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CURRICULUM AND EVALUATION

**THE IMPACT OF ENTREPRENEURSHIP
EDUCATION ON SELF EMPLOYMENT IN
SECONDARY SCHOOLS IN YAOUNDE VI
MUNICIPALITY**

*A Dissertation defended on 23th of July 2023 for the fulfilment of the requirement of the
Award of a Master's Degree in Education*

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CERTIFICATION

We the undersigned hereby certify that this study, titled “**THE IMPACT OF ENTREPRENEURSHIP EDUCATION ON SELF EMPLOYMENT.**” is written by **NYENTY HANNAH EBIKA** Matricule: **21V3239**, student of the Department of Curriculum and Evaluation, Faculty of Education (Educational Management), and University of Yaounde1 in view of a master degree in Conception and Evaluation of Educational Project.

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DEDICATION

This work is dedicated to my beloved family

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My esteemed obligation goes to God Almighty. My profound gratitude and deepest appreciation goes to my supervisor, Dr Mbeh Adolf Tanyi who employed scholastic expertise to guide me through this study work day and night, I will forever be grateful sir. My sincere gratitude and salute goes to all the lecturers and staff in the Department of Curriculum and Evaluation, in the Faculty of Education, University of Yaounde 1 for imparting the precious gift of knowledge.

I am predominantly grateful to my husband Mr Esakenong James Enow and my Spiritual Father, and Mentor Rev Masok Emmanuel Bassam, and King Dr Tanyi Robinson for their guidance and support intellectually, academically, spiritually and financially throughout my life.

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ABSTRACT

The study to evaluate the impact of entrepreneurship education on self-employment in secondary schools in Mfoundi Division Yaoundé. The problem of this study stems from the fact there are more job seekers than job makers despite the introduction of entrepreneurship education in secondary schools. This study made use of the human capital theory and adopted mixed research with a sample size of 288. Descriptive statistics and Simple linear regression using SPSS version 25 on Likert scale questionnaires were used to draw the following conclusions. There is a significant relationship between Entrepreneurial Curriculum on Entrepreneurial skills ($t = 36.052, p < 0.000$). There is a significant relationship between Entrepreneurial Training on Entrepreneurial skills ($t = 77.546, p < 0.000$). There is a significant relationship between Innovative skills on Entrepreneurial skills ($t = 50.201, p < 0.000$). Entrepreneurship education has a significant influence on self-employment.

RESUME

L'étude visant à évaluer l'effet de la formation à l'entrepreneuriat sur l'employabilité des diplômés chez les élèves du secondaire dans le département du Mfoundi à Yaoundé. Le problème de cette étude vient du fait qu'il y a plus de demandeurs d'emploi que de créateurs d'emplois malgré l'introduction de l'enseignement de l'entrepreneuriat dans les écoles secondaires. Cette étude a adopté une recherche mixte avec une taille d'échantillon de 288. Des statistiques descriptives et une régression linéaire simple utilisant SPSS version 25 sur des questionnaires à l'échelle de Likert ont été utilisées pour tirer les conclusions suivantes. Il existe une relation significative entre le curriculum entrepreneurial et les compétences entrepreneuriales ($t = 36,052$, $p < 0,000$). Il existe une relation significative entre la formation entrepreneuriale et les compétences entrepreneuriales ($t = 77,546$, $p < 0,000$). Il existe une relation significative entre les compétences innovantes et les compétences entrepreneuriales ($t = 50,201$, $p < 0,000$). L'éducation à l'entrepreneuriat a une influence significative sur l'employabilité des diplômés

LIST OF ACRONYMS

EACEA :	European Education and Cultural Executive
EET :	Entrepreneurship Education and Training
GESP :	Growth and Employment Strategy Paper
ISCED :	International Standard Classification of Education
MDGs :	Millennium Development Goals
MIT:	Massachusetts Institute of Technology
NSD30:	National Development Strategy 2020-2030
ODEP :	Office of Disability Employment Policy
OECD :	Organization for Economic Cooperation and Development
SDGs :	Sustainable Development Goals (2030)
UKCES :	United Kingdom Commission for Employment and Skills
UN :	United Nations
UNESCO :	United Nations Educational, Scientific and Cultural Organization
WCED :	Western Cape Education Department

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CHAPTER ONE

INTRODUCTION

This chapter introduces the study through detailed background, statement of the problem, research objectives, research question and hypothesis. This chapter also outlines the assumptions of the study, limitations, delimitations and significance of the study. It also presents a theoretical and conceptual framework and operational definition of terms used in the study.

Background of the Study

Education is a powerful instrument for enhancing economic growth and national development. The education sector in any country especially developing countries is very important in that it supplies the skilled manpower needed for the achievement of national economic goals and objectives. It is in this light that the World Bank Group has stepped in to help all countries in Africa including Cameroon to achieve by the year 2035. Education achievement has been pointed out as an instrument for growth, development, inequality and poverty reduction depending on the knowledge, values and skills that people acquired. (World Bank Group Education Strategy, 2020).

