameroon is a bilingual country with English and French as its official languages. Over 250 indigenous ethnic groups, hence over 250 languages (mother tongs). The education system in Cameroon has witnessed two basic eras in terms of policy development. These include the 1910 German Education Ordinance that preceded the 1907 Education Conference and the Basic and Secondary Education Law of 1998, which came after the 1995 Education Forum. Ngwa, & Mekolle, (2020). It is important to note that, issues of education policy across the territory during the League of Nations' Mandate and United Nations' Trusteeship in the Cameroons (1919 – 1961), directly handled from Britain and France (who were the mandate and trusteeship authorities). Through their representatives in the territories, Ngwa & Mekolle (2020) as there were no indigenous attempts at education policy development (Shu, 2000 & Tamukong, 2004). Although there are a couple of other laws, decrees, regulations and directives concerning educational practices in Cameroon, they all have their bases from the 1998 education law. This legislation is still use up until date despite the rapid technological evolution and globalization.

Quality of a good policy

A policy is good or not, or if it is achieving the desired objectives of the organization or institution. Tambo (2003a), Mbua (2003), and Bell Stevenson (2006) as in Shu & Mekolle (2000) have identified a series of characteristics of public policy, especially policy relating to education. The government as the rightful custodian of educational matters is responsible for creating educational policies implement the policy and follow up. If the policy does not attain its objectives, the government can change the policy. By implication, we submit that a good educational policy should possess the following

Motivated by the genuine society's best interests it serves

Although the responsibility of formulating educational policies is reserved to the government who is the lawful custodian of educational issues, good policies are enacted with respect to the collective interest of the society that the educational system serves to be considered legitimate. To ensure the policy reflects collective and not individual choice of those who have legal authorities to sanction policies, the process of initiation must be participative to involve as many representatives of the various factions of stakeholders as possible. In that light, policy is shared with a greater chance of effective implementation. The policies must be implemented with respect to the collective interests of the society that the educational system serves in order to be accepted as legitimate. The process of initiating a policy must be interactive in order to include as many representatives of the different factions of stakeholders as possible. This will guarantee that the policy represents collective and not individual decision of those who have legal authority to approve policies. As a result, policies have a better possibility of being implemented successfully.

A statement of purpose and a key directive

From the definition of educational policy as the statement, which expresses educational goals and the process for achieving those goals, one would agree that a good educational policy is a declaration of intent for goal achievement. Ideally, education policies are major guidelines and not directives of what must be done to meet up with goals and objectives stated in the policy. Although policies in many cases generate regulations, regulations and directives are not to be considered as policy. One would agree that a sound educational policy is a declaration of purpose for goal attainment. Attainment. Education policies should serve as broad principles rather than instructions on how to

achieve the aims and objectives set out in the policy. Despite the fact that rules and directives sometimes result from policies, neither should be confused with a policy.

A) Flexible and future-oriented

Mindful of the fact that education is a process which needs to be sustained, its practice is largely influenced by educational policies. Consequently, because education is dynamic and not static, educational policies also assume this dynamic nature. Educational policies are not backward but forward-looking; they guide future actions and because the future cannot be adequately, predicted, educational policies usually are characterized with uncertainties that requires that they be written in more flexible and not rigid manner. Good educational policies are flexible such that the procedures and activities developed for policy implementation may differ with location and time depending on pertaining circumstances.

B) Should be written in a clear and concise manner

Good education policies are not ambiguously written; rather, they are presented in manners that are easily understood by implementers and other stakeholders concerned. The policies are often clear and consistently written in a way that prevents confusion and conflict at the level of implementation. They are general guidelines that do not require lengthy and detailed explanations of administrative procedures towards goal achievement. Besides, good education policies are collapsed in single documents to avoid proliferation of different policy documents that addresses specific educational concerns. In short, good educational policies are both clearly and briefly stated.

Mindful of the fact that education is a process which needs to be sustained, its practice is largely influenced by educational policies. Consequently, because education is dynamic and not static, educational policies also assume this dynamic nature. Educational policies are not backward but forward-looking; they guide future actions and because the future cannot be adequately, predicted, educational policies usually are characterized with uncertainties, which requires that they be written in more flexible and not rigid manner. Good educational policies are flexible such that the procedures and activities developed for policy implementation may differ with location and time depending on pertaining circumstances

C) Should be easily accessible

Considering that education serves the interest of all stakeholders, education policies should not only be available to administrators and those who work in educational institutions. it should also be easily accessible to the various interest parties such as parents, the church, the community as a whole, non-

governmental organizations (NGOs), mosques, and industries that contributes to the growth and development of the educational sector. This helps reduce ignorance and conflict, thereby ensuring effectiveness, transparency and accountability.

Good educational policies are prepared in a clear and understandable manner so that they may be implemented and understood by all parties involved. The policies are frequently written in a straightforward and consistent manner to avoid ambiguity and conflict at the implementation level. They are broad instructions that do not need in-depth explanations of administrative processes in order to attain goals. Additionally, effective educational policies are condensed into a single page to prevent a multitude of diverse policy documents that deal with certain issues in education.

In summary, effective educational policies are stated simply and clearly.

D) **The policy outcomes should be clearly stated**

Given that education serves the interests of all parties involved, education policies should be easily accessible to all interested parties, including parents, the church, the community at large, non-governmental organizations (NGOs), alumni, and businesses that support the expansion and development of the educational sector, in addition to administrators and those who work in educational institutions. This promotes efficacy, openness, and accountability by lowering ignorance and conflict.

Policy must be goal-oriented; it must have a clear purpose and outcome if it is to be of any value to the system. It is important that staff recognize the problem that is being addressed through the policy implementation. It is extremely difficult to implement policy in a situation where people do not perceive that there is a need for the specific policy unit to be developed or implemented. If the policy is being implemented to support the education system in its growth and development, it is imperative that the policy outcomes be clearly stated so that everyone can understand why the policy has to be implemented and what the policy expectations are. Policies must be known and understood by all its users. It should clearly spell out what organization members should and should not do in a given situation.

E) **There is linkage to country directional goals**

Education policy makers must ensure that all policies are linked to the overall direction and goals of the country. The overall framework of the education sector should provide some strategic direction and its important in assessing the policy direction of the educational system. Policy writers must ensure that the policy supports existing policies and procedures within the system. One of the tests of

good policy is that it supports the organization in achieving its goals and objectives. Often, policy through its implementation can in fact hinder staff in achieving the organizational goals. Policy should be seen as pillars supporting the structure of an organization. Policy should be written in such a way that they exp If policy is to be effective, it must be goal-oriented and have a distinct aim and result any contribution to the system. Staff members must understand the issue that is being addressed by the application of the policy. It is really challenging to put it into practice in a circumstance when individuals do not believe that there is a particular necessity. If the rule is being put into practice, it will support the growth and development of the educational system as a whole.

F) Due process in the development stage has been observed and all stakeholders included to ensure stability.

If policies are to serve as guides to actions, they should not be frequently changed. Careful study should therefore be taken in formulating policies. The organizational rules and principles must be established and clearly understood as part of the policy development process. It is crucial that all components or stakeholders of the education sector make some input to the policy development. Policy implemented in one department may seem fair and reasonable until that policy has a deleterious effect on other parts of the organization as a whole. Therefore, as part of the organizational framework, the structure needs to be both developed and implemented. This will ensure full participation by all in the development of a concise and engaging policy document.

The above attribute of good educational policy identify by Tambo (2003a), Mbua (2003), and Bell and Stevenson (2006) as stated in Emmanuel Shu Ngwa, Prosper Mbelle Mekolle (2020), shall help us in this work to evaluate the present educational policy in Cameroon.

Educational policy and its implementation in Cameroon

There is serious debate by scholars as to whether Cameroon has an education policy or not. Based on the preceding characteristics of a good public policy or education policy stated above, as compare to what is operating in the country. According to Anja (2000) and Tambo (2003b) both states that, whereas to some observers Cameroon has no education policy, to others, the education system is pregnant with presidential decrees, ministerial orders and regulations that according to them, constitute the education policy. On the other hand, Tambo's (2003) book on Cameroon National Education Policy Since the 1995 Forum is an attempt to contribute to scholarly material on Cameroon

educational policy and practice, and to promote discourse and reflection on the prevailing issues. He further mentions that the book intended to push the education policy debate to a more tenable conclusion that could motivate further studies on Cameroon education policy.

According to (Shu 2000: 8) acknowledges the lack of formal policy guidelines in Cameroon education by noting that one of the ten top problems of education in Cameroon is "the problem of evolving a comprehensive national education policy which can stay while individual politicians and civil servants come and go. He further said that ''the problem of procuring adequate legislations on the educational system and making it to operate within a legal framework that doesn't give room for individual idiosyncrasies on the nation remains a critical issue to tackle''.

Supporting the above position, Tambo (2003a, 2003b) and Tamukong (2004) all argued that, an overview of policy issues inherent in the Cameroon education system, reveals that Cameroon like some other countries in the world has no comprehensive educational policy that can be matched with policies. such as the 1996 Education Policy of Zambia, the 2002 New Zealand First Education Policy, and the National Education Policy (NEP) (2004-2005) of the Federal Republic of Nigeria.

Shu (2000), Anja (2000), Tambo (2003a, 2003b) and Fonkeng (2010) all agree that; what exist as education policy in Cameroon is a myriad of legislations, presidential and ministerial decrees that orient educational practices at primary, secondary, teachers training and university levels.

For example, Law No. 98/004 of 14 April 1998 on the orientation of basic, secondary and teacher education in Cameroon; Law No.2001/005 of 16 April 2001 on the orientation of higher education in Cameroon.Law No.2004/022 of 2 July 2004 fixing rules relative to the organization and the functioning of private education in Cameroon. Decree No.2001/829/PM of 19th September, 2001 fixing the general rules applicable to private education institutions are some of the major legislations on education in contemporary Cameroon. Tambo, (2003a 2003b) & Fonkeng, (2010).

With regard to the characteristics of good educational policy, one thing is certain; the lack of accessibility of educational policy in Cameroon brought about the conclusion of absent of educational policy in Cameroon. This problem is particularly serious at lower levels of education as most students and teachers are ignorant about policy guidelines. One is tempted to include some proprietors in private sectors that see education as what this study call ''*business opportunity''*.

Most policy documents therefore exist in appellation but are realistically absent. This is pertinent to Law No.2001/005 of 16 April 2001 on the orientation of higher education in Cameroon which is not within the reach of even 20 percent of higher education stakeholders (according to a simple random survey by the authors), among others legislations. The question of integrity of educational practices therefore quickly come to mind, especially as conflict of interest and values among parents and teachers, students and teachers, and teachers and administrators continue to characterize the educational and school systems due to ignorance. However, owing to the fact that there exist some major policy documents that can be seen as policy to an extent.

Problem of educational policy in Cameroon.

Ngwa1 & Mekolle, (2020) strongly hold the opinion that there is a big vacuum in terms of comprehensiveness, quality, adequacy and access in the education policy in contemporary Cameroon. A close look at education policy and practice in other African countries notably the Federal Republic of Nigeria, Ghana, South Africa, Rwanda etc., coupled with the recent and ongoing conflict in the Anglophone regions of the country with educational underpinnings necessitate a review of the country's education policy

Technological forecasting

Change in technology was notice since industrial era. The industrial revolution is still fresh in our memory. This process began in 18th century in England and spread all over the world. Since the dawn of the industrial age, a recurrent fear has been that, technological change will spawn mass unemployment. Many people in society feel threatened by the fact that technological advancement would be the cause of unemployment in the near future. Many executives of corporations are introducing high-end technologies in all sectors of their business processes in order to improve efficiency, which would lead to higher productivity and a high return on investment.

Technological forecasting is predominantly the 21st century skills. There is no doubt that there exists a remarkable difference between the 21st century skills and the previous generation skills. 21st century skills is a predominant theme in higher education and making up a literature all over the world. Many Conferences and seminars been organized contain the phrase" 21st century skills". The 21th century skills requires 21st century learners, and 21st century lecturers and teachers.

According to kinash,(2011), Lambert &Cuper (2018),Prensky(2011) the difference between 21st learners and previous generation learners is that the 21st century learners appears to be created by lifelong access to Internet. Green, (2012), Prensky, (2012) Also added that 21st century learners are described to be connected and empowered than the previous students generations. As 21st century learners, we insist that learning should be relevant, practical and efficient. Freeman & Wash, (2013) Green, (2012).

This is true because for instance the students ask questions like;

What is the use of this subject?

Where am I going to apply this mathematical formula in real life?

The answer to these disturbing questions lies on boundaryless career learning. From the above questions asked by students we noticed that, the 21st century learners seems to want the changing context of technology, curriculum content, changes in educational policy and 21st century standard infrastructures. All these is because employment in the job market is more of 21st century skills oriented. 21st century skills are highly marketable. According to Kinash (2015), there are three predominant educational propositions in the literature about the 21st century learner. Each of these has associated corollaries in the context of graduate employment.

First, contemporary students want higher education that is flexible and personalize (i.e. layered choices about online and face-to-face study) and learning that is practical, relevant and efficient. These educational preferences are linked to employment outcomes in that one of the reasons why students want access to online learning is so that they are able to engage in activity other than study while enrolled in university. Such as working part-time jobs and participating in extra-curricular activities; Horspool, & Lange, (2012) Pastore, & Carr-Chellman, (2009), and that the operational definition of practical, relevant and efficient is that the university degree is structured around employability skills

Second, the predominance of social media in the 21st century has both heightened the need for media literacy and weakened overall literacy, as youth tend not to acknowledge the importance of consistent written conventions such as spelling and punctuation across all forms of communication. The associated employment proposition is that it is incumbent upon higher education to instill media and comprehensive. Literacy so that graduates are employable Moody, Stewart, & Bolt-Lee, (2002).

Third, the 21st century makes heightened learning possible, in that students have access to nearly limitless information and can access it prior to reporting to class, so that teaching time can focus on strengthening application and connected knowledge. Priority and development of higher order thinking skills heightens graduate employability. Aman, & Sitotaw, (2014). Chan, (2011).

Graduate employability means that higher education alumni have developed the capacity to obtain and/or create work. Furthermore, employability means that institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce according to, Hinchliffe & Jolly (2011). Holmes (2013) Knight & Yorke, (2004) Yorke, (2006) Yorke & Knight, (2006). All these is possible with the mastery of technology in other word ICTs, as mention in yorke (2006).

According to Teneng (2017), ICT or ICTs in education could mean, being digitally literate, or having the infrastructure, devices and manpower to facilitate the teaching learning process, with digital gadgets. According to the Organization of Economic Co-operation and Development (OECD) 1998, 2002, ICTS in the economic domain, is seen as office equipment and supplies, electronic displays, instruments of navigation and other types of electronic and wireless devices. In the words of Angeleski. According to Mitrevski and Janeska (2009:266), ICTs could extend to, "the capacity of a nation to participate in the digital economy or the ability of Technological changes began from the beginning, is updating every day and becoming complex, and at the same time indispensable.