Furthermore, education is at the root of achieving Sustainable Development Goal-4 which aims to ensure education for all, starting from basic education. It has as its objective to provide more opportunities for technical and vocational training to youth and adults so they can get better jobs; end inequality in educational opportunities between men and women; provide the right education for children with disabilities, indigenous people and victims of conflict; improving school facilities to provide a safe and positive environment for everyone; increasing the number of trained and qualified teachers and promoting education for sustainable development. This is seen in the UNESCO Education Agenda 2030 (UNESCO, 2023).

Given Cameroon's "Vision 2035", education is a fundamental component of the social pillars of the vision and the root of the Sustainable Development Goal-4(SDGs) which focused on "ensuring the inclusive and equitable quality of education and promoting lifelong learning opportunities for all has gone through various development recently from the Primary, Secondary and Higher Education (UN, 2015). At the primary level, learners are introduced to the SDGs as a set of targets to end extreme poverty for everyone and an engaged approach

towards learning, thereby valuing quality education for all. At the secondary level, learners also learn about sustainable development and sustainable lifestyle. They are capable of analyzing and evaluating challenging issues and learning how to apply the knowledge to real-life issues.

Entrepreneurship education is a 21st-century course that prepares for entry into advancement in jobs in the business world and also prepares students to be able to handle their business affairs and to function intelligently as consumers and citizens in a business economy. It is an educational program that equips an individual with life functional skills and suitable skills, knowledge and attitude and values that him/her operates in the environment as stated by the SDG-4. Entrepreneurship education has a major objective to provide employment. Moreover, entrepreneurship is a form of training which helps to all the aims of education at all levels of learning. (Gustav, 2021).

According to Joseph Besong Besong (2021), entrepreneurship education is a strategy for boosting human capital development and employability in Cameroon. He asserted that entrepreneurship education is a veritable tool for eradicating unemployment, poverty and ignorance. Therefore, the Cameroonian educational system should enable the students to acquire skills and knowledge, acquire innovative ideas and create business opportunities and managerial abilities for self-employment.

Conceptual background

Employability is a set of achievements – skills, understanding and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations. The concept of employability has in recent times remained the focus of government, employers, job seekers and educators. Employability refers to a person's capacity for gaining and maintaining employment. For individuals, employability depends on the knowledge, skills and abilities they possess, the way they present those assets to employers and the context within which they seek work. Employability incorporates the dual aspects of supply and demand of labour to show that advancing one's position in the labour market by gaining credentials is partially dependent on structural factors outside the individual's control Imeokparia, and Kennedy (2012).

Furthermore, employability means the suitability of graduates' knowledge together with their abilities and skills to the changing needs of the 21st-century labour market. This comprehensive skill set includes cognitive skills, which is the ability to understand complex ideas, adapt effectively to the environment, learn from experience, reason, foundational

literacy and numeracy as well as creativity, critical thinking, and problem-solving; socio-emotional skills which describe the ability to navigate interpersonal and social situations effectively and include leadership, teamwork and self-control; technical skills, which refer to the acquired knowledge, expertise, and interactions needed to perform a specific task, including the mastery of required materials, tools or technologies; digital skills, which are cross-cutting and draw on all of the above skills and describe the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately. (World Bank, 2021).

Kim (2012) defined graduate employability as a wide range of attributes and competencies that enable a job seeker to gain and maintain employment hence according to Knight and Yorke (2004 in Ndlovu, et. al, 2016), is the capacity to get a job, function in a job and be able to progress within the job or between jobs. Studies have shown that while academic qualifications are essential, in today's highly competitive labour environment, it is attitudes and aptitudes, that is, soft skills, of job seekers which include problem-solving, flexibility and adaptability, teamwork, confidence and integrity, analytical skill and communication skills that are more important to employers (Kim, 2012; British Council, 2015). Samuel et al (2012) also found that, besides academic qualifications, employers now look for the presence of non-academic skills such as analytical skills, communication skills, good interpersonal and social skills, teamwork, motivation, time management and problem-solving. Further emphasis on the relevance of non-academic skills in the graduate employment equation, a study by Aida, Norailis and Rozaini (2015) found that diplomas and degrees are no longer worth what they used to be in the labour market in enhancing the employment prospects of a graduate, it is now soft skills that matter. The above also confirms the results of a study by Weissmann (2012) which also found that employers are now looking for people possessing both hard skills (professional, technical knowledge and administrative knowledge and skills) as well as soft skills. According to Garwe (2013), while the state of the economy influences the number of graduates who can get employed, it is other factors such as soft skills that define who gets the job.