Modern digital educational tools

According to Chauhan (2018) Hundreds of digital educational tools have been created with purpose of giving autonomy to the students improving learning and administration of academic Encouraging collaboration facilitating communication between teachers and students here we represent 11 out of the most popular digital educational tools.

i)   **EDMODO**; In this, teachers can create online collaboration groups administer and provide educational materials measure student performance and communicate with parent among other functions It has over 34,000,000 users.

ii) **Socrative**; Socrative is designed by a group of entrepreneurs an engineer passionate about education. It allows teachers to create exercises or educational games, which Students can solve using

mobile devices like smartphones, laptops or table, Teachers can see results of activities and then modify them.

iii) Project. This tool allows you to create multimedia presentation with dynamic slide in which you can embed Interactive maps links online quiz Twitter timeline and videos among others, options. During class session teacher can share with students' academic presentation, which are visually adopted two different devices.

iv) Thing link it allows educators to create interactive images with music, sound, text and photographs that can be shared on other websites or on social media. It offers the possibility for teachers to create learning methodologies that awaken the curiosity of students through interactive content that can expand their knowledge.

v) TED-ED It is an educational platform that allows creating educational lessons with the collaboration of teachers' students Animators, this website allows democratizing Access of information both for teachers and students, People can have an active participation in learning process.

vi) CK-12 It is a website that seek to reduce the cost of academic books for CK12 the United States and the World. To achieve its objective this platform has an open source interface that allows creating and distributing educational materials through Internet. Which can be modified and content videos audios and interactive exercises. It can also be printed and copy with necessary editorial standards in each region.

Vii) Class Dojo these tools improve student behavior. Teachers provide the students with standard feedback so that good disposition in class is rewarded with points and students have more receptive attitude towards learning process.

Viii) Edu Clipper this allows teachers and students to share and explore references and educational materials. In this platform you can collect information found on the Internet and share it with previously created groups.

ix) Storybird; the aim is to provide writing and reading skills in students through storytelling. In this tool, teachers can create interactive artistic book online through a simple and easy to use interface.

This story created can be sent by email and printed teachers can create projects with students among others.

x) **Animoto**. This tool allows you to create high quality videos in the short time and from any mobile device inspiring students and helping improve academic lessons. It is friendly and practical allowing teachers to create audiovisual content that adapt to educational needs.

xi) Kahoots it is an educational platform that is based on Game and questions. Through this tool, teachers can create Questionnaires discussion and survey that compliments academic lessons. These materials is projected in classrooms and questions are answered by students while playing which increase student's engagement and create dynamic social and fun educational environment.

 The use of modern technology in the University of Yaoundé

In this institution, especially in the faculty of education in general and department of education management in particular. Modern technology is not very much use especially in this faculty base on my experience from 2021 to 2022 academic year, because of the following**:**

❖ Teaching are done traditionally as teachers dictate notes and students copy. This makes distance learning impracticable in the department and the students are obliged to be in class and write their names on the attendance list for marks.

❖ Assignment given in class, the students do, and summit hardcopies.

❖ Examination and test results are pasted on the notice board.

❖ No access to internet especially in classrooms. Therefor research is difficult in the classes and sometime not possible.

However, few teachers frequently uses projector during lesson delivery but very few send notes and assignments on line through google class and all information among students is shared through WhatsApp that serves as the main commutation tools.

From the above eleven most popular educational digital tools, none is been used in the faculty of education and department curriculum and evaluation in particular. Many lecturers in the faculty took interest on technology and published many articles. This means there is a hope that digitalization is already at the door.

According to Njebakal Souck Emmanuel, Teneng Patience Penn, (2017). This century is called the android generation because of the explosion of technology in all aspect of life. Knowledge of and ability to use technological gadgets and information communication and technology (ICT) is almost indispensable in all areas of human life. Education and especially higher education, is one of those arenas where such technologies are rife.

Graduates destinations can variously be affected or determined by the possession or not, of ICT competences, which have become some of the determiners of smooth transitions from higher education to the world of work.

Njebakal Souck Emmanuel, &Teneng Patience Penn, (2017). Used the University of Yaounde1, in their study to finds out the extent to which the use of digital technology in the teaching/ learning process in Higher education in Cameroon, can affect graduate destinations in terms of finding a good paying job. This was done four years back but it seem as if no improvement have been made since then. Despite their conclusion and contributions.

Their work, proposes a rigorous implementation of the use of digital technologies and ICTs in state universities to professionalize students before graduation, which is not implemented up to date.

Technological inputs in this work are viewed in relation to the evolving development of information and communication technologies in the labor market.

Foe a nation to make connection with the rest of the world, the level of ICT possession and use is an indication of their "socio-economic functioning

Curriculum forecasting

The objectives of this variable is to analyze how the curriculum content influence graduates employability from higher institutes in Cameroon. To investigate the teaching of employability skills to under graduates through it curriculum, to also shed more light on the employability skills needed by educated graduates to achieve success in the job market and to investigate the major challenges face by educated graduates to secure a job.

The term curriculum has been derived from the Latin word ''Currere'' which means a 'race course' or a runway on which one runs to reach his goal. Accordingly, a curriculum is the instructional and educative program by following which the education society achieve their goals, ideals and

aspirations of life. The general aims of a school education receive concrete expression through a curriculum. *Traditional concept* the traditional curriculum was subject centered while the modern curriculum is a child centered. Education is a necessity. It is the key to success in the future. It gives many opportunities in life. It one of the best thing that a country can offer to her citizenry. At individual level, it is also the best thing that the heard of each family can offer to the young ones. (Dr Abdulghani Al-Shuaibi)

From the above explanation, it means that, to have good and productive education at the higher level, there is a need for a clear, and coherent and consistence program (curriculum). This program need to match with the realities in the job market. That means, input in to the educational industry must be a strategic raw material (curriculum content) so that the outputs of educational industry must be productive otherwise it will leads to waste resulting to high rate of unemployment among graduates. However, that seem not to be the case in Cameroon according to some Cameroonians researchers

The governments have not been in plain consultation with stakeholders in the design and implementation of curriculum geared toward training of skills required by the formal and informal sectors. The reason why many engineers and scientist are unemployed or underemployed with some working under worst conditions. Due to inadequate planning our human resources are being wasted and rates of brain drain remain high, with our industries facing the problem of inadequate skilled workers for their companies. Ngwabienwu John Tumbuh (2020)

According to (Sylvanus W.N & Patience P.T, 2020, most graduates questioned at NEF justified their presence here on the fact that the education and training received at technical high school was irrelevant, and lagging in terms of practice, and internships. In this light, the ILO asserts that the school curriculum in developing countries is skewed towards academic preparation as evident in widespread unemployed youths. It follows that learners spend more than 80% of the education and training in the classrooms, the learners only go for industrial visits, which lasts for few hours, and it is done not more than twice a year only for some trade in the technical schools.

When we consider such an affirmation, one is tempted to ask where we are heading to with such curriculum content which is largely theoretical than practice. Considering that, In Cameroon, many employers both national and international organizations like the united nation agencies give preference only to experienced candidates and not to newly graduates, where then will these fresher

graduates gain their experience from and be employed? Also, the advanced technology, have further complicated the issues as one person can do multi- functions with the use of machines. Unemployment is bound to persist in our economy.

Another side of the debate questions the stakes surrounding curriculum development. The primary questions asked by (Sylvanus W.N & Patience P.T, 2020,): are sufficient consultations carried out before conceiving study programs for a particular locality? The answer is no because from our finding since 1995 nothing was said about education in Cameroon. This question lead us to the component of an effective curriculum development process according to "A Guide to Curriculum Development: Purposes, Practices, and Procedures "which is divided into three components which include planning, articulating and developing as well as implementing.

Planning:

Convening Curriculum Development Committees.

Such a committee, consisting primarily of teachers who represent the various schools and grade levels in a district, administrators, members of the public and perhaps students, becomes the driving force for curriculum change and the long-term process of implementing the curriculum. It is critical that an effective, knowledgeable and respected chairperson lead such a committee and it includes knowledgeable and committed members who gradually become the region's de facto "experts" during the development phases of the process as well as the implementation phases.

This point makes it clear that those who should come out curriculum are not politicians but pedagogues. We learned during the conference organized by the faculty of education on 12-February- 2022, initiated by Dr Tenneng that in United States of America the program called G8 that is made of the country biggest industry give out the type of skills they need.

Relating to Cameroon, curriculum should be more agriculturally oriented because, Agriculture is accounting for an estimated 80% of the primary sector's contribution to the country's GDP.This sector engaging an estimated 70% of the economically active population According to WWF. Unfortunately, Agriculture is treated as just a topic in Geography and Economics in lower level. Very few higher institutions and universities have the faculty of agriculture.

Identifying Key Issues and Trends in the Specific Content Area

The first step in any curriculum development process involves research that reviews recent issues and trends of the discipline, both within the rejoins and across the nation. This research allows a curriculum committee to identify key issues and trends that will support the needs assessment that should be conducted and the philosophy that should be developed. Therefor this point make it clear that curriculum have reflect the reality of each community not adapted curriculum. The curriculum must also be updated with the changing world of technology.

Assessing Needs and Issues

The first step in any curriculum development process involves research that reviews recent issues and trends of the discipline, both within the district and across the nation. This research allows a curriculum committee to identify key issues and trends that will support the needs assessment that should be conducted and the philosophy that should be developed.

Research often begins with a committee's reading and discussing timely, seminal and content specific reports from curriculum associations. Committee members should examine what is currently being taught in the curriculum. They should examine state and national standards in the discipline. In addition, the committee should become familiar with newly available instructional materials – particularly those that may eventually be adopted to help implement the new curriculum. Committee members should also broaden their perspective and gather information by visiting other school systems that are recognized leaders in education.

Because of this process, committee members are likely to identify many of the following issues and trends that will need to be addressed as the curriculum development process moves forward:

• meeting the needs of all students;
• learning theory and other cognitive psychology findings on how students learn;
• What determines developmental readiness or developmental appropriateness?
• The current expectations of the field;
• The knowledge of and readiness for change on the part of teachers;
• The availability of resources;
• The role and availability of information and technology resources;

• scheduling issues;

• Methods and purposes of assessments.

Articulating and Developing:

These fundamental questions guide the overarching philosophy of the program.

Why learn (specific discipline)?

Upon what guiding principles is our program built?

What are our core beliefs about teaching and learning in (specific discipline)?

What are the essential questions?

How will we use assessment to improve the program and student learning?

As such, the program philosophy provides a unifying framework that justifies and gives direction to discipline based instruction. After having studied curriculum trends and assessed the current program, curriculum developers should be ready to construct a draft philosophy guiding the K-12 program. Such a philosophy or set of beliefs should be more than just "what we think should be happening, but rather what our curriculum is actually striving to reflect?

Teaching of employability skills

To many graduates in the higher education, the future seems to be an exciting glorious adventure in which they will always succeed. Many of them have the idea that after they complete school, they would work in high positions in public or private establishments. While they think their attainment of the certificates is essential and certainly their greatest priority, it may no longer appear sufficient to secure employment and keep it. If the curriculum content of their studies does reflect the economic reality of the environment.

This is because additionally, employers expect students to have well developed employability skills, so that they can make an immediate contribution to the work place when recruited (Roland N. Ndille 2016). His findings revealed that, 54.5% of the respondents indicated that the acquisition of world-of-work skills is rarely enhanced by the general education curriculum while 45.5% indicated that that it does. Regarding the acquisition of the specific skills, the following percentage scores. From the above it shows that the curriculum content for general education negatively affect graduates employability to an extent.

Identifying Resource Materials to Assist with Program Implementation.

An effective curriculum guide goes beyond a listing of objectives and identifies suggested instructional resources to help answer the question of employability. "What instructional materials are available to help me meet a particular objective or set of objectives?" As teachers and programs move away from a single textbook approach and employ a broad range of supplementary materials, instructional modules for particular units, computer software and the like, it is increasingly important that the curriculum guide suggests and links available resources to curriculum objectives.

This point is farfetched in Cameroon especially for secondary school because is just adopting one book system. Which is going to be a boundary to knowledge and cause of unemployment in the nearest future even after the attainment of higher institution since the base foundation is job oriented. The most important question at all levels of education is. How will I know that my students know and are able to do what is expected of them as future employability is concerned?

Implementing:

Putting the New Program into Practice.

Too often, traditional practice entails sending a committee away for several after-school meetings and two weeks of summer writing as prelude to a back-to-school unveiling and distribution of the updated or revised curriculum. The process envisioned here entails a much more in-depth and systematic approach to both development and implementation. Instead of assuming that the process ends with the publication of a new guide, an effective curriculum committee continues to oversee the implementation, updating and evaluation of the curriculum.

 It is important to remember that any innovation introduced into a system - including a new curriculum – requires time and support to be fully implemented. First, teachers need time and opportunity to become aware of the new curriculum and its overall design, particularly how it differs from the past. Then teachers need time and opportunities to become familiar with the new curriculum - often school or grade level sessions that focus on those specific parts of the curriculum for which individuals are responsible. Next, teachers need at least two years to pilot the new curriculum and new materials in their classrooms.

It is not unusual for this period to take up to two years before the new curriculum is fully implemented and comfortably integrated into day-to-day practice. It is critical that the curriculum development committee, resource teachers and principals are aware of this process and are available to nurture it. In Cameroon, the introduction of the CBA to replace OBA acted as change in method of application of the curriculum and not a chance in curriculum. The same material is taught in another way. From teacher centered to students centered.

Updating the Program.

In this age of word processing and loose-leaf bound curriculum guides, it is easier than ever to update the guides and keep them as living, changing documents. One of the most common methods of periodically updating a curriculum guide is through grade-level meetings designed to share materials, activities, units, assessments and even student work that support the achievement of the curriculum goals that were unknown or unavailable when the guide was first developed. These approaches are invaluable professional development opportunities wherein teachers assume ownership of the curriculum they are responsible for implementing. In this way, the guide becomes a growing resource for more effective program implementation. Resource teachers are particularly effective vehicles for the preparation and distribution of these updates.

Determining the Success of the Program.

The curriculum development cycle ends and then begins again with a careful evaluation of the effectiveness and impact of the program. Using surveys, focused discussions and meetings. A curriculum development committee needs to periodically gather data on perceptions of program strengths, weaknesses, needs, preferences for textbooks and other materials, and topics or objectives that do not seem to be working effectively. This information should be gathered from data that represents overall student performance that is linked closely to daily instruction. Teams of teachers responsible for the specific discipline could accomplish this by sharing samples of assessments, performance tasks, student work, lessons and instructional practices related to the curricula.

From the above guide to curriculum Development; purposes, practices, procedures, to draw effective curriculum is a difficult task that need experts. This explain why countries keep using the same syllabus. Teaching the same thing year-in-year-out. This aspect keep pushing countries out knowledge boundary and technology causing graduates joblessness. When this happened education

cannot achieved its objectives. Graduates especially from higher institutions become a burden to society.

According to (Sylvanus W. N & Patience P. T, 2020) there mismatch between curriculum content and the reality in the field (job market). This means that the curriculum is being conceived without the consent of local realities, hence simply on high level policy roundtables. In this light, an industrial stakeholder declared as follows: "We have never been consulted in the development of the study programs in Technical high schools. It is really a sad situation because we understand best the key aspects to be included in the curriculum, which can prepare these young learners to obtain good jobs

We are the agents on the ground and understand what we are talking about". (Field interview statistics, May 2018). This discourse seem to affirms the fact that, graduate employability problem depends on the curriculum content as a syllabus input. In this regard as stated in Agborbechem Peter Tambi (2016). In Part 11 section 11 of Law No 98/004of 14 April 1998 President Paul Biya stipulates that; « the state shall ensure the constant adaptation of the educational system to the national and sociocultural realities, and also to the international environment, especially through the promotion of bilingualism and the teaching of national languages ». The statements tells us that the present curriculum at all level of education was drowned without consulting the other stakeholders in other sectors

Relevant content

Looking at curriculum in Cameroon the two subsystem uses different syllabuses. Each subsystem have a harmonized official program at the secondary and high school levels. Tambi.(2016) Department of Curriculum Studies and Teaching, Faculty of Education, carried out a study on **"**curriculum structure and the Cameroonian labour and industrial marke**t"** and he said. "Studies in our schools are in most cases not sufficiently responsive to the needs of individuals, society, industry and commerce. Secondary school leavers and graduates continue to find themselves alienated in front of government offices requesting jobs from government, showing signs of being inadequately prepared for adult life generally. The supply of education to the thousands that graduate from schools and colleges in our education system each year has resulted instead in fear, frustration and despair rather than a net increase in social satisfaction of the society. This situation poses a problem to parents, government and the society and causes them to wonder why this ugly trend is persisting. Government

has offered facilities for many more Cameroonians to be educated. Instead of these graduates becoming job creators, they become job seekers''It is for this reason that these researchers set out to carry a study on Curriculum Structure and the Cameroonian Labour and Industrial Market.

Infrastructure forecasting

Governments and societies worldwide are on constant search to improve their education systems and ensure that all children youths and even adults have the opportunity to go to school and acquire the knowledge as well as skills they need for a productive life. Key inputs to the education system are; policy, curricula, teachers, and education infrastructure.The quality of education infrastructure, specifically its appropriate educational planning and design with a focus on child development, has been widely discussed in recent years. (Peter Barrett et al, 2019).The Sustainable Development Goals that are defined by the United Nations and scope the development agenda for all countries in the world require countries to "build and upgrade education facilities that are child, disability and gender sensitive, and provide safe, non-violent, inclusive, and effective learning environments for all." Many stakeholders around the world are seeking evidence on how various learning settings may positively or negatively affect child development.

In Finland, which, according to the Program for International Student Assessment (PISA), has one of the highest education scores in the world, schools on average have only 195 students, with only 19 in each classroom (Peter Barrett et al, 2019). According to Blackmore et al. (2011); Brühwiler & Blatchford (2011) as mention in Peter Barrett et al, (2019). There is strong evidence from around the world about the benefits of smaller classes, including better academic results.

Classroom infrastructures

Rahman (2008), as cited in Tanyi, (2016) is of the opinion that providing diverse appropriate classroom infrastructures such positioning sitting places, build in cupboards and boards or in inclusive classroom settings do facilitates movements in and out of class and do eliminate some of the barriers disabled children face in regular schools. According to information from Save the Children (2002) and U.N.E.S.C.O (1990), most schools lack certain class infrastructures such as built in benches and cupboards but their focus is on the curriculum and on what is to be taught, rather than on individual children's needs and appropriate infrastructures. This is a form of barrier to learners at all levels. Changes in classroom infrastructures can change teaching methods because it includes rearranging the

classroom so that learners can work in small groups - encouraging a 'buddy' system where older or more academically able children are assigned to work with those experiencing difficulties.

Classroom sizes in most of our schools in general does not really reflect the 21st century classroom sizes. This is because these classes were built before 21st century. Some classes are old and outdated. According to envision by world Strides, (2027) viewed six key elements of 21st century classroom design. In which majority of these is not presents in our schools in general. This means the 21st century skills may not be effectively acquired. This may contributes to graduate unemployment in the future. The six key elements are;

Flexibility of furniture and space

Area of collaborative learning and independent study.

Facilitation of movement.

Fostering of inspiration and creativity.

Technology.

Light and bright colors.

Classroom infrastructures are inclusive aids and learning materials that are structured free interaction and communication amongst learners. It also includes an environment for extra curricula activities where both disabled and abled children mix up, do exercises and other human recreational activities, for example, sewing halls, table tennis courts etc. The structures should be current, accurate and relevant to foster learner development in inclusive schools. Tanyi (2016).

Cornell, (2010), explained that in a good and appropriate nurturing environment, participants are able to learn well and enjoy the experience of learning. Bucholz & Sheffler (2009), goes on to add that it is important for teachers to employ the use of a wide variety of teaching and learning classroom structures so as to respond to the diverse needs of the learners and satisfy them. They concluded that equipment such as Information Technology, models and simulators, laboratory and clinical equipment, white boards, flip charts, etc. are necessary in the classroom because they ease mobility, time and energy. In the 21st century, teachers are facilitators while the learners are creators. In this light, we need suitable infrastructure.

Theoretical framework

A theoretical framework is a foundational review of existing theories that serves as a roadmap for developing the arguments you will use in this work. Theories are developed to explain phenomena, draw connections, and make predictions. In a theoretical framework, we explain the existing theories that support our research, showing that our paper or dissertation topic is relevant and grounded in established ideas. In other words, our theoretical framework justifies and contextualizes our research work. A well-rounded theoretical framework sets you up for success later on in your research and writing process. George. (2022). The main theory in this work is human capital theory. Our reason for this is because it deals with human aspects and employability is one of the aspect in human capital theory. This will help us to limit the scope of this work only on human capital to generalize our finding of chapter four in chapter five.

Human Capital Definition

An American economist Gary Becker (1964) defines human capital as "the set of productive capacities that an individual acquires by accumulating general or specific knowledge, know-how, etc. In a deeper sense, however, human capital is more than simply the physical labor of the people who work for an organization. It is the entire set of intangible qualities those people bring to the organization that might help it succeed. A few of these include education, skill, experience, creativity, personality, good health, and moral character.

Maintaining physical capital (health, food, etc.) is also taken into account. The individual optimizes his abilities by preventing them from depreciating too much due to the devaluation of his general and specific knowledge or the deterioration of his physical and moral health. He invests in such a way as to increase his future productivity and income. It is in this logic that G.Becker develops the theory of human capital, which makes accumulated knowledge and health investments like any other. He will be particularly interested in education and knowledge, the economic implications of which are richer. If an investment is an operation carried out by an economic agent consisting in acquiring means of production, in the particular case of human capital, it is for the investor to increase his productive potential, his future productivity and therefore his salary. Salary is seen as the return to human capital, the return on investment in education. This explain why individual is always in the search of knowledge so as to avoid the depreciation of some knowledge especially in this technological era.

Education is a long term investment but we need to select the knowledge because not all knowledge have the same market value therefor some is not marketable.In the long run, when employers and employees make a shared investment in the development of human capital, not only do organizations, their employees, and clientele benefit, but so does society at large. For example, few undereducated societies thrive in the new global economy.For employers, investing in human capital involves commitments like worker training, apprenticeship programs, educational bonuses and benefits, family assistance, and funding college scholarships. For employees, obtaining an education is the most obvious investment in human capital. Neither employers nor employees have any assurances that their investments in human capital will pay off. For example, even people with college degrees struggle to get jobs during an economic depression, and employers might train employees, only to see them hired away by another company. Ultimately, the level of investment in human capital is directly related to both economic and societal health (Robert Longley, 2019)

Human capital theory holds that it is possible to quantify the value of these investments to employees, employers, and society as a whole. According to human capital theory, an adequate investment in people will result in a growing economy. For example, some countries offer their people a free college education out of a realization that a more highly educated populace tends to earn more and spend more, thus stimulating the economy. In the field of business administration, human capital theory is an extension of human resources management. The idea of human capital theory is often credited to the "founding father of economics" Adam Smith, who in 1776, called it "the acquired and useful abilities of all the inhabitants or members of the society." Smith suggested that differences in wages paid were based on the relative ease or difficulty of doing the jobs involved.

Marxist Theory

In 1859, Prussian philosopher Karl Marx, calling it "labor power," suggested the idea of human capital by asserting that in capitalist systems, people sell their labor power—human capital—in return for income. The owners of their labor power alone (to use Marx's expression) can therefore rent their human capital to the owners of physical capital (buildings, machines, etc.). The latter need it because human capital allows the valuation of physical capital. However, unlike physical or financial capital, human capital is personify. It is "produced" with intellectual capital, memorization, etc., and a given time. The person who is trained cannot multiply as a company could multiply its production units.

Becker thus justifies (among other reasons) that the marginal rate of return on investment is decreasing.

In contrast to Smith and other earlier economists, Marx pointed to "two disagreeably frustrating facts" about human capital theory. Workers must actually work—apply their minds and bodies—in order to earn income. The mere ability to do a job is not the same as actually doing it.Workers cannot "sell" their human capital as they might sell their homes or land. Instead, they enter into mutually beneficial contracts with employers to use their skills in return for wages, much in the same way farmers sell their crops. Marx further argued that in order for this human capital contract to work, employers must realize a net profit. In other words, workers must do work at a level above-and-beyond that needed to simply maintain their potential labor power. When, for example, labor costs exceed revenue, the human capital contract is failing.

Modern aspect of human capital Theory Today, human capital theory is often further dissected in order to quantify components known as "intangibles" such as cultural capital, social capital, and intellectual capital:

Cultural Capital; Cultural capital is the combination of knowledge and intellectual skills that enhance a person's ability to achieve a higher social status or to do economically useful work. In an economic sense, advanced education, job-specific training, and innate talents are typical ways in which people build cultural capital in anticipation of earning higher wages.

Social Capital; Social capital refers to beneficial social relationships developed over time such as a company's goodwill and brand recognition, key elements of sensory psychological marketing. Social capital is distinct from human assets like fame or charisma, which cannot be taught or transferred to others in the way skills and knowledge can.

Intellectual Capital; Intellectual capital is the highly intangible value of the sum of everything everybody in a business knows that gives the business a competitive advantage. One common example is the intellectual property—creations of the workers' minds, like inventions, and works of art and literature. Unlike the human capital assets of skill and education, intellectual capital remains with the company even after the workers have left, typically protected by patent and copyright laws and non-disclosure agreements signed by employees.In addition, Marx explained the difference

between human capital and enslavement. Unlike free workers, enslaved people—human capital—can be sold, although they do not earn incomes themselves. Robert Longley, (2019)

How much of a "Value" is human capital?

Human resources and human capital have some difference. What is referred to as "human resources" and what is referred to as "human capital" are two different things. A "resource" is something that one may exploit or utilize to their benefit objectively and independently of the resource itself, but a "capital" is by definition not something that someone does, but rather something that someone possesses. This minor contrast between the two is instructive. Knowledge capital may be gained (through education) and conserved (through lifelong learning), much like physical capital, and it can provide dividends in the form of productivity and, arguably, the owner's wealth.

How much does human knowledge serve the economy, which is defined here as the concern for collective wealth benefit from human knowledge? We are aware that, in industrialized nations, all statistical data demonstrate an almost perfect link between income and educational achievement. In other words, the number of years you spend in school is statistically correlated with your salary. A number of economic realities supports the concept that education should not be viewed as an expenditure but rather as an investment.

Relating this affirmation to reality, we can evaluate education in terms consumer's goods and investment good. If education were a consumer good rather than an investment, price changes would be reflected in changes in consumption, just like an increase in prices of meat results in a decrease in its demand. On the other hand, rather from being based on its inherent worth, the cost of a business investment is decided by the advantages that one anticipates from that investment.

The crash of educational inflation in the 1970s, which led Freeman (1976) to lament the lot of the "Overeducated American," was one notable but largely unnoticed exception to the non-market nature of education. This was due to the first-ever erosion of the 1-to-1 correlation between educational achievement and economic success. Instead, I would refer to that as "too many educated Americans." It puts the idea of education having economic intrinsic value for its bearer back. It is mainly a question (and a demonstration) of the marketable value of education, which is distinct from claiming that education has economic value as a long-term investment. Paul Bouchard (2008)

What we think is unknown in Cameroon today, is the correlation between educational achievement and employment. The longtime rival of Schultz and occasionally cordial opponent Becker (1975) remarked, "People differing in education also differ in numerous aspects that cause their income to differ systematically." This greatly widens the Pandora's Box. Who gains from investments in the knowledge economy and in education? What connection exists between economy, knowledge, and education?

Contrary to other kinds of capital, human capital is a renewable resource with an infinite potential supply. The global economy should continue to grow and flourish as knowledge spreads around the world. There is a lot of space for dispute in that statement for obvious reasons. It also begs the crucial question of whether education genuinely increases economic output or rather serves to discriminate between those who earn less and those who earn more by serving as a selection criteria. Becker (1975) acknowledged that education could only serve as a "credential" for talents and skills rather than predicting true economic potential.

Let us now consider the condition that human knowledge is the personal property of its holder. It is a well-known truth especially in the developing countries that any investment in education beyond the threshold of a basic education, benefit the individuals who have acquired it more than it does for the nation's economy or social welfare. the reason is s imply that higher education either directly serves the interest of the educated or loses graduates due to the phenomenon known as brain drain. In developed economies, we may presume that the "knower" is still at the heart of the process and that those who possess marketable knowledge profit from their cunning. However, there is an issue. Indeed, it would seem logical to assume that in the absence of a healthy manufacturing sector, a country's knowledge-based wealth (human Capital) will quickly be exported to where the demand is higher. In this perspective, we can safely surmise that the "knowledge economy" is also a "high-unemployment economy". Paul Bouchard (2008).

Social responsibility and the economics of human capital theory

The idea of social responsibility has been one of theoretical economics' core concerns from the outset. Thomas Robert Malthus a British Economist foresaw the inherent limits of every economy in the late 18th century, simply because resources are never limited. Because humans' capacity for procreation is proportionately considerably greater than their capacity for food production, (Malthus used the term "geometrically progression," but who could confirm this?) Economic equilibrium can only be attained

by reducing the reproductive output of humans, or even by clearing arable area for food production. his can be accomplished by "natural" controls like starvation, illness, and conflict, or more effectively through the imposition of a "moral social order" that restrains people' insatiable urges for procreation through ideology, religion, or individual responsibility. Furthermore, tragedies like war and sickness are virtually never brought on by a shortage of natural resources, just as starvation is usually never brought on by a lack of food, as Amartya Sen (1981) reminds us. As a result, early on, "public morality" was seen to be a direct result of economic reality and to be as essential to human life as the oxygen we breathe.

The principles of mercantilism, which consider trade as the ultimate source of wealth and the Malthusian physiocratic view of economics, which views the Earth's natural resources as the ultimate source of all riches. Supporters of staunch local economic protectionism who favor the feudal classes and the Sovereign would soon give way to Adam Smith, the first liberal economist. Smith maintained that the fundamental source of wealth is human production in his foundational book, An Inquiry into the Nature and Causes of the Wealth of Nations, and that this productivity may be maximized via the division of labor among the populace and the growth of economic competitors. Smith also vehemently opposed the imposition of restrictions on international commerce, such as tariffs and import fees, and held that everyone's interests would ultimately be served by self-interest. Thus, in an otherwise "liberal" economy, free trade would end up being the sole counterbalance.

Smith's perspective seems eerily similar in our day of globalized economy, and those with a stake in the neoliberal agenda do indeed openly use it. What they fail to mention is that Smith, like Malthus, came to believe early on that the purpose of economics was to promote the "common good" and that this could not be done without the use of a "enlightened authority." In other words, Adam Smith, the father of "liberal" economics, was the first to acknowledge that we could not completely trust the "invisible hand" of the market to function as it sees fit in order to avoid serious economic chaos and, most importantly, social injustice and misery. Smith claimed that the emergence of monopolies that may undermine the self-regulatory forces of supply and demand would be one of the apparent consequences of an unchecked economy. In order to prevent the dangerous concentration of market share, numerous laws are necessary.