The term employability is often used interchangeably with the notion of work readiness. Yorke (2010) contends that work-readiness is a set of conditions sufficient for gaining initial employment, while employability is a set of skills which are necessary but not sufficient for gaining employment. Whatever term is used, it is better to holistically consider that a graduate needs to be both employable and work-ready to increase their chances of employment. (Sachs, Rowe, & Wilson, 2017). In recent years, the term employability has

broadened from a focus on mostly technical skills and attributes thought to be required by graduates for them to be considered work-ready, to a wider notion encompassing non-technical areas such as networking (Bridgstock, 2017) and professional identity (Zegwaard, Campbell, & Pretti, 2017). Most existing conceptions of employability view it as a set of skills, both generic (e.g., teamwork, organizational, communication) and discipline-specific (e.g., the skills and knowledge and specific discipline (e.g., the skills and knowledge relevant to engineering, law or social work), as well as personal attributes (e.g., self-confidence, resilience, discipline) which are relevant to employment to employment and desired by industry (Oliver (2015).

UNESCO (2008) stated that entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing students' ability to anticipate and respond to societal changes. Education is the key to national development (Maina, 2013).

The word 'entrepreneurship' is derived from the French entrepreneur, meaning to undertake, pursue opportunities, to fulfil needs and wants through innovation; this may include starting businesses inside or outside an established organization (Ndedi, 2012).

Entrepreneurship education has been defined as a collection of formalized teachings that educate anyone interested in business creation (Mani, 2015). Moreover, entrepreneurship education has been defined as a research-focused process enabling us to investigate the most favourable education. (Kandem 2023). The European Commission recognizes entrepreneurship education as a tool that can support young people to be more entrepreneurial. This is about how to develop a general set of competencies applicable in all walks of life, not simply about learning how to run a business. It includes all forms of learning, education and training which contribute to the entrepreneurial spirit, competence and behaviour – with or without a commercial objective. For instance, in November 2012, the European Commission published the communication 'Rethinking education: investing in skills for better socio-economic outcomes'. This policy initiative emphasizes that to build 'skills for the 21st century', efforts are needed to develop transversal skills such as entrepreneurship and highlights 'the ability to think critically, take initiative, problem solve and work collaboratively'. These 'entrepreneurial skills' should be given particular attention, since they not only help to achieve concrete entrepreneurial activity but also enhance the employability of young people.

Economic Development: This can be seen as a process whereby the real capital per income of

a given economy increases over some time. According to Paul Albert, “Economic Development is the exploitation of all productive resources by a country to expand real income”.

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Historical Background

The promotion of entrepreneurship education has been recognized by international conventions. Article 26 of the 1948, Universal Declaration of Human Rights spelled out that, “everyone has the right to education.” Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit (UN, 1948). UNESCO, in its Education Plan 2030, adopted entrepreneurship education as a 21st-century trend that encompasses crucial competencies in the world of work. Entrepreneurship education should be implemented at all levels of the education system through a competence framework and the integration of entrepreneurship education as a cross-cutting competence in all subjects.

Article 23 of the UN Convention Human Rights, states in four paragraphs that, “everyone has the right to work, to free choice of employment, to just and favourable conditions of work

and of protection against unemployment (UN, 1948). Also, Article 1 of the Convention on Technical and Vocational Education states that “technical and vocational training” refers to all forms and levels of the educational process involving, in addition to general knowledge, the study of technologies and related science and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of the economic and social life. Article 2 and 3 of the Convention on Technical and Vocational Education (1989) stipulates that educational policymakers should define and implement strategies according to the curricula for technical and vocational education for young people and adults to be able to acquire knowledge and know-how that are essential to economic and social development as well as to personal and cultural fulfillment of the individual in society. Furthermore to provide and develop technical and vocational education programs that take account of the educational, cultural and social background of the population; the technical and professional skills, knowledge and levels of qualification needed in the various sectors of the economy, and the technological and structural changes; employment opportunities and development prospects at the national, regional and local levels.

Article 29(1) of UDHR says “Everyone has duties to the community in which alone the free and full development of his personality is possible. (UN, 1948).

Entrepreneurship education is par excellence a field for advancing and developing societies, a trigger for economic growth, social cohesion, organizational success and personal fulfillment Ahmed, T. (2020). For this reason, over the past two decades, entrepreneurship education programs (EEP) have increased exponentially on all continents (Won Jung Byun et al. 2018). Entrepreneurship is considered to be an engine for economic development. The sustainable orientation of entrepreneurship education contributes to Sustainable Development Goals (SDGs). Entrepreneurship education as a form of Education for Sustainable Development (ESD) is globally acknowledged as a powerful driver of change, empowering learners to be employable, make decisions and take actions needed to build a just and economically viable society respectful of both environment and culturally diversity (UNESCO, 2018).