The title of Adam Smith's book, "A Treatise of Political Economy," serves as a helpful reminder that effective political administration and economic advancement are inseparable and that there is no

"economy" outside of the social-political structure of human activities. Today, we must choose between opposing the idea that politics and economics are two separate fields of endeavor and affirming the idea that economics is politics. In other words, today's public policy task is to rethink how social and economic arenas of human activity relate to one another and to mold the nation's economic activities in a way that they pursue nothing less than Adam Smith's "common good." This cannot be achieved by restricting the concept of human capital to the development of high technology and international competition.

Super's Developmental Self-Concept Theory

Vocational development is the process of developing and implementing a self-concept. As the self-concept becomes more realistic and stable, so does vocational choice and behavior. People choose occupations that permit them to express their self-concepts. Work satisfaction is related to the degree that they have been able to implement their self-concepts.The main problem here is that others like Eli Ginzberg believe that career is chosen at the early age. From this, we can discover that the state is responsible to make it possible through good educational system, which include policy, technology, curriculum and infrastructures among others.

Career Maturity - Similarity between one's actual vocational behavior and what is expected for that stage of development. Career maturity includes readiness to cope with developmental tasks at a given stage. It is both affective and cognitive. Readiness to cope with development tasks means updating our skills with modern technology. This why we need to learn across the boundary of our specialty. Most career education programs have been affected by Super's ideas.(Donald Super, 2017). They provide gradual exposure to self-concepts and work concepts in curriculum that represents super's ideas of career development/vocational maturity. (National Career Development Guideline Standards)

Stages

Growth (Birth to mid-teens) - Major developmental tasks are to develop a self-concept and to move from play to work orientation.

Sub stages

• Fantasy (4-10 years old) - needs dominate career fantasies and little reality orientation

. • Interest (11-12 years old) - identifies likes/dislikes as basis for career choices.

This is the point that the community, the state or educational stakeholders more especially the parents need to come in. unfortunately most parents are ignorant of the fact, the learners are abandoned to themselves to make the choice.

• Capacity (13-14 years old) - more reality incorporated; can relate own skills to specific requirements of jobs. (Vocationalizing the self-concept)

At a point we start, seeing the mismatch between acquires skills and requires skills in the job market. At this stage, the learner is either in the first cycle of secondary school learning the entire arts subject or the science subject and know nothing about his or her career.

Exploration (Mid-teens through early 20's) - major tasks are to develop a realistic self-concept and implement a vocational preference though role tryouts and exploration; there is a gradual narrowing of choices leading to implementation of a preference. Preferences become CHOICES when acted upon.

Sub Stages

• Tentative (15-17 years old) - tentative choices incorporating needs, interests, abilities are tried out in fantasy, coursework, part time work, volunteer, shadowing. o May identify field and level of work at this sub stage.

• Crystallization of Preference (18-21 years old) - General preference is converted into specific choice. Reality dominates as one enters the job market or training after high school. Choosing a college major or field of training.

• Specifying a Vocational Preference (early 20's) - trial/little commitment; first job is tried out as life's work but the implemented choice is provisional and person may cycle back through crystallizing and specifying if not appropriate.

Establishment (mid 20's through mid-40's) - major tasks are to find secure niche in one's field and advance within it. Sub Stages

- Trial and Stabilization (25-30 years old) - process of settling down, if unsatisfactory may make 1-2 more changes before the right job is found.

The right job is difficult to find, if wrong choice is possible at the capacity stage. This explain why graduates are doing jobs not related to their field of study. Therefor the acquired skills is not more serving its purpose. This make education questionable. Here we need good educational system with conceptualized curriculum contents.

- Advancement (30-40 years old) - efforts directed at securing one's position, acquiring seniority, developing skills, demonstrating superior performance, resume building actions.

Within this advancement if right career choice is not made, this age range is the most dangerous moment as unemployment frustrate graduates. Since job opportunity is very hard, graduates should learn many trades and glow to modern technology (boundaryless career).

Maintenance (40's through early 60's) - Major task is to preserve one's gains and develop non-occupational roles for things one always wanted to do; Little new ground is broken; one continues established work patterns. One faces competition from younger workers

Disengagement or Decline (Late 60's through retirement) - Tasks are deceleration of the career, gradual disengagement from world of work and retirement. One is challenged to find other sources of satisfaction. May shift to part time to suit declining capacities.

Implications of Super's Theory for Career Counseling

- Identify the career development stage and set goals for mastery of the tasks unique to each stage.
- Help student clarify self-concept because any task that enhances self-knowledge will increase vocational maturity. Then help them relate their self-knowledge to occupational information.
- Expose students to a wider range of careers because occupational options narrow over time. Consider lifestyle implications and consider the vocational and avocational relevance of subjects studied in school.
- Direct work experiences are vital. Try on roles in real worlds of work.

Supers developmental view of career development in the context of the self allows for changes over time. This is very appropriate in the 21st Century workplace. A strong link between Super's Developmental Self-Concept Theory and contemporary education is the boundaryless career theory. Arthur first presented the concept of boundaryless career in 1990s, in the special issue of Journal of Organizational Behavior in 1994. It refers to "a series of employment opportunities beyond the boundary of single employment environment". It boundaryless career highlights employability improvement in place of long-term employment assurance, enabling employees to realize sustained employment across different organizations.

The "boundary" in "boundaryless career" according to the author can be interpreted as career boundary, organization boundary, employment relationship boundary, work role boundary, etc. Boundaryless career is not also used to describe a development trend of modern career, but also to represent a mode of individual career development. There is strong bond between boundaryless career and the general education in Cameroon. In Cameroon at the lower levels, students have the chance to do all the sciences subjects for the case of science students. The Arts students also do all the Arts subjects in English subsystem of education. Looking at the boundaryless career, these graduates are supposed to work in any organization or have many job opportunities. The reality seem not to be true. This particular aspect called the attention of the writer to ascertain the relationship between the skills acquired in schools and skills required in labour or job market.

This is because the boundaryless career breaks through the hypothesis that a single organization can provide employment for life, and highlights the instability and turbulence of modern career. Using the concept of boundaryless career, Arthur describes the fact that the career of many people is no longer "bound" or "regulated" by organization. This means may jobs opportunities for the graduates, which seem to be different. Arthur and Rousseau In 1996 further revise and enrich the theory of boundaryless career, and it develops into an influential concept gradually. This means that besides individual transfer inside and outside organization, the accumulation of transfer ability and personal identity are also important factor of judging boundaryless career. Zhiguo Liu, Guanghui Chen (2013)

Under the mode of boundaryless career, e employees will be beyond a series of job opportunities set by a certain or single employment scope. For example, employees will no longer finish lifetime career in one or two organizations, but realize their career in more organizations, more occupations.

The "boundaryless career" approach (Arthur, 1994; Arthur and Rousseau, 1996) - which suggests that individuals have increasingly more freedom to create careers that are no longer bounded by any predetermined pattern.

Contemporary Career Theories.

Sullivan et al. (1998), Sullivan and Baruch (2009), Adamson et al. (1998) and Baruch (2006) study (as cited in Grace Mansah-Owusu 2013) have stated that there has been a fundamental paradigm shift in the perspectives surrounding career theories of late. New perspectives of careers include working from a subjective, individual career level, which is more flexible, non-hierarchical, portfolio and dynamic (Savikas et al 2009).Boundaryless career theory is one of such theory, which suggests that careers are less restricted by specific organizations, but grow through project-based experiences and competencies that exist across firms (Arthur and Rousseau 1996).

This explain why workers leave from one organization to another following better working condition as higher wages and so on. The constrains can be the level of education. less constrained career patterns have been conceptualized under the umbrella term of boundaryless careers, but include other career concepts and terms such as: intelligent and protean careers and have been highlighted as accurate metaphors to describe current employment patterns.Individuals who can move between and within organizations and vocations with a greater ease than ever before (Arthur and Rousseau 1996) have characterized this proposed career shift. Contemporary career theorists to describe modern employment patterns and career enactment have used this career metaphor extensively.

According to (Stephan and Levin, 1997, Enders, 2005), as narrated by Françoise Danny, Séverine Louvel, Annick Valette (2011). Academic careers have been studied for years in order to gain insights regarding the conditions that contribute to scientific production; economists, in particular, have explored the relationship between tenure and productivity. However, career scholars have paid little attention to academic careers as of yet, although academia is going through dramatic changes that call into question how these careers are structured (Harley et al. 2004).We use boundaryless career theory, as the main theory in this work because the boundaryless deals with 21st century skill in addition that it is one of the recent theory and as 21st century theory.

The curriculum theory

Curriculum theory is important in this work because curriculum principles provides a clear steer for the design of your curriculum, and you should be entirely convinced, comfortable and confident in them. The part of human capital (skills) mention above can be marketable or not depend on curriculum contents. There are 5 overarching paradigms of educational learning theories; behaviorism, cognitivism, constructivism, design/brain-based, humanism and 21st Century skills. We shall look the relationship between our curriculum and 21st century skills. The 21st-century skills classroom focuses on asking questions to encourage critical thinking, inquiry, and reasoning. In all courses, students evaluate, synthesize, and translate ideas to solve problems and complete projects. Teachers also encourage students to hone their reasoning and inquiry skills. This explain more reasons for digitalization

Berit Karseth, Ninni Wahlström, in International Encyclopedia of Education (Fourth Edition), 2023 asked How can we understand the organization of the school as a societal institution, and how can we understand the organization of knowledge in school? The answer to these questions depends on the context and objectives of each country. A main argument for a globalized impact on educational policy is that the international interest in education policy, even for compulsory schooling, has been growing over the last two decades.

CHAPTER THREE:

RESEARCH METHODOLOGY

This chapter focuses on detail explanation of the procedure followed by the researcher in order to carry out this study. It presents the type of method used, the reasons for choosing the method, data collection instruments and procedure, method of statistical analysis, ethical statement, assessing trustworthiness and limitations of the method used.

According to Sahu (2013), Research methodology refers to the systematic process of solving a research problem. It generally involves various steps followed by researchers in studying research problems following logical sequences. In order to carry out research different researchers adopt different approaches and the approach adopted depends on the type of research and the objective of the study. There are two main types of research approaches: the qualitative and the quantitative approach.

Quantitative approach involves the collection of data form, which can be subject to rigorous quantitative analysis in a formal and rigid fashion (Kothari 2004). The qualitative approach on the other hand is mainly concerned with subjective assessment of the respondent. It is mainly concerned with attitudes, opinions, behaviors and impressions. The qualitative approach seeks to understand situations in their uniqueness as part of a particular context and the interactions there (Merriam 2002).

Research Design

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. According to Gall, Borg, and Gall, (2003), a survey is an attempt to collect information from members of the population in order to determine its current status with respect to one or more variables.

There are four main types of Quantitative research: Descriptive, Correlational, Causal-Comparative/Quasi-Experimental, and Experimental Research. Attempts to establish cause-effect relationships among the variables. These types of designs are very similar to the experiments, but with some key differences. The purpose of a research design is to provide a plan of study that permits

an accurate assessment of cause-and-effect relationships between independent and dependent variables. The classic controlled experiment is an ideal example of good research design.

The design of this study is Descriptive Research Design because in Descriptive Research Design, the researcher explains/describes the situation or case in depth in their research materials. This type of research design is purely on a theoretical basis where the individual collects data, analyses, prepares and then presents it in an understandable manner. It is the most generalized form of research design. To explore one or more variables, a descriptive design might employ a wide range of research approaches. The reason why the researcher used the descriptive research design because; it accurately and systematically provide basic information about variables in dataset. Descriptive statistics is used because it highlight potential relationships between variables. It is also to answer the what, where, when and how questions. It also allow the researcher to quantify and describe the basic characteristics of the data.

Area of Study

The study was conducted in some selected professional higher institutions around the Yaoundé IV subdivision of the Centre Region of Cameroon. Yaoundé IV subdivision is made up of the following quarters; Mimboman, Mvog Mbi, Komo, Biteng, Awae, Odza, Ekoumdoum, Anguissa, Kondengui, Ekie, Mvan, Nkolndeongo. This Yaoundé IV sub division cover the surface area of 58, 8 km^2. And has a population of 77350 habitants in 2022. The Yaoundé IV subdivision has about seven (7) professional higher institutions. Some of these institutions include; ISPA, ISTAG, ISESTMA, IBISMA, ISSAM, SIATOU, and ISPETE. The researcher selected three (3) of these institutions (SIANTOU, ISSAM and ISESTMA) for this study with an estimated population of about 2000 students. These institutions aim at training students to be professional as well as pick up good jobs when they graduate. The choice of the area is because SIANTOU is one of the populated institutes in Yaoundé found in Yaoundé IV subdivision.

Targeted population

According to Casteel & Bridier (2021), the target population is the specific, conceptually bounded group of potential participants to whom the researcher may have access that represents the nature of the population of interest. To be successful in defining the target population, one must examine all the boundary considerations in an interactive manner to ensure that the end description of the target

population is inclusive enough to provide sufficient data to the study. The target population must also be exclusive enough to avoid having participants who do not represent the study's needs, which will misrepresent the population of interest. Much like the population of interest, the boundaries of the target population must be defined such that the researcher and other stakeholders understand the nature and extent of the group to be studied. Such considerations are important not only for ensuring the efficacy of the research, but also assist in budgeting resources for investigating the research problem. A well-defined target population describes inclusion and or exclusion criteria for who or for which entities may participate in the study. The target population must be a complete subset of the population of interest – members of the target population must also be described by the boundaries of the population of interest. Additionally, the target population is further restricted such that the researcher may clearly operationalize the boundaries for participation. It is from the target population that the sampling frame is developed.

The target population is comprised of students in some higher professional institutions in Yaoundé (IV) Sub Division of the Centre Region stated above who are aspiring to pick up a job after their studies. Yaoundé (IV) has about seven professional higher institutions or more. The population of students in those professional institutions were about 2000 students in all the institutions.

Accessible population

It is the portion of the targets population that the researcher can access**. Among** the institutions found in this locality, we visited SIANTOU, ISSAM and ISESTMA for sampling.

Samples

It is the selected elements (people or objects) chosen for participation in a study. The people are referred to as subjects or participants. Sampling is the process of selecting a group of people, events behaviors or other elements with which to conduct a study. The sample selected for the study comprised of 333 students from the three selected higher institutions.

Sampling frame

The sampling frame is the list of all elements in the population from which the sample is drawn. The sampling frame is an operationalized representation of the target population and is the group of units from which the sample is recruited. It is the precise group of units – often individuals – that will be

solicited for their participation in the study. Sampling frames may be organized using telephone numbers, names of persons, physical addresses, email addresses, social media groups, organizational lists, or geographical units Kölln et al., (2019). The nature of the sampling frame is directly related to the sampling method, as the sampling frame is the operationalized structure through which the sample is recruited (Prandner & Weichbold, 2019). According to the definition, the sample frame of this study is the physical contact with respondents.

Sampling Method

There are two main sampling methods –probability sampling and non-probability sampling. Each is made of various types.

Types of probability sampling; simple random sampling, stratified random sampling, (proportional and disproportional), cluster random sampling and systemic sampling.

Types of non-probability sampling include; convenience sampling, Quota sampling, purposive sampling and snowball sampling.

According to (Bernard et al. 1986) selecting is a way of obtaining data and the population from whom this data will be acquired is a crucial step in all research and should be done with correct judgment, especially since no amount of analysis can make up for improperly collected data.

In this work, we chose the nonprobability sampling method and a convenience sampling technique was used for data collection. Nonprobability sampling method is selected due to time constraint and nature of population of the study.Convenience sampling technique; the participants are consecutively selected in order of appearance according to their convenient accessibility. The institutions is made up of two shifts. Some students are only available in the morning while others in the evening.

Sample Size.

The sample size (n) calculated based on the formula proposed by Yamane (1967). This formula is used to determine the sample size for the study.

$$n = \frac{N}{1 + N(\alpha)^2}$$

N= Total Population

n= Sample Size

α = Acceptable sampling error that can be tolerated (0.05)

$$n = \frac{2000}{1+2000(0.05)2} = \underline{333 \text{ Students}}$$

The sample size consists of 333 students from the Yaoundé IV Subdivision.

Instruments

According to Neil J, (2010), instrumentation refers to tools or means by which the investigators or researchers attempt to measure variables or items or interest in the data collection process.The main instrument used in this study is questionnaires.it is the best instrument for data collection in quantitative research like this one. The use of questionnaires is the most common among other tools of data collection because it is effective, takes less time, give detailed answers to complex questions, and may be less expensive. According to Gall, Borg &Gall (2003).

The questionnaire in this study is divided into two sections; in the first section, we have the demographic information of the respondent while the second part asked questions to test how the effects of education policy in Cameroon, modern technology, curriculum, and modern infrastructures influence graduates employability. All question were close-ended statements that were followed by alternative answers from which the respondents were asked to tick only one answer from the Likert scale.

The Likert scale has four options for the respondent to choose. These options are; strongly Agree (SA), Agree (A), Strongly Disagree (SDA) and Disagree (DA). The questionnaire in both official languages with a good translation. This has helped each respondent to understand and interpret the questions in the best language he or she understands better. With this, each respondent is comfortable with the language. It means each respondent understood the questions.

Validity of the research instrument

Validity of research instrument assesses the extent to which the instrument measures what it is designed to measure (Robinson, 2011). The results are truthful to the degree. Therefore, that it requires research instrument (questionnaire) to correctly measure the concepts under the study (Pallant 2011). For the data instrument to be valid, the content selected must be relevant to the gap.

The instrument of the study was seen valid by the supervisor and sample population. This is true because all the questions have been answered without any difficulty.

Validity is divided in to internal validity and external validity. Internal validity seeks to demonstrate that the explanation of a particular event, issue or set of data that a piece of research provides can actually be sustained by the data. In some degree, this concerns accuracy, which can be applied to quantitative and qualitative research. The findings must describe accurately the phenomena being researched. External validity refers to the degree to which the results can be generalized to the wider population, cases or situations. The issue of generalization is problematical. Louis Cohen, Lawrence Manion and Keith Morriso (2007).

Reliability of the instrument

According to Fiona Middleton (2022), reliability refers to how consistently a method measures something. Mungenda (2003) define reliability as a measure of the degree to which a research instrument yield consistent result or data after repeated trails. An instrument is reliable when it can measure a variable accurately and obtain the same results over a given period. It is however affected by random errors. The pre-test was conducted in ISPA this help the researcher to identify errors and correct them before actual study. The reliability of the questionnaire was measured using the Cronbach's Alpha coefficient. It was computed using the statistical package for social science (SPSS). The questionnaire had a reliability of 0.756 which shows that, the instrument was valid and reliable this work.

Data collection procedure

Data was collected with the help of a structured questionnaire. After the approval of the research supervisor, a research authorization was granted by the Dean of the faculty of education in the University Of Yaoundé 1. A copy was presented to relevant authority of the area of study for permission, which was granted, and the questionnaire was administered personally with the help of the class delegates and the familiar students of the institution.

Identification of the respondent

It was easy to know the students for the selected higher institutions since data collection was done during second semester examination. Also have accesses in to the private schools was very difficult, therefor every one seen is either a teacher, a student or a personnel of that institution.

Identification of variables

By identification of variables, we analyses the study of the dependent and the independent variable. How the indicators of these variables contribute to graduates employability.

The independent variable

According to Pritha Bhandari (2022), an independent variable is a variable that a researcher operationalizes, manipulates, or varies in research to explore its effect. It is called "independent" because it is not influenced by any other variable in the study. It can also be called; Explanatory, predictor or the right- hand side varible. The independent variable of this study is; educational forecasting. Operated as educational policy forecasting, curriculum content forecasting, modern infrastructural forecasting and modern technology forecasting.

Dependent variable

According to Pritha Bhandari (2022), a dependent variable is what changes because of the independent variable manipulation in research. It is what the researcher is interested in measuring, and it depends on the dependent variable.in statistics dependent variable is known as; the response variable, outcome variable, or left-hand-side variable. In this the dependent variable is the graduate's employability.

 Model Specification

The data for the study were primarily sourced from well-structured questionnaires. The study expects that all the explanatory parameters will significantly influence Graduates Employability.

$Y = f(X_1, X_2, X_3, X_{4\ldots\ldots}X_n)$

Econometrically, the regression analysis is specified as:

$GEi = \beta0 + \beta1EPi + \beta2CCi + \beta3MIi + \beta4MT_i + \mu i\ldots\ldots\ldots\ldots$

Where;

GE =Graduates Employability (the dependent variable), measured by the number of students employed.

EP= Educational Policy

CC = Curriculum Content

MI= Modern Infrastructure

MT= Modern Technology

$\mu 1$ = error term assumed to have a zero mean and constant variance

$\beta 0$ = Constant

$\beta 1 - \beta 4$= intercept; Change (coefficient) in educational forecasting is associated with a change in Graduates Employability variables and educational forecasting variables (the independent variable) considered.

Method of Data Analysis

Both descriptive and inferential statistics were used. Descriptive statistics were computed for presenting and analyzing the data. It enables researchers to describe the composition of raw data in numerical terms Nunnally, (1994). These methods incorporated the use of frequency distributions, percentage tables and measures of central tendency. They also incorporated the use of measures of variation mean and standard deviations for univariate analysis. The data was presented in the form of frequency distribution tables that facilitated description and explanation of the study findings. Data was coded using a Statistical Package for Social Sciences SPSS version 25.

For inferential statistics, a linear regression model was employed to explore the extent to which a variable or set of variables may predict a dependent variable Kasmaoui, (2019) and more specifically a multiple regression model. The dependent variable, Graduates Employability. The following analysis seeks to establish whether there is any relationship between Educational forecasting and graduates employability.

For this purpose, a multivariate regression analysis was employed. This is because the model and variables used in this analysis satisfied the following three principles of this method: 1) there is only one dependent variable (graduate's employability). 2) This variable is a parametric number, and 3) there are several parametric independent variables. Social science researchers commonly describe the

different ways they measure things numerically in terms of scales of measurement, which come in three flavors: nominal, ordinal, interval or ratio scales Brown, (2022). Multiple regression analysis provides a means for objectively assessing the degree and nature of the relationship between dependent and independent variables.

Reliability and Validity of Findings

In order to ensure reliability of findings, some tests were conducted. In testing for collinearity, the tolerance and variance inflation factor (VIF) were used. VIF and tolerance are two closely related statistics for diagnosing collinearity in multiple regression. They are based on the R squared (R^2) value obtained by regressing a predictor on all other predictors in the analysis. Tolerance is the reciprocal of VIF. If the value is between 3 and 5, then there is no multicollinearity. Henseler et al., (2009).

The coefficient of determination (R^2) gives the percentage by which changes in the dependent variable are explained by the independent variables of the study. If its value is < 0.25 then it is weak, between 0.25-0.5 it is medium and above 0.5 it is substantial. Henseler et al (2009). Hair et al., (2011). Before we proceed, it is better to test for the reliability test. Reliability is how consistently a method measures something

Table 1: Scale: General Cronbach Alpha

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.756	.754	33

Source: Fieldwork, 2022

Tau-equivalent reliability, also known as Cronbach's alpha or coefficient alpha is a reliability coefficient that provide a method of measuring internal consistency of a test. That how closely related a set of questions are in a group.

Cronbach's alpha values should, in theory, give us a number between 0 and 1; however, we can also receive negative results. If your data is negative, something is amiss; possibly, we neglected some items. A Cronbach's alpha of 0.70 or above is considered favorable, according to the common rule of thumb.

From the above table the value of Cronbach's Alpha is 0.756 equivalent to 75.6% of internal consistency, which is favorable.

Ethical Considerations

Generally, ethical requirements in research emphasized on exhibiting a high standard of professionalism when conducting research works of any kind and as such, research endeavors must be guided by research ethics in the planning, conducting and reporting Guthrie, (2010). To ensure that the research ethics are properly adhered to, this study follows the four ethical principles in research: truthfulness, thoroughness, objectivity, and relevance.

Informed consent was used to ensure that the respondents understand their rights and obligations before participating in any research study. An introduction letter attached to the questionnaire represented this. Consequently, selected respondents were consulted before they participated in the research study.Voluntary Participation was also used where the respondents were coerced to participate in the study. Instead, the respondents were briefed on the research objectives and aim before they could make their own informed consent. Also, each respondent had an equal right to either choose whether to participate or not.

In line with these core values, all the respondents engaged in this study were assured of confidentiality. Consequently, none of them were coerced, or unduly engaged, nor were misrepresented in the study. Also, authorization was collected from the institutions in charge to prevent possible hesitance among the respondents.

CHAPTER FOUR:

DATA ANALYSIS AND PRESENTATION OF FINDING

Introduction

This chapter deals with data analysis and presentation of findings collected from the field. The statistical tool that was used to analyze the data obtained from the field was the Statistical Package for Social Sciences (SPSS)

Table 2: The frequency distribution of Gender

gender	Frequency	Percent
MALE	148	44.4
FEMALE	185	55.6
Total	333	100.0

Source: Fieldwork, 2022

From table 2, it shows that 185 respondents were female, consisting of 55.6% while 148 were males consisting of 44.4%. It shows that, there were more females than males.

Table 3: The frequency distribution of Age

age	frequency	percentage
20-30	195	58.6
31-40	94	28.2
41 and Above	44	13.3
Total	333	100

Source: Fieldwork, 2022

Table 3 shows that, a majority of the respondents were between the Ages 20 to 30. That is, 195 respondents, consisting 58.6%, 94 respondent were between the ages 31 to 40, making 28.2% while 44 respondents were between the ages 41 and above, making 13.2%.

Table 4: Employment Status

status	Frequency	Percent
Employed	132	39.6
Unemployed	201	60.4
Total	333	100.0

Source: Fieldwork, 2022

From the table 4 above, 201 respondents were unemployed with a percentage of 60.4 while 132 were employed which makes 39.6%.

Table 5: Employment Sector

sector	Frequency	Percentage
Private	44	13.2
Public	43	12.9
Self employed	45	13.8
No Sector	201	60.1
Total	333	100.0

Source: Fieldwork, 2022

Table 5 is concerned with the respondents' job sector showing that students who were in the institutions had no sectors meaning they were unemployed making it 201 that is, 60.1% of the respondents, 45 were self-employed, 44 were in the private sector while 43 were in the public sector.

Table 5: Do you have any professional certificate?

	Frequency	Percentage
Yes	119	35.7
No	214	64.3
Total	333	100.0

Source: Field work,2022

Table 6 look at those with professional certificates. From the result, 214 respondents had no professional certificate while 119 accepted that they had a professional certificate. This explains why some students attend evening sessions.

Research questions

Each determining variable has a number of indicators.

Table 6: Educational policy

Statement	SA	A	N	D	SD
Need for effective implementation	251 (75.4%)	66 (19.8%)	00	35	
Need for policy adaptation	238 (71.6%)	76 (22.8%)	00	(10.5%)	19(5.7%)
Need for relevant reforms	154 (46.2%)	143(42.9%)	35(10.5%)	00	00
Need for policy inspection.	232 (69.7%)	89 (26.7%)	00	00	3 (0.9%)
The need for policy to take every student into consideration	173 (60%)	159 (48%)	00	00	00
The need for linguistic differences at all levels.	117 (35.1%)	200(60.1%)	00	00	00 16(4.8%)
Need for policy to fight against discrimination among students.	210 (63%)	84 (25.2%)	00 00	00 12(3.6%)	7 (2.1%) 00
The policy promotes subcultural attitudes among students	164 (49.2)	159(47.7%)	12 (3.6%)	9 (2.7%)	00
The need for socialization	127 (38.1)	183(55.0%)	9 (2.7%)	00	00
The policy promotes the teacher-student interaction	135 (40.5%)	179(53.8%)	00	00	00
The policy organizes the teaching, learning and assessment process.	180 (54.1%)	146(43.8%)	00	00	00

Source: Fieldwork, 2022

Table 7. shows that, 251 (75.4%) students strongly agree that there is a need for the educational policy to be effectively implementation, 66 (19.8%) agree to the above accession. while 16 (4.8%) respondents disagree.238(46.2%) respondents strongly agreed that, the educational policy needs to be adapted to meet the international standards. 76(22.8%). strongly agreed to the above statement.154 (46.2%) respondents strongly agreed that, there is the need for relevant policy reforms while 143(35.1%) agreed. 232 (25.2%) respondents strong agreed that, there is the need for supervision, monitoring, inspection, evaluation while 89(35.1%) respondents agreed. 173(60%) respondents strongly agreed that, there is the need for policy to take every student into consideration, 159(48%) agreed while 1 was neutral to the above accession. 200 (60.1%) respondents agreed that, the need for linguistic differences at all levels is necessary while 117 (35.1%) strongly agreed to the above statement. 210(63%) respondents strongly agreed that, there is the need for policy to fight against racism and discrimination among students while 84(25.2%) agreed to that fact.164(49.2%) respondents strongly agreed that, the educational policy promotes subcultural attitudes among students while 159(47.7%) agreed to the above accession. 183(55.0%) respondents agreed that, the

educational policy encourages socialization among students while 127(38.1%) strongly agreed.179(55.0%) respondents agreed that, the policy promotes the teacher-student interaction while 135(40.5%) strongly agreed. 180(54.1) respondents strongly agreed that, the policy organizes the teaching, learning and assessment process while 146(43.8) agreed.

Table 7: Curriculum content

STATEMENT	SA	A	N	D	SD
Curriculum delivery is largely theoretical	192 (57.7%)	112 (33.6%)	00	28 (8.4%)	1 (0.3%)
More extracurricular activities to connect learners to the job market.	273 (82.0%)	51 (15.3%)	00	4 (1.2%)	5 (1.5%)
Relevant specialization	73 (21.9%)	228 (68.5%)	3 (0.9%)	11 (3.3%)	18 (5.4%)
Internship and industrial sessions.	196 (58.9%)	131 (39.3%)	00	6 (1.8%)	00
More work industrial work-based training	112(33.6%)	184 (55.3%)	00	17 (5.1%)	20 (6.0%)
Decentralization of the curriculum.	180 (54.1%)	89 (26.7%)	64 (19.2%)	00	00

Source: Field work,2022

Table 8 shows that 192(57.7) respondents strongly agreed that the curriculum delivery is largely theoretical while 112(33.6) agreed. 273 (82.0) respondents strongly agreed that there is a need for more extracurricular activities to connect learners to the job market, while 51 (15.3) respondents agreed. 228 (68.5%) respondents agreed that there is relevant specialization in the curriculum whereas 73 (21.9) strongly agreed.196 (58.9) respondents strongly agreed that there is need for internship and industrial sessions in the curriculum while 131 (39.3) agreed. 184(55.3) respondents agreed that we need more work industrial work-based training while 112 (33.6) strongly agreed. For the decentralization of the curriculum 180 (54.1%) strongly agree and 89(26.7%) respondents agree.