The educational phenomenon originated at Harvard Business School, where the first entrepreneurship course, called Management of New Enterprises, was offered by Myles Mace in 1947. Since then, the phenomenon has been spreading worldwide, giving its relevance in the solutions to emerging problems. However, if the focus was initially on the creation and management of companies, in recent decades, the focus has also opened up to entrepreneurial skills, attitudes and behaviour (Krueger, 2015).

Education towards entrepreneurship began to take an approach that makes it possible to cover students of all levels of education who need to develop these skills. Therefore, entrepreneurial programs have been developed and implemented on all continents as a way of preparing and enabling students to face professional challenges, create their jobs, to create original and valuable solutions to various emerging social and economic problems, such as the environment, poverty, social exclusion and sustainability.

Never before in history have so many individuals been able to identify and implement the definition of entrepreneurship that we use to guide our research and teaching. The definition was “entrepreneurship is the pursuit of opportunity beyond the resources you currently control” (Stevenson 1983; Stevenson and Gumpert 1985; Stevenson and Jarillo-Mossi 1990). The definition took into account both the individual and the society in which the individual is embedded. The individual identifies an opportunity to pursue and then, as an entrepreneur, must seek resources from the broader society. This approach followed the work of the early scholars such as Schumpeter (1934) who identified the interaction of the individual with the society.

The history of entrepreneurship education in the United States is an example that serves as a lesson for African countries particularly Cameroon to carefully examine. Over twenty-five years ago, David Birch, a researcher at the Massachusetts Institute of Technology (MIT) began to report his findings in his seminal book, *The Job Creation Process* (1979). Birch surprised all politicians, researchers and the business world at large when his research showed that the new and growing smaller firms created 81.5 percent of the new jobs in America in the 1969 to 1979 period. From 1993 to 1996, eight million jobs were created in the US – and of these 77 percent were by small enterprises. This overall contribution of small and medium size companies is shown in the change in American patterns of employment. During the late 1960s, one out of four persons went to work for a Fortune 500 company. In the 1980s, the Fortune 500 employed one in five of the workforce. However, by the 1990s, that number was just one in fourteen (Timmons 1999; 7-8). This history of the explosion of job creation by small and medium enterprises is directly linked to important initiatives taken to promote entrepreneurship in the US. Creating jobs and fighting unemployment was a direct result of the promotion of centres and institutions in entrepreneurship and ultimately the training of entrepreneurs. These entrepreneurs were trained to take calculated risks by launching their businesses.

In Sub-Saharan Africa, entrepreneurship education can be a powerful tool to help shape the positive dynamic of change. Multiple governments, organizations and institutions have

recognized the value that entrepreneurship education and training (EET) brings. Also, Economists and analysts note that entrepreneurship brings growth opportunities even among the less privileged and is more attractive in an era of limited resources and time. Entrepreneurism can be scalable and adaptive, triggering ripple effects across communities, countries and regions if utilized correctly (Robb et al, 2014). Entrepreneurship education has as its main goal to develop a level of entrepreneurial competencies which are: skills, knowledge, and attitudes that affect the enthusiasm and ability to execute the entrepreneurial work of value creation. Also, entrepreneurship education is a response to the increasingly globalized, uncertain, and complex world, requiring students and society to be well-equipped with entrepreneurial skills (Gibb, 2002). It is in this light that most governments and institutions of low-income and developing countries revolved around the promotion of entrepreneurial education as a major machinery for economic growth and job creation.

Over the years, there has been a growing concern about a country's domestic and international economic, social and environmental commitments. In this global trend, the government of Cameroon signed up to the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) in 2000 and 2015 respectively. These two international agendas address the challenges of 21st-century diplomacy (Caron and Chataigner 2017:26). With the perverse effects of globalization which include: international disorder, socio-economic inequalities, poverty, unemployment, political and health crises, migration and climate change, these two global development programmes appeared very timely in an African continent described as underdeveloped by the great Western powers.

Given the economic and social development, and the implementation of the MDGs and SDGs, Cameroon adopted in 2009 a long-term development Vision, which aims to make Cameroon "an emerging country, democratic and united in its diversity by 2035". The first phase of the implementation of the Vision was operationalized by the Growth and Employment Strategy Paper (GESP), which constituted the reference framework for the period 2010-2019. The Government intended to reduce the informal sector's share of national economic activity and generate tens of thousands of jobs in the formal sector each year. However, all these efforts have not led to an overall improvement in the employment situation. The underemployment rate has rather worsened from 75.8% in 2005 to 77% in 2014. In addition, the share of jobs created by the formal private sector declined from 4.8% in 2005 to 3.8% in 2010.

Furthermore, in the review of the Growth and Employment Strategy Paper (GESP) in education, particularly secondary education, the admission rate to the first year of secondary

education experienced an almost linear growth from 52.4% in 2011 to 69.7% in 2016, before falling significantly in 2017 to 55.4%, due to the security crisis in some parts of the country, particularly in the North –West, South-West and Far North Regions. The relative weight of technical and vocational education recorded a decrease from 22.2% in 2014 to 18.81% in 2017.

The GESP revealed that to curb the challenges that the country is facing it counts on a young and dynamic population, capable of capturing information and communication technologies to generate a growth dynamic in the medium and long term. In addition, Cameroon has natural potential that has earned it the status of Africa in miniature. These potentials, properly developed for the purposes of national prosperity and within a coherent logic of land use planning and sustainable development, could bring the country to its full growth potential and enable a lasting improvement in the livelihoods of the population.

As the Growth and Employment Strategy Paper (GESP) ended on 31st December 2019, and through this proactive Vision 2035, the Government adopted the National Development Strategy 2020-2030 (NSD30), as a new reference framework for its development activities for the next decade. The overall objectives pursued by the NDS30 are to improve the living conditions of the population and their access to basic social services by ensuring a significant reduction in poverty and underemployment and ensuring environmental management that assures sustainable and inclusive economic growth and social development. Employability

With the Sustainable Development Goals (SDGs), the country is committed to “leaving no one behind” in its march towards emergence. In this light, Cameroon’s Minister of Secondary Education in a plenary sitting of the National Assembly on June 13, 2018, assured the members of the National Assembly that, Cameroon’s educational system is henceforth tailored to align with the Sustainable Development Goal 4 that focuses on access to education to all and preparing graduates to face the various ever-changing life challenges. To prepare graduates to face life challenges and not only obtain certificates, she said, the educational authorities are working on and implementing new curricula that are adapted to the Sustainable Development Goals that focus more on professionalization, based on practical skills through entrepreneurial activities to better provide the students with skills to suit the job market and also deter them from focusing their mines on going abroad for greener pasture.

Moreover, the President of the Republic, His Excellency Paul BIYA, in his oath-taking speech on 6th November 2018, invited all Cameroonians to make the emergence of the country a national cause by declaring that: “the objective of emergence must be established as

a major national cause that rallies all our fellow citizens in order to make Cameroon a modern and socially advanced country”

In addition, the president in his message addressed to the youth on the 10th of February 2023, emphasized professionalism. Professionalization is the process of giving professional qualities, typically by increasing training or raising required qualifications. The youth should have the opportunity to develop their full potential, meet their aspirations and should not give up, but rather utilize their intelligence, wisdom, resolve, skills and talents to rise to the current and future challenges. The priority of the development of an educational system should emphasis on professionalization. Efforts should be geared towards providing the best possible training to make the youths more competitive and capable not only of seizing the job opportunities available locally and internationally but also becoming veritable self-employed entrepreneurs (His Excellency, Paul Biya 2023).

Cameroon's Minister for Secondary Education introduced a new curriculum through the reformation of the technical education curriculum to meet the exigencies of technical advancement in the country. The focus was on how to professionalise technical education in the country.

Given Cameroon's “Vision 35”, education is a fundamental component of the social pillars of the vision and the root of the Sustainable Development Goal 4(SDGs) which focuses on “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all” has gone through various development recently from the Primary, Secondary and Higher Education (UN, 2015). Law No 2001/005 of 16 April 2001 on the Orientation of Higher Education Sector, laid down “mechanisms for the development of the entrepreneurial spirit of young students to strengthen the practical training of the students, to promote the socio-professional integration of graduates in innovative and competitive sectors and to encourage the creation of businesses”. And Law No 98/004/of 14th April 1998 laid down Guidelines on Primary and Secondary Education. The law made it possible for students to be integrated into society after graduation from school. In this light, Minister of Secondary Education Professor Nalova Lyonga Pauline Egbe in the plenary sitting of the National Assembly on June 13, 2018, that, Cameroon’s educational system is henceforth tailored to align with the Sustainable Development Goal 4 which focuses on access to education to all and preparing graduates to face the various ever-changing life challenges. To prepare graduates to face challenges and not only obtain certificates, she said, but the new approach in the school curriculum also focuses more on professionalization, based on practical skills through the creation of more entrepreneurial activities that will suit the job market.

Educational authorities, she said, are working on and implementing the new curriculum that will be strategically structured and aligned to meet the national and global challenge of eradication of poverty and reduction of the high rate of unemployment. Its targets, among others, include building support for job and wealth creation in line with Millennium Development Goals (MDGs) and Sustainable Development Goal 4 which focuses on access to education for all and preparing graduates to face the various ever-changing life challenges (Nalova Lyonga 2018).