Table 8: Modern Infrastructure

STATEMENT	SA	A	N	D	SD
The use of modern equipment for practical	33 (9.9%)	238 (71.5%)	00	62 (18.6%)	00
Awareness of the types of learning infrastructure required for the 21st-century economy	237 (71.2%)	66 (19.8%)	30 (9.0%)	00	00
Need for the technological infrastructure.	294 (88.3%)	39 (11.7%)	00	00	00
The classroom size is sufficient to accommodate the learners.	295 (88.6%)	38 (11.4%)	00	00	00
Assessable classrooms for the physically challenged	36 (10.8%)	289 (86.8%)	8 (2.4%)	00	00

Source: Fieldwork, 2022

Table 9 answer the question; what role does modern infrastructure play in graduate employability? Shows that 238(71.5%) respondents agreed that there is use of modern equipment for practical while 62 (18.6%) are neutral. 237 (71.2%) respondents strongly agreed there awareness of the types of learning infrastructure required for the 21st-century economy whereas 66(19.8%) agreed.294(88.3%) respondents strongly agreed that there is need for the technological infrastructure. While 39 (11.7%) respondents' agreed.295(88.6%) respondents strongly agreed that, the classroom size is sufficient to accommodate the learners. While 38(88.6%) respondents agreed to above accession 289(86.8%) respondents agreed that classrooms are assessable for the physically challenged result of the research question; while 36(10.8%) strongly agreed.

Table 9: Modern Technology

STATEMENT	SA	A	N	D	SDA
The university compelled teachers to use ICT in teaching and evaluating	247 (74.2%)	33 (9.9%)	50 (15.0%)	3 (0.9%)	00
There is good and fast internet connectivity in my school.	216 (64.9%)	85 (25.5%)	00	9 (2.7%)	23 (6.9%)
The University's library is digital	91 (27.3%)	51 (15.3%)	21 (6.3%)	8 (2.4%)	162 (48.6%)
Cameroon's university work in collaboration with other universities for student mobility	50 (15.0%)	48 (14.4%)	195 (58.6%)	40 (12.0%)	00
Teachers are trained on the use of the latest innovations.	29 (8.7%)	226 (67.9%)	78 (23.4%)	00	00

Source: Field work,2022

Table 10 shows the result of the research question; how does modern technology influence graduate employability? 247 (74.2%) respondents strongly agreed that the university compelled teachers to use ICT in teaching and evaluating. While 50 (15.0%) agreed to the above accession. 216 (64.9%) respondents strongly agreed there is good and fast internet connectivity in my school while 85(25.5%) agreed. 162 (48.6%) respondents strongly disagreed that the University's library is digital while 91 (27.3%) respondents also strongly agreed. 195(58.6%) respondents were neutral on the accession that Cameroon's university work in collaboration with other universities for student mobility while 50(15.0%) respondents strongly agreed. 226 (67.9%) respondents agreed that teachers are trained on the use of the latest innovations and 78 (23.4%) of the respondents were neutral. The results shows that most of our universities libraries are virtually empty. Most books found are of very little impacts to the graduates talk less of digital libraries. Graduates carrying research finds it difficult to obtain good documents from the libraries. Most documents are downloaded which made it more difficult to researchers.

Table 10: Graduate's employability

STATEMENT	SA	A	N	D	SD
Need for having specific hard skills such as Computer skills, research skills, contacts with employers, etc.	232 (69.7%)	79 (23.7%)	22 (6.6%)	00	00
Need for entrepreneurial skills.	228 (68.5%)	83 (24.9%)	22 (6.6%)	00	00
The knowledge and skills gained at university/school prepare you for professional work life?	150 (45.0%)	141 (42.3%)	41 (12.3%)	01 (0.3%)	00
Having internship opportunities (Cooperative education) gives you better chances of finding a job	181 (54.4%)	112 (33.6%)	39 (11.7%)	01 (0.3%)	00
Having career events on campus for networking with professionals increases your chances of getting a job	159 (47.7%)	90 (27.0%)	44 (13.4%)	30 (9.0%)	10 (3.0%)
Graduates go for further professional training before obtaining first job.	119 (35.7%)	86 (25.8%)	128 (38.4%)	00	00

Source: Fieldwork, 2022

Table 11 shows the various items propose by the study to ease employability after graduation. 232(69.7%) respondents strongly agreed students need for having specific hard skills such as Computer skills, research skills, and contacts with employers, etc. While 79(23.7%) agreed. 228 (68.5%) respondent strongly agreed that there is need for entrepreneurial skill, while 83(24.9%) respondents agreed, 150(45.0%) respondents strongly agreed that the knowledge and skills gained at university/school prepare you for professional work life. While 141(42.3%) agreed to that accession. 181(54.4%) respondents strongly agreed that having internship opportunities (Cooperative education) gives you better chances of finding a job while 112 (33.6%) respondents agreed.concerning Having career events on campus for networking with professionals increases your chances of getting a job159 (47.7%) 90 (27.0) . 28(38.4%) respondents were neutral about the fact Graduates go for further professional training before obtaining first job. While 119(35.7%) respondents strongly agree concerning the above accession.

Results of Findings

Table 11: Summary Descriptive Statistics for Regression Analysis

	Mean	Std. Deviation	N
Graduate Employability	26.0390	3.14341	333
Educational Policy	48.6426	3.69405	333
Curriculum Content	26.3724	2.20338	333
Modern Infrastructure	22.3874	1.32972	333
Modern Technology	18.9790	3.29332	333

Source: Fieldwork, 2022

From the table 12, graduate employability has a mean of 26.0390 with a standard deviation of 3.14341. Educational policy has a mean of 48.6426 with a standard deviation of 3.69405. Curriculum content has a mean of 26.3724 with a standard deviation of 2.20338. Modern Infrastructure has a mean of 22.3874 with a standard deviation of 1.32972. and finally, Modern Technology has a mean of 18.9790 with a standard deviation of 3.29332.

Table 12: Correlations

		Graduate Employability	Educational Policy	Curriculum Content	Modern Infrastructure	Modern Technology
Pearson Correlation	Graduate Employability	1.000	.805	.535	-.174	.027
	Educational Policy	.805	1.000	.469	-.149	.125
	Curriculum Content	.535	.469	1.000	-.145	-.272
	Modern Infrastructure	-.174	-.149	-.145	1.000	-.446
	Modern Technology	.027	.125	-.272	-.446	1.000
Sig. (1-tailed)	Graduate Employability		.000	.000	.001	.313
	Educational Policy	.000	.00	.000	.003	.011
	Curriculum Content	.000	.000	.00	.004	.000
	Modern Infrastructure	.001	.003	.004	.00	.000
	Modern Technology	.313	.011	.000	.000	.00

Source: Field work,2022

From table 13, Our research question for the multiple linear regression is: Can we explain the outcome variable, graduates' employability with the given independent variables educational policy, curriculum content, modern infrastructure and modern technology?

Determining how well the model fits

The first table of interest is the model summary (Table 4.13). This table provides the R, R^2, adjusted R^2, and the standard error of the estimate, which can be used to determine how well a regression model fits the data:

Table 13: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826[a]	.682	.678	1.78413

a. Predictors: (Constant), Modern Technology, Educational Policy, Modern Infrastructure, Curriculum Content

b. Dependent Variable: Graduate Employability

Source: Fieldwork, 2022

From table 14, The "R" column represents the value of R, the multiple correlation coefficient. R can be considered to be one measure of the quality of the prediction of the dependent variable; in this case, educational policy. Form our findings, 0.826, indicates a good level of prediction. The "R Square" column represents the R^2 value (also called the coefficient of determination), which is the proportion of variance in the dependent variable that can be explained by the independent variables.

You can see from our value of 0.682 that our independent variables (Educational Policy, Curriculum Content, Modern Infrastructure, and Modern Technology) explain 68.2 % of the variability of our dependent variable, graduates' employability. And 31.8% (100%-68.2%) of the variation is caused by factors other than the predictors included in this model with a standard error of 1.78413

Table 14: ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2236.425	4	559.106	175.647	.000[b]

Residual	1044.067	328	3.183
Total	3280.492	332	

a. Dependent Variable: Graduate Employability

b. Predictors: (Constant), Modern Technology, Educational Policy, Modern
Infrastructure, Curriculum Content

Source: Field work,2022

From table 15 The F-ratio in the ANOVA (Table 4.14) tests whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically and significantly predict the dependent variable, $F_{(4, 328)} = 175.647$, $p (0.001) < 0.05$ (i.e., the regression model is a good fit of the data).

Table 15: Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Collinearity Statistics	
Model	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	-6.511	3.093		-2.105	.036	-12.596	-.426		
Educational Policy	.610	.032	.717	19.352	.000	.548	.672	.707	1.414
Curriculum Content	.256	.057	.179	4.487	.000	.144	.368	.608	1.643
Modern Infrastructure	-.140	.087	-.059	-1.610	.108	-.310	.031	.721	1.387
Modern Technology	-.039	.038	-.041	-1.033	.303	-.113	.035	.627	1.595

a. Dependent Variable: Graduate Employability

Source: Field work,2022

From table 16. Given that, the t-value and corresponding p-value are in the "t" and "Sig." columns. The tests on (Table 4.15) tell us that, educational policy $p (.001) < 0.05$ and curriculum content $p (.001) < 0.05$ are significant, but modern infrastructure $p (.108) > 0.05$ and technology $p (.303) > 0.05$ are not significant. This means that the explanatory variables modern infrastructure and technology are no more useful in the model, when the other two variables are already in the model. In other words, with educational policy and curriculum content in the model, modern infrastructure and technology no more adds a substantial contribution to explaining graduates' employability.

Like the standard error of model fit discussed above, the standard error of the coefficients in regression output are also wished to be as small as possible. It reflects show how wrong we could be, while estimating its value. From the findings, relative to the coefficient 0.610 of educational policy, its standard error 0.032 is small.

Estimated model coefficients

The general form of the equation to predict graduates' employability from educational policy, curriculum content, modern infrastructure and modern technology, is:

Predicted graduates' employability = -6.511 + 0.610 (educational policy) + 0.256(curriculum content) – 0.140 (modern infrastructure) – 0.039 (modern technology). This is obtained from the (Table 4.16) above:

Constant -6.511, is the predicted value for the dependent variable graduates' employability, if all independent variables, educational policy = 0, curriculum content = 0, modern infrastructure =0 and modern technology=0. That is, we would expect an average graduates' employability of -6.511 when all predictor variables take the value 0.

For this reason, this is only a meaningful interpretation if it is reasonable that the predictors can take the value 0 in practice. Besides, Karen (2018) reveals that the data set should include values for all predictors that were near 0. Therefore, if both of these conditions are not true, the constant term (the y-intercept) in the regression line really has no meaningful interpretation.

The information in the (Table 4.16) also allows us to check for multicollinearity. A common rule of thumb: for any predictor VIF > 10 should be examined for possible multicollinearity problem (Dhakal, 2016). In our multiple linear regression model. VIF should be < 10 (or Tolerance > 0.1) for all variables, which they are.

Discussion of Findings

The findings seek to analyses the different objectives of the study seeks to evaluate the educational forecasting on graduates' employability. This can be seen below:

a. To Evaluate the Extent of Educational Policy on Graduate's Employability
       Regression

Table 16: Descriptive Statistics

	Mean	Std. Deviation	N
Graduate Employability	26.0390	3.14341	333
Educational Policy	48.6426	3.69405	333

Source: Field work,2022

Table 17 shows that, graduates' employability has a mean value of 26.0390 with deviation of 3.14341 and educational policy has a mean of 48.6426 and a deviation of 3.69405.

Table 17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805[a]	.647	.646	1.86966

a. Predictors: (Constant), Educational Policy

Source: Field work , 2022

Table: 18 reveals that, 0.805, indicates a good level of prediction. The coefficient of determination R-squared is 0.647 that our independent variable (Educational Policy) explains 64.7% of the variability of our dependent variable, graduates' employability. And 35.3% (100%-64.7%) of the variation is caused by factors other than the predictors included in this model with a standard error of 1.86966.

Table 18: Correlations

correlation		Graduate Employability	Educational Policy
Graduate Employability	Pearson Correlation	1	.805**
	Sig. (2-tailed)		.000
	N	333	333
Educational Policy	Pearson Correlation	.805**	1
	Sig. (2-tailed)	.000	
	N	333	333
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Field work,2022

Table 19 reveals that, there is a positive strong relationship of 0.805 between graduates' employability and educational policy with a p-value of 0.001 < 0.05. This shows that, educational policy and graduates' employability are statistically significant at 5% level of significance. The table gives us the correlation between two continuous quantitative variables. Educational and graduates employability. This show that there is a relationship between these variables. The Pearson's correlation coefficient (r) = 0.805, implying Educational policy variable is correlated to educational policy. The Pearson r of 0.805 indicates a strong positive correlation. According to Cohen (1988), when r is between .50 and 1.0, the correlation is significant. This is the case with the above correlation coefficient. Alternatively, the p value is less than 0.05, which is the standard margin of error indicating that we have no chance of making errors if we accept that there is a relationship between the variables of study. Based on these, we reject the null hypothesis and retain the alternative hypothesis, which hold that Educational policy influence graduates employability.

Table 19: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2123.443	1	2123.443	607.459	.000b
	Residual	1157.049	331	3.496		
	Total	3280.492	332			
a. Dependent Variable: Graduate Employability						
b. Predictors: (Constant), Educational Policy						

Source: Fieldwork,2022

The F-ratio in the ANOVA (Table 20) tests whether the regression model is a good fit for the data. The table shows that, the independent variable is statistically significant to predict the dependent variable, $F(1, 331) = 607.459$, $p(0.001) < 0.05$ (i.e., the regression model is a good fit of the data).

Table 20: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
(Constant)	-7.263	1.355		-5.360	.000	-9.928	-4.597
Educational Policy	.685	.028	.805	24.647	.000	.630	.739

a. Dependent Variable: Graduate Employability

Source: Field work,2022

From table 21. Unstandardized coefficients indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. The regression coefficient provides the expected change in the dependent variable (graduates' employability) for improvement in the independent variable. Referring to the coefficients (Table 4.21), the unstandardized coefficient for educational policy is 0.685. This means for every improvement in educational policy, there is 0.685 improvement in graduates' employability

Hypothesis 1: Educational Policy Does Not Have an Effect on Graduates Employability

From findings presented, we reject the null hypothesis, which states that, educational policy does not have an effect on graduates' employability. These results are statistically significant at 5% level of significance.

b. To Investigate the Influence of the Curriculum Content on Graduates' Employability.

Table 21: Descriptive Statistics

	Mean	Std. Deviation	N
Graduate Employability	26.0390	3.14341	333
Curriculum Content	26.3724	2.20338	333

Table 22 shows that, graduates' employability has a mean value of 26.0390 with deviation of 3.14341 and curriculum content has a mean of 26.3724 and a deviation of 2.20338.