Given this, the president of the Republic, His Excellency Paul Biya, in an oath-taking speech on 6th November 2018, invited all Cameroonians to make the emergence of the country a national cause by declaring that: “the objective of emergence must be established as a major national course that rallies all our fellow citizens in order to make Cameroon a modern and socially advanced country”. Furthermore, in his message addressed to the youth on the 10th of February, emphasized the professionalization of the educational systems that will enable the youths to have the opportunity to develop their full potential, meet their aspirations and should not give up, rather utilize their intelligence, wisdom, resolve, skills and talents to rise to the current and future challenges. The priority of the development of an educational system should emphasise professionalization through the introduction of entrepreneurship education. Efforts should be geared towards providing the best possible training to make the youths more competitive and capable not only of seizing the job opportunities available locally and internationally but also becoming veritable self-employed entrepreneurs (His Excellency, Paul Biya 2023).

Secondary education provides learning and educational activities building on primary education and preparing for both first labour market entry as well as post-secondary non-tertiary and tertiary education. Broadly speaking, secondary education aims at learning at an intermediate level of complexity. International Standard Classification of Education (ISCED) distinguishes lower and upper secondary education (ISCED 2011). According to ISCED, secondary education is divided into two levels which are: the level 2 or lower secondary school which ranges between 10 and 13 years. The aim is to lay the foundation for lifelong learning and human development upon which the students are already offered vocational educational programs to provide the individuals with skills relevant to employment. At the end of the lower secondary level, the student writes the end-of-level examinations which is GCE Ordinary level for generation education or (CAP). Furthermore, the programs at ISCED level 3, or upper secondary education, are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment. And

the programs are more varied, specialized and in-depth instruction than programs at lower secondary education (ISCED level2). The secondary school is intermediate between primary and higher education and usually offers general, technical and vocational courses.

Following the World Bank Annual Report on understanding poverty, it was noted that with the fastest growing and youngest population, among developing regions, Africa needs to create millions of jobs annually to keep pace with the labour force growth, amidst uncertainty about the future of work. Furthermore, Education systems in African countries have produced far more job seekers, often with inadequate skills than entrepreneurs who can save the economy and create opportunities for others (World Bank 2018b). The rate of economic growth is dependent upon the growth in the factors of production and the rate of technical change. Recently, some economists have shifted the emphasis away from the increase of physical capital to the expansion of high levels of manpower such as entrepreneurship development. The major obstacle to the economic development of developing countries is not so much a shortage of capital as a lack of absorptive capacity in part from a shortage of skills and knowledge needed to mobilize, organize and coordinate capital and other resources of production. Morris (2001) observed that it is difficult for sustainable economic development to occur without entrepreneurship skills. Society could not increase its wealth or improve its quality of life by increasing entrepreneurship skills.

In fact, from the above important role of entrepreneurship education in the economic development of any society, the World Bank Group (WBG) is working with countries and multilateral development partners to ensure that individuals have access to quality education and training opportunities, while also supporting employers to locate the skills they need through skills development policy that can contribute to structural transformation and economic growth by enhancing employability and labour productivity; helping countries to become more competitive internationally; and improve standards of living. This approach can be implemented through entrepreneurship education (World Bank Group 2021). Concerning the National Development Strategy³⁰ a framework for the structural transformation and inclusive development action of Cameroon to enable the country to achieve the objectives of Vision 2035 that aim to make Cameroon “an emerging and democratic country united in its diversity. Goal 4 that focuses on “development of human capital and well-being”, was designed by the World Bank to advocate for increase investment in future generations. The quality of education and training systems, employability, entrepreneurship, contents and quality of education provided always did not match up with the demand of the productive system in terms of manpower. The goal of tertiary education in Cameroon as spelt out by the

law of Orientation of Education in Cameroon (1998) to contribute to national development through skills, of relevant manpower training, to develop and inculcate proper values to students for the survival of individuals and the society as well as to develop the intellectual and managerial capacities of individuals to understand and appreciate their local and external environment, to acquire both theoretical and technical skills which will enable individuals to be self-reliance and useful members of the society, to promote and encourage the participation of entrepreneurship skills and render services to the various communities, to forge and build national unity and to promote the national and international medium of a trade by enhancing international relationship. This policy initiative emphasizes that, to build 'skills for the 21st century', efforts are needed to develop transversal skills such as entrepreneurship and highlights 'the ability to think critically, take initiative, problem solve and work collaboratively'. One fundamental importance of secondary education to the economy is the demand for better-educated and skilled youth entering the world of work to meet the complexities of a fast-evolving world. What skills and knowledge the secondary school graduates leave school with determines how successful they would be in the workplace. Countries assume declining economies and stagnating ones (Matlay, 2004). Entrepreneurship is crucial for socio-economic development, considering the number of opportunities that boost countries' economies. Entrepreneurship education equips individuals with entrepreneurial capacities and skills. The challenge is the implementation of policies and curricula for promoting youth entrepreneurship to solve youth unemployment and transition to employment. It is claimed that graduates do not possess the competencies required by the end this is reflected in the growing trend of unemployment among graduates worldwide. Graduates with a higher level of employability skills and competencies are more likely to engage in entrepreneurial activities and meet employers' demands in terms of productivity. (Haughton et al., 2012, p. 671)

Entrepreneurship introduced in secondary school as an integrated subject can provide some students with practical skills to suit the job market that will encourage some students to become entrepreneurs after graduation from school and also deter them from focusing their minds on going abroad for greener pastures. It is rather saddled with the responsibility of training both youths and the nation's professional personnel such as managers, scientists, engineers and technicians who participate in the development adaptation diffusion of innovations in the country. The training of graduated youths for entrepreneurial skills correlates with economic development.

Theoretical Background

This work is built on some frameworks of theories related to entrepreneurship.

The human capital theory (HCT). The theory was developed by Gary Stanley Becker (196). The theory postulates that human beings can raise their productive capacity through greater education and skills training. The acquisition of more knowledge and skills is possible through exposure to training and re-training of the mindset of an individual. According to this theory, when an individual received training, such an individual developed new ideas of doing things better and faster, and efficiency improved productivity in his/her work. The theory concluded based on its assumptions that education, not just education, but entrepreneurship is good for sustainable development in terms of the ability to be self-reliant and sustenance in the long run. Entrepreneurship education is considered the factory through which human capital development is created, developed and nurtured through the process of teaching, training, impartation, acquisition, and deployment of reasonable and requisite skills, experience and knowledge which when applied productively stimulates socio-economic development, productivity, growth, technological progress, innovation which are groundswell recipes for national development (Simkovic,2012).

Therefore, the implication of this theory to the present study was that entrepreneurship education could bring out new ideas and knowledge through training for the students that can expose them to business knowledge and innovation helping them for future engagement.

2- Need for achievement theory

This theory was developed by David McClelland's (1961) work on Achieving Society. McClelland had postulated that for achievement, which he called motivation (n-achievement); an individual is a pioneer of entrepreneurial activities and strong motivation for engaging in entrepreneurship. McClelland concerned himself with economic growth and the factor that influence it. McClelland stated through achievement motivation laboratory experiments about the effect of achievement on people's motivation. From the experiment, he observed that most do not possess strong achievement-based motivation, those who do, display consistent behaviour in setting goals. That is why he gave importance to the innovative characteristics of the entrepreneurial role. The entrepreneur is concerned with the need for achievement (n-achievement). McClelland called the need achievement theory "a desire to do well, not so much for the sake of social recognition or prestige, but for the sake of an inner feeling of personal accomplishment." He identified two characteristics of

entrepreneurship. First doing things in a new and better way and secondly, decision-making under uncertainty.

The achievement motivation theory was based on the following assumptions: “Achievement is more important than material or financial reward”.

“Achieving is aimed or task gives greater personal satisfaction than receiving praise or recognition.” “Financial reward is regarded as a measurement of success, not an end in itself.” “Security is not a prime motivator, nor is status.” Feedback is essential because it enables measurement of success, not for reasons of praise or recognition.” “Achievement–motivated people constantly seek improvements and ways of doing things better.” “Achievement-motivated people will logically favour jobs and responsibility that naturally satisfy, their needs that offer flexibility and opportunity to set and achieve goals.”

Statement of Problem

Graduates who have knowledge of entrepreneurship education and skills can be able to establish, manage and sustain a new business in order to be self-employed and boost the economic growth. Experience has revealed that seventy percent (70%) of the unemployment rate of the country (Cameroon) keeps escalating as each year comes as a result of the continuous injection of graduates who have no jobs to do at the end of the day. This situation has become so pathetic because job seekers/applicants are going back to their aged parents who have invested in them, hoping that someday they will get back the dividend of their investments but all to no avail. With the employment strategy contained in the Growth and Employment Strategy Paper (GESP) which was the first phase of the implementation of the “Vision 2035” which constituted the reference framework for the period of 2010-2019. The Government intended to reduce the informal sector’s share of national economic activity and generate tens of thousands of jobs in the formal sector each year. However, all these efforts have not led to an overall improvement in the employment situation. The unemployment rate has rather worsened from 75.8% in 2005 to 77% in 2014. In addition, the share of jobs created by formal private sector declined from 4.8% in 2005 to 3.8% in 2010. This cankerworm (unemployment) which has eaten deep into the fabric of the society must be reversed to avoid national crisis. Magaji (2010) attributed this problem to the inadequacies of our educational system which produces “job seekers” instead of “job makers”. According to Obioma (2012), entrepreneurship is the subject that is supposed to provide the graduate with the opportunity to become self-employed, manage and sustain a business at the end of their education.