Table 22: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.535[a]	.286	.284	2.65977

a. Predictors: (Constant), Curriculum Content

Table 23, Reveals that, .535[a], does not indicates a good level of prediction. The coefficient of determination R-squared is only 0.286 that our independent variable (curriculum content) explains 28.4% of the variability of our dependent variable, graduates' employability (weak. And 71.6% (100%-28.4%) of the variation is caused by factors other than the predictors included in this model with a standard error of 2.65977

Table 23: Correlations

correlation		Graduate Employability	Curriculum Content
Graduate Employability	Pearson Correlation	1	.535[**]
	Sig. (2-tailed)		.000
	N	333	333
Curriculum Content	Pearson Correlation	.535[**]	1
	Sig. (2-tailed)	.000	
	N	333	333

**. Correlation is significant at the 0.01 level (2-tailed).

Table 24. Reveals that, there is a positive strong relationship of 0.535 between graduates' employability and curriculum content with a p-value of $0.001 < 0.05$. This shows that, curriculum content and graduates' employability are statistically significant at 5% level of significance.

Table 24: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	938.868	1	938.868	132.714	.000^b
	Residual	2341.625	331	7.074		
	Total	3280.492	332			

a. Dependent Variable: Graduate Employability

b. Predictors: (Constant), Curriculum Content

Source: Field work,2022

The F-ratio in the ANOVA (Table 25) tests whether the regression model is a good fit for the data. The table shows that, the independent variable is statistically significant to predict the dependent variable, $F (1, 331) = 132.714$, $p (0.001) < 0.05$ (i.e., the regression model is a good fit of the data).

Table 25: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	5.911	1.753		3.372	.001	2.463	9.360
	Curriculum Content	.763	.066	.535	11.520	.000	.633	.894

a. Dependent Variable: Graduate Employability

Source: Fieldwork,2022

From table 26. Unstandardized coefficients indicate how much the dependent variable varies with an independent variable (curriculum content) when all other independent variables are held constant. The regression coefficient provides the expected change in the dependent variable (graduates' employability) for improvement in the independent variable. Referring to the coefficients (Table 4.26), the unstandardized coefficient for curriculum content is 0.763. This means for every improvement in curriculum content, there is 0.763 improvement in graduates' employability.

Hypothesis 2: Curriculum Content Does Not Influence Graduates Employability.

From findings presented, we reject the null hypothesis, which states that, curriculum content does not influence graduates' employability. These results are statistically significant at 5% level of significance.

c) To Assess the Role of Modern Infrastructure in Graduates' Employability

Table 26: Descriptive Statistics

	Mean	Std. Deviation	N
Graduate Employability	26.0390	3.14341	333
Modern Infrastructure	22.3874	1.32972	333

Source: Field work,2022

Table 27 shows that, graduates' employability has a mean value of 26.0390 with deviation of 3.14341 and modern infrastructure has a mean of 22.3874 and a deviation of 1.32972

Table 27: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0.174	0.30	0.027	3.10030

a. Predictors: (Constant), Modern Infrastructure

Source: Field work,2022

Table: 28 reveals that, 0.174, indicates a good level of prediction. The coefficient of determination R-squared is 0.30 that our independent variable (modern infrastructure) explains only 3% of the variability of our dependent variable, graduates' employability. And 97% (100%-3%) of the variation is caused by factors other than the predictors included in this model with a standard error of 3.10030.

Table 28: Correlations

correlation		Graduate Employability	Modern Infrastructure
Graduate	Pearson Correlation	1	-.174[**]
Employability	Sig. (2-tailed)		.001
	N	333	333
Modern	Pearson Correlation	-.174[**]	1
Infrastructure	Sig. (2-tailed)	.001	
	N	333	333

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field work,2022

Table 29. Reveals that, there is a negative relationship of – 0. 174 between graduates' employability and modern infrastructure with a p-value of 0.001 < 0.05. This shows that, modern infrastrcture and graduates' employability are statistically significant at 5% level of significance.

Table 29: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	98.971	1	98.971	10.297	.001[b]
	Residual	3181.522	331	9.612		
	Total	3280.492	332			
a. Dependent Variable: Graduate Employability						
b. Predictors: (Constant), Modern Infrastructure						

Source: Field work,2022

The F-ratio in the ANOVA (Table 30) tests whether the regression model is a good fit for the data. The table shows that, the independent variable is statistically significant to predict the dependent variable, $F (1, 331) = 10.297$, p (0.001) < 0.05 (i.e., the regression model is a good fit of the data).

Table 30: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	35.231	2.870		12.277	.000	29.586	40.877
	Modern Infrastructure	-.411	.128	-.174	-3.209	.001	-.662	-.159
a. Dependent Variable: Graduate Employability								

Source: Field work, 2022

Unstandardized coefficients indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. The regression coefficient provides the expected change in the dependent variable (graduates' employability) for improvement in the independent variable. Referring to the coefficients (Table 31), the unstandardized coefficient for Modern Infrastructure is -.411.

Hypothesis 3: Modern Infrastructure does not play a role on Graduates Employability.

From findings presented, we reject the null hypothesis, which states that; modern infrastructure does not play a role on graduates' employability. These results are statistically significant at 5% level of significance.

c. To Analyses the Influence of Modern Technology on Graduate's Employability

Table 31: Descriptive Statistics

	Mean	Std. Deviation	N
Graduate Employability	26.0390	3.14341	333
Modern Technology	18.9790	3.29332	333

Source: Fieldwork, 2022

Table 32 shows that, graduates' employability has a mean value of 26.0390 with deviation of 3.14341 and Modern Technology has a mean of 18.9790and a deviation of 3.29332

Table 32: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	0.027	0.001	01%	3.14702

a. Predictors: (Constant), Modern Technology

Source: Field work,2022

Table: 33 reveals that, 0.027, indicates a good level of prediction. The coefficient of determination R-squared is 0.001 that our independent variable (Modern Technology) explains only by 01% of the variability of our dependent variable, graduates' employability. And 99% (100% - 1 %) of the variation is caused by factors other than the predictors included in this model with a standard error of 3.14702. A low r-squared figure is generally a bad sign for predictive models. However, in some cases, a good model may show a small value.

Table 33: Correlations

	Graduates employability	Modern Technology
Pearson Correlation	1	.027
Sig. (2-tailed)		.625
N	333	333
Pearson Correlation	.027	1
Sig. (2-tailed)	.625	
N	333	333

Source: Field work,2022

(**Table 34**) Reveals that, there is a positive strong relationship of 0.027 between graduates' employability and modern technology with a p-value of 0.001 < 0.05. This shows that, modern technology and graduates' employability are statistically significant at 5% level of significance.

Table 34: ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.365	1	2.365	.239	.625[b]
	Residual	3278.128	331	9.904		
	Total	3280.492	332			

a. Dependent Variable: Graduate Employability

b. Predictors: (Constant), Modern Technology

Source: Field work,2022

The F-ratio in the ANOVA (Table 4.35) tests whether the regression model is a good fit for the data. The table shows that, the independent variable is statistically significant to predict the dependent variable, $F(1, 331) = 0.239$, p (0.001) < 0.05 (i.e., the regression model is a good fit of the data)

Table 35: Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	25.553	1.010		25.296	.000	23.566	S
	Modern Technology	.026	.052	.027	.489	.625	-.078	.129

a. Dependent Variable: Graduate Employability

Source: Field work,2022

Unstandardized coefficients indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. The regression coefficient provides the expected change in the dependent variable (graduates' employability) for improvement in the independent variable. Referring to the coefficients (Table 4.36), the unstandardized coefficient for Modern Technology is 0.26. This means for every improvement in Modern Technology, there is 0.26 improvement in graduates' employability.

Hypothesis 4: Modern Technology Does Not Influence Graduates Employability.

From findings presented, we reject the null hypothesis, which states that, modern technology does not influence graduates' employability. These results are statistically insignificant at 5% level

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

The purpose of this study was to look at the effects of educational forecasting on graduates employability in some selected higher institution in Yaoundé IV Sub Division. This chapter provide detailed discussion on findings presented in Chapter 4. implementation, recommendation and limitations of the study.

Discussion of findings

To achieve the objectives of this study, four research questions were asked to guide the study. Discussion on the effects of educational forecasting on graduates employability will depend on the specific research questions asked in chapter1 that correspond to a particular objective.

Finding related to the first objectives

The first objective of this study is; to evaluate the extent of educational policy influence, on graduate's employability. Base on the regression test, the corresponding hypothesis to this particular objective was confirmed with a statistical significant level of $P = .000 \leq 0.05$, $\beta = 0.685$. This implies that educational policy has an influence on graduate's employability. In the same light information. The results indicate that 68.5 % (see table 12) of the respondents admits that educational policy influence graduate's employability to the greater extent thereby rejecting hypothesis number 1.

The experiences shared by the graduates makes this study unique as much of the literature on Educational forecasting and graduates employability. For example.

A study carried out by Fulgen, (2015) on Employability of Higher Education Institutions graduates. The results provides evidence that, entrepreneurship education (as educational policy) positively and significantly influence graduates employability ($P= 0,000 \leq 0, 05$: $\beta= 0,264$). From the results obtained, educational policy plays an important role in graduate's employability.

Sylvanus W.NGU; Patience P. Teneng (2020). also carry a research on; *Unlocking Graduates' Employability: The Case of Technical High School Graduates of the Diamaré Division, Far North Region, Cameroon*. The results obtained that, educational policy as one of the variables had a ($P= 0,000 \leq 0, 05$: b= 0,804) which is positively significant at 5% level of significance. It can be observed that, employability will be improved if these policies are well implemented.

We observed in all the cases above that, educational policy significantly influence graduates employability.

Students who responded, express awareness that good and well implemented educational policy enhance graduate's employability but pointed out the laxity of its implementation.

the policy strategy has very promising orientation in uplifting the Cameroon youths and graduates to the higher heights, but no measure changes have been registered since their inception in the country' s educational system. Sylvanus W.NGU; Patience P. Teneng (2020). This means there is the need for serious supervision, inspection and control after which a feedback will be given for constant update.

These findings are in line with the view of Dr Rebecca J Reynolds (2007) who tries to look Educational policy in four dimensions. The four dimension are Using the normative, structural, constitutive, and technical.

Looking at the normative dimension, this dimension is concerned with the evaluation of the existing policy. It states that if the policy application uphold the principle of the educational system, then an acknowledgment that a certain policy is useful and it should be expanded. This is done through supervision if not the policy should be rejected (Cooper, Fusarelli, & Randall, 2004).

Structural Dimension states that; the governments frequently develop and explain policies, then put them into practice and assess them in educational settings. While performance takes place inside educational institutions, the macro system produces policies outside of them.

Unfortunately, evaluations are frequently vague and late. As a result, a state legislature may approve a policy, put it into effect at educational institutions, and then wait years to have it evaluated by people who might not be aware of the legislation's initial goals (Cooper, Fusarelli, & Randall, 2004). This may be the case of educational policy in Cameroon.

The interest of persuasive groups usually focus on certain programs in relation to the constitutive component and the assessment of educational policy, which puts jobs and resources at risk (Cooper, Fusarelli, & Randall, 2004). When one is unfamiliar with the policy, the questions, on methodology, or the response to the evaluation's findings, difficulty frequently arises. In the application,

implementation, and assessment of policy, constituents continue to have both a personal and professional interest (Cooper, Fusarelli, & Randall, 2004).

Technical Dimension. The technical aspect of policy evaluation demands for an understanding of how really policies affect elements of educational institutions including time, teachers, resources, and teaching. This factor is important if everyone are to understand what will actually happen when a new policy is implemented (Cooper, Fusarelli, & Randall, 2004). When a policy is implemented, people can attach a form for an evaluation, or the evaluation can take place years after implementation. Individuals may make policy evaluation able to test in other circumstances or may opt for meaning in the policy (Cooper, Fusarelli, & Randall, 2004).

From the relationship between findings and educational policy theory show, that implementation of the existing policy can go a long way to solve the problem of graduate's employability as stated in human capital theory.

Finding related to second objective

The second objective is to evaluate the influence of the curriculum content on graduate's employability. the regression test corresponding to the second hypothesis was confirm with a statistical significant level of P= $0.000 \leq 0.05$, $\beta = 0.763$ also means that the curriculum content influence graduates employability at 76.3% according to the respondents as indicated in table 26 above, thereby rejecting the null hypothesis, indicating that curriculum content influence graduate's employability.

Farahana Misnia, Nik Hasnaa Nik Mahmooda and Rossilah Jamil carried out the study on curriculum under the topic "*The effect of curriculum design on the employability competency of Malaysian graduates (2020)*". The study found that curriculum design was directly correlated ($\beta = 0.337$, p = $0.000 \leq 0.05$) with employability competency.

 Similar study carried by Sylvanus W.NGU; Patience P. Teneng (2020), under the topic; *Unlocking* Graduates' Employability: The Case of Technical High School Graduates of the Diamaré Division, Far North Region, Cameroon. They obtained the following result, the regression test demonstrated a high statistical significance between curriculum content and graduate employability (P= $0,000 \leq 0$,

05, b= 0.368). In addition, 90% of those interviewed affirmed that the curriculum content is responsible for graduate employability problem observed on these graduate.

Most graduates justified that there is need for more extracurricular activities to connect students to the job market. Some of extracurricular activities can be volunteering with charity organizations; this shows the employers that an applicant is willing to work hard for the good of the others, take online courses that are not taught in school, learning new skills etc. 91.3% of the respondents affirm that curriculum delivery is largely theoretical.

In this light, the International Labour Organization (ILO) also assert that the school curriculum in the developing countries skewed towards academic preparation as evident in widespread unemployed youths.

In line with the above assertion as in Vallance's (1974). Eisner & Vallance (1974), on Academic rationalism curriculum theory, which is the most traditional one and emphasizes students' commitment to Western cultural elements. This is the mirror image of our curriculum.

Technology curriculum theory, on the other hand, focuses on predetermined goals. For this theory, it is important to ensure systematic planning and effective teaching.in this light our curriculum in general though largely theoretical make use competence base approach. It is link with this theory.

Cognitive processes theory, on the other hand, argues that students' mental processes should be improved, and according to the proponents of this theory, the focus should be on the "how" rather than "what" of the curriculum.

The other two curriculum theories in Eisner & Vallance's (1974) classification are "the self-actualization curriculum theory", which sees education as a process that ensures individual freedom, and "the social reconstruction-relevance theory", which sees social needs more important than the individual's needs.

Looking at our curriculum this element exist according to our respondents on the fact that students are free to choose their subject or tread that will facilitate mastery and enhance employability.

According to McNeil's (1977) curriculum theory classification, there are academic, technological, humanist, and social Reconstructionist curriculum theories. According to humanist curriculum theory,

it is important to provide students with fundamentally useful experiences. Social reconstructions, on the other hand, focuses on improving social values and developing critical thinking processes with the help of the curriculum. This aspect include application of job market skills or industrial related skills as pointed out in Boundaryless career theory. All these is to promote entrepreneur ship within Educational system as stated in our educational reform of 1998 law.

Finding related to third objective

The third objective aimed to assess the role of modern infrastructure in graduate's employability. The regression test, corresponding hypothesis to this third objective was confirmed with a statistical significant level of $P = .000 \leq 0.05$,$\beta = 0.026$. We reject the null hypothesis.

The negative value of $- 0.411$ in table 31 above indicate that as the independent variable turn to increase the dependent variable decreases.

Fatima Aden Eidle and Aaron Ludenyo Mukhongo from the Jomo Kenyatta University of Agriculture and Technology studied the same variable, in 2016.Under the topic Factors Affecting Graduate Employability in Somalia. They obtained the following results under this variable using multiple Regression Analysis. It was found that learning environment (which we referred to as infrastructure in our study) moderately effect graduate's employability with a statistical significant level of $P = .000 \leq 0.05$ t= 1.682, $\beta = 0.213$.

Sylvanus W. NGU and Patients P. Teneng studied the same variable under; Unlocking Graduates Employability: the case of Technical High School Graduates of the Diamare Division, Far North Region, Cameroon. They obtained the following results; statistics on infrastructure ($P= 0.000 \leq 0.05$, b= 0.411) reveals a statistically significant relation between the state of infrastructure in enhancing employability at 0,05 alpha. However, this value indicates that an improvement on the basic and workshop infrastructure will equally improve employability of graduates.

Knight (1994) investigated the implications of the relationship between academic input, educational environment, and academic output.

Austin tested the postulation that learners' outcomes increased through a great study environment coupled with academic input. Based on the Input-Environment-Output model,

Infrastructure can influence employability in the sense that conducive infrastructure such as large classrooms, ventilated classrooms, good toilets, playing ground just name these facilitate learning process and permits graduates to acquire sufficient skills to face the job market. On the other hand, in dilapidating structures learning cannot effectively take place. Learners do not acquire complete skills to face the challenges of the job market. If that is the case, graduates employability cannot be improved.

Attempt to create learning environment for students that are supposed to be optimal for learning. Principles from cognitive psychology and constructivism are used to design and develop such learning environments.

Supportive learning environment is one of the key factor that influence student s performance that can have serious effects on quality of education. The question of quality covers everything including employability especially with external world.

In line with the World Bank, that infrastructure remains crucial and has an additional value in the development of the skills for the labour   force.

Finding related to fourth objective

The fourth objective of this study is to analyze the influence of modern technology on graduate's employability. According to this result, there is a negative relationship of 0. 174 between graduates' employability and modern infrastructure with a p-value of 0.001 < 0.05. Thought statistically significant at 5% level of significance, we reject the null hypothesis.

General conclusion

The Cameroon government is putting many resources in education of young Cameroonians. It is imperative to see that the output (graduates) of this sector contribute positively in building our Nation Cameroon. On the contrary, graduates from these schools are job seekers instead of job creators.

It is on this note that we carry a study on graduate's employability. Many factors contributes to graduates employability. This study was designed to find out the effects of educational forecasting on graduates employability.

Graduates employability is understood in this study as a set of achievements, skills, understanding and personal attributes that makes graduates more likely to gain employment and successful in their chosen occupations which benefits themselves, the workforce, the community and economy. Therefore, employability is being considered a problem when graduates are unable to integrate the job market, some are trapped in illegal hawking in urban markets, and others parade the quarters without anything to do, some become a bike rider just to afford bread. On the other hand looking at the educational system, as a completely every aspects seem to be implemented.

We were able to carry the study to determine the effects of educational forecasting on graduates employability in some selected professional higher institution in Yaoundé IV subdivision. The data obtained was analyzed using descriptive statistics with the help of SPSS. The results shows that educational forecasting affects graduates employability.

The population of the study consisted of the students of some selected higher institutions in Yaoundé IV subdivision who will soon be job seekers. The sample size calculated at 95% confidence level. The convenient sampling technics was used in selecting the sample, using questionnaire as the data-collecting tool.

From the finding, we observe that the majority are for the fact that, policy forecasting influence graduates employability. In 1995, the Cameroon Government organized a National Forum on education in Yaoundé from May 22-27 chaired by the then Minister of National Education according to Mbua (2003). One of the rational for holding of the forum was "*the lack of proper education policy.*" Following the recommendation of the forum, the president of the republic in 1998 enacted Law no. 98/004 of 14th April 1998 to lay down guidelines for education in Cameroon. Section 5; (vii) notes that the objective of education shall be to; develop creativity, a sense of initiative and the spirit of enterprise; Emmanuel Shu Ngwa & Prosper Mbelle Mekolle (2020). The implementation of only (vii) of the section 5 would have taken care of youth unemployment Cameroon. This shows that the policy really exist all is needed is its implementation.

Another variable from the findings is curriculum forecasting. It has effects on graduate's employability of 53.5% according to this study. Is true that our curriculum delivery is largely theoretical, but it has some aspect to which made it good too. Some area that need to be improved as

far as our curriculum is concern is implementation of practical work. This will go a long way to reduce the problem of graduate's employability.

Modern infrastructure also play a role in graduate's employability. Good learning environment in general such as large and well ventilated classrooms, good seats, good toilets, playing grounds, accessible area, and good site among others can facilitated learning. Hence promotes employability through skills acquires.

For modern technology this study indicate that modern technology has very little effects on graduates employability among the all the variables studied. therefor it should be considered as an aspect or a content of the curriculum.

Recommendations

  ➢ Cameroon government should strengthen its educational system by bringing the existing theoretical work to practical work. Create enabling environment for the job creation,
  ➢ The government should also implement the existing policies intensify follow up and revisit the system of education to match the skills to the changing world of work.
  ➢ Entrepreneurship should be taught in level of education. The curriculum for academic programs should address the skills needed in the job market.
  ➢ Modern classrooms constructed and equipped to meet up the 21st century skills.
  ➢ Internship, fieldwork and industrial training should be actively incorporated in the curriculum especially from the secondary schools. More technical education, highly professionalized system of education.
  ➢ Internet access should be provided and improved

Limitation of the study.

This would have been more excellent if not of the following challenges.

The first challenge the researcher faced was that during this period the researcher lost his beloved wife and a lecturer. The issue demoralized and discouraged the researcher.

Secondly, the time the researcher had left for study due to above sad predicament was limited.

Thirdly, financial constraint is also a hindering factor. Considering much money were spend in the hospital, it became very difficult to afford the transport faire as well as data for research.

Suggestions for further research.

The researcher suggests that the same study can be carried out in different region of the country using larger sample.Similar study can be carried out to see the effect of skills mismatch on graduate's employability.

REFERENCES

Akono, Z, C. & Nanfosso, R, T. (2013). Private Return to Education in Urban Cameroon. *Business and Economic Research, Macrothink institute*. *3*(2)*,* 23-37.

Alyahyan E, Düştegör, D (2020). Predicting academic success in higher education*: literature review and best practices. Int J EducTechnol High Educ 17*:3.

Arthur, B, M. (1994). The boundaryless career: A new perspective for organizational inquiry. *Organizational behavior.* 15. 295-306

Baker, G. and Henson, D. (2010) Promoting Employability Skills Development in a Research—Intensive University. *Education + Training*, *52*, 62-75. http://dx. doi.org/10.1108 /00400911011017681

Birkland, T, A. (2001). An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making. (1st Edition). eBook . https://doi.org/10.4324/9781315292335

Brown, N. (2022). Research ethics in changing social sciences landscape. *Research ethics*. Https://doi.org/10.1177/1747161221141011.

Broekhuizen, H & Van der Berg, V. 2013. Graduate unemployment in South Africa: A much exaggerated problem. University of Stellenbosch. http://resep.sun.ac.za/index.php/research-outputs/stellenboschworking-papers/wp2012/

Cameroon. (2010). GESP: Growth and Employment Strategy Paper: Reference framework for Government action over the period 2010-2020.

Castee, A. & Bridier, N (2021). Describing Populations and samples in doctoral student research. *International Journal of Doctoral Studie*s, 339-362. doi:10.28945/4766

Cassidy S. (2006). Developing employability skills: Peer assessment in higher education. *Education + training 48*(7). 508-517.

Cohen, L., Manion, L. & Morriso, K. (2018). Research Methods in Education. (8 Edition)

Edward, T. E. (2018, Augus). The Role of Literacy in The Economic Growth of Cameroon. *European Scientific Journal*, *14*, 1857 – 7881. doi:10.19044/esj.2018.v14n22p25.

Edwards, N., & (2017). *Educational Policy Theory and Practice: Designing Comprehensive Frameworks for Evaluating and Managing Changing Educational Environments*. The International Academic Forum.

Emmanuel, S.N & Penn, P. T. (2017). Technological Inputs in Higher Education and Graduate Destinations in Cameroon. The Case of The University of Yaoundé I. *International Journal of New Technology and Research (IJNTR)*, *3*(3), 2

Emmanuel, S. N., & Prosper, M. (2020). Public policy on education in contemporary cameroon: perspectives, issues and future directions. *European journal of educational institution*, *7*(8).

Eta, A. (2018). educational policy borrowing in the cameroonian higher education system:a debatable paradigm from stakeholders'perspectives. *Forum for International Research in Education*, *4*(3), 77-94.

Ekane, D. (2010). The Context of an Urban Social problem in Cameroon: Case study of Youth Unemployment. Stockholm University

Fonkeng, E.G. and Ntembe, A. N. (2009). Higher education and economic development in Africa: The case of Cameroon. *Educational Research and Review, 4*(5), 231-246.

Gall & Borg (2015). Qualitative and Descriptive research. Language teaching Research 2015,19(2),129-132.http:// doi .org/ 10.1177/13621688155772747.

Gault, J., Leach &E., Duey, M. (2010). Effects of business internships on job marketability: The employers' perspective. *Education + training*. *52*(1). 76-88.

Gea-Jaja, M, A.& Mangum, G. (2001). *Structural Adjustment as an Inadvertent Enemy of Human Development in Africa.sage publication*, Inc.32, 30-49.https//www.jstor.org/stable/2668013.

guthrie, G. (2010). *Basics Research Methods: An entry to social science Research.Secience and education an open acess to academic*.

George, T. (2022). What Is a Theoretical Framework? Guide to Organizing. publish bySarah Vinz.

Henseler, J., Hubona, G. & Ray, P, A. (2016) using PLS part modeling in new technology reseearch: Updated guideline. industrial management and data system, 116 9(1).

Henseler, J. (2009). the use partial least squares path modeling in international marketing. (277-319). Emerald JAI Press. Https://doi.org/10.1108/s1474-7979 (2009)0000020014.

Kothari C.R. (2004). *Research methodology: Method and techniques (second edition)*. New Age International (P) Limited Publisher

Kucharavy, D. & DE Guio, R. (2008). Technological Forecasting and Assessment of Barriers For Emerging Technologies. IAMOT. Updated on January 03, 2019

Longley, R. (2019). What Is Human Capital? Definition and Examples.

L. D. Pool et P. Sewell, « The key to employability: developing a practical model of graduate employability », Education+ Training, 2007

Martin, K. G. (2018). Interpreting Regression Coefficients. The Analysis Factor. Retrieved from. https://www.theanalysisfactor.com/interpretingregression-coefficients/Accessed on 13 June 2018

Mekolle, M. (2020). public policy on education in contemporary cameroon: perspectives, issues and future directions. ResearchGate GmbH. All rights reserved., *7*(8) doi:10.46827/ejes.v7i8.3203

Mekolle, P. M. (2019). Towards inclusive education: Reconciling household obligatory financing and the problem of access to secondary education in Cameroon. *International Journal of Trend in Scientific Research and Development*, *3*(3), 1634-1644. Unique Paper ID – IJTSRD2352

Mezhoudi, N · Alghamdi, R. Aljunaid, R. Krichna & Düştegör, D. (2021). Employability prediction: a survey of current approaches, research challenges and applications. *Journal of Ambient Intelligence and Humanized Computing*. 277- 289 https://doi.org/10.1007/s12652021-03276-9

Moumen¸A & Mejjad, N (2021). Graduate Employability. *An exploratory litterature Review*. *49*(4), 277- 289. https ://doi.org/10.1051/shsconf/20211190.

Middleton, F. (2022). The 4 types of validity in Research / Definitions & Examples. Creative education. *12*(4).

Ndille. R, N. (2016). Educated but Unemployable? The Secondary School Curriculum and Work and Skills Acquisition in Cameroon. *International Journal for Research in Educational Studies*. *3*, 01-18

Ngwa, S.E & Uchem, R, N. (2014). *Inclusive Education Policy Implementation in Post-Apartheid*

South Africa: Lessons for Nigeria and Cameroon. *Journal of Education and Practice*. *5*(36),

Nunnally, J.C & Bernstein, I.H... (1994). The assessment of reliability. *Psychometric Theory*, *3*(248-297)

Pallant, J. (2013). Two criteria for Good Measurement in Research; Validity and Reliability.

Penn, T. P. (2016). Skills Oriented Higher Education and Graduate Employability in Cameroon: The Case of the National Employment Fund International. *Journal of New Technology and Research (IJNTR)* ISSN: 2454-4116, Volume-2, Issue-5, May 2016 Pages 26-29.

Pool, L.D., Sewell, P (2007). The key to employability: Developing a practical model of graduate employability. *49*(4), 277- 289

Prisca. N. (2016). *Educational-job mismatch among university graduates in Cameroon*. University of Oslo

Rae, D. (2007) Connecting enterprise and graduate employability: Challenges to the higher education culture and curriculum? *Education + training*. *49*(8-9).605-619

Sahu K. P (2013). Research Methodology. a guide for researchers in Agricultural Science, Social Science and other related fields.https://doi.org/10.1007/978-81-322-1020-79.

Tambi, A. P. (2016, March). Curriculum structure and the Cameroonian labour and industrial market. *International Journal of English Language Teaching*, *4*(3), 23-33.

Tambo, L.I. (2003). Higher Education Objectives Impact towards the Attainment of Cameroon's Vision 2035 with Respect to Poverty Alleviation, and National Unity and Consolidation of Democracy. *Open Access Library Journal*. *8*(6)

Teneng, S. W. (2020, september 26). Unlocking Graduates' Employability: The Case of Technical High School Graduates of the Diamaré Division, Far North Region, Cameroon. *American Journal of Educational Research*, *8*, 705-717.

Tong, M. & Goa, T. (2022). For Sustai Open Access Library Journal, Vol.8 No.6nable Career Development: Framework and Assessment of the Employability of Business English Graduates. P*olicy and Practice in Higher Education*, *4*(4), 105-109. .https://doi.org/ 10.3389/fpsyg.2022.847247.

Tomic,C,H. & Taylor K. (2018). Youth unemployment, thebrain drain and educationpolicy in Croatia: A callfor joining forces and fornew visions. *Policy Futures in Education 0*(0) 1–14 https://doi.org /10.1177/1478210317751267

Tomlinson, M. (2012). Graduate employability: A review of conceptual and empirical themes. *Higher Education Policy*. *25*(4). 407-431.

Trif, L. (2011, 9). Characteristics of educational policies from the perspective of interculturality. *Educatia 21*. *9*(1).https://doi.org/110.25656/01:5552

Tumbuh, J, N. (2020). 21stCentury Higher Education Curriculum Implementation and Employability in Cameroon: The Case of The University of Yaounde1. *International Journal of Research and Innovation in Social Science (IJRISS)*. *4*(5).388-391.

Shaito. F, (2019). Career Development: An Overview. https://www. researchgate.net/publication/336812981

Singh, K, Y. (2006). *Fundamental of Research Methodology and Statistics*. New Age international Ltd.

Van Dam, K. (2004). Antecedents and consequences of employability orientation. *European Journal of Work and Organizational Psychology,* 13(1), 29–51. https://doi.org/10.1080/13594320344000237.

Wittekind, A., Raeder, S., & Grote, G. (2010). A longitudinal study of determinants of perceived employability. *Journal of Organizational Behavior,* 31(4), 566–586. https://doi.org/10.1002/job.646