Therefore, this study will empirically investigate the “effects of entrepreneurship education on employability among graduate students of some Secondary Schools in the Mfoundi Division of the Centre Region of Cameroon.

Objectives of the Study

The objectives of this study are:

1.3.1. Main Objectives

The main objective of this study is to “ examine the effect of Entrepreneurship Education on graduate Employability” of some selected Secondary Schools Mfoundi Division of the Centre Region of Cameroon.

Specific Objectives

R.O.1. To evaluate the extent to which entrepreneurial curriculum influences graduate employability.

R.O.2. To evaluate the extent to which entrepreneurial training influence graduate employability.

R.O.3. To assess the extent to which innovation and entrepreneurial skills influences graduate employability.

Research Questions

Main Research Question

To what extent entrepreneurship education influences graduate employability in some selected Secondary Schools Mfoundi Division?

Specific Research Questions

SQR1. To what extent does entrepreneurial curriculum influence graduate employability to start a business in some selected Secondary Schools Mfoundi Division?

SQR2. How does entrepreneurial training influence graduate employability in some selected Secondary Schools Mfoundi Division?

SQR3. How do innovation and entrepreneurial skills influences graduate employability in some selected Secondary Schools Mfoundi Division?

Research Hypotheses

To answer the research questions above, the following hypothesis was formulated:

General Hypotheses

H0: There is no statistically significant influence of entrepreneurship education on graduate employability in Secondary Schools Mfoundi Division.

Ha: There is a statistically significant influence of entrepreneurship education on graduate employability in some selected Secondary Schools Mfoundi Division.

Specific Hypotheses

- **H01:** There is no statistically significant effect of entrepreneurial Curriculum on graduate employability.
- **Ha1:** There is a statistically significant effect of entrepreneurial Curriculum on graduate employability.
- **H02:** There is no statistically significant influence of entrepreneurial training on graduate employability.
- **Ha2:** There is a statistically significant influence of entrepreneurial training on graduate employability.
- **H03** There is no statistically significant impact on innovation and entrepreneurial skills and graduate employability.
- **Ha3:** There is a statistically significant impact of innovation and entrepreneurial skills on graduate employability.

The Purpose of the Study

The purpose of this study is to “assess the effects of Entrepreneurship Education on Graduate Employability of some selected secondary schools Mfoundi Division” as follows:

- The knowledge and skills acquired by the graduates will create an impact for self-employability, after graduation.
- The knowledge and skills acquired from entrepreneurship education will provide the graduate with entrepreneurial competencies to excel in the job market.
- The knowledge and accurate skills will also enhance the graduate's ability to manage a business.
- It will help the graduate to develop the ability to sustain a new business environment and self-reliance.

Significant of the Study

This research “Impact of Entrepreneurship Education on graduate employability among Secondary School Graduates in Mfoundi Division” will be of great importance to the entire society, government, as well as the students.

The main importance of this study to society as the business will be based on the sustainable development of the immediate environment and consumer satisfaction. This in turn create job for the youths, increase wealth, and values as well as improve the well-being of society.

In respect of government, this will be of great importance in the sense that may serve as a source of income or revenue through payments of taxes, and means of supply to the business organization which reduces unemployment problems and the burden of reliance on government job and also raises the standard of living and gross national product thereby leading to vibrant economy. The study as well if of great significance as it provides relevant information on the need to improve entrepreneurship education towards proper preparation of undergraduates for the world of work and job creation in society and the nation at large.

To the graduates, it will help them to be self-employed thereby encouraging them to start up their enterprises not waiting for a white-collar job.

Finally, it will also be a sensitization document to undergraduates and anybody who access it or the paramount importance of pursuing entrepreneurship education in the university or vocational training development programs to be self-employed and create job opportunities to eradicate poverty in society and to acquire relevant skills for survival in this challenging period of COVID-19 and globalization. The result of the study is also meant to create a high level of awareness among prospective graduates on the relevance of entrepreneurship education.

Delimitation of the study

- **Geographical delimitation**

The area chosen for this study is Yaoundé in Mfoundi Division in the Centre Region. Yaoundé is the national political capital of Cameroon. The United Nations (UN) World Urbanization Prospects reveals from this 2023 census statistics that, Yaoundé has an estimated population of 4.5 million. It is the second largest populated city in terms of human and school density in the country after Douala. (2023worldpopulationreview. Com). It lies in the centre of the nation at an elevation of about 750 meters above sea level. It is situated on a hilly, forested plateau between the Nyong and Sanagal rivers in the south-central part of the country. Yaounde has 6 sub-divisions among which Yaounde VI is one. Yaounde VI is under the mayor mandate of Jacques Yoki Onana from 2020-2025. It has a population of 268,428 inhabitants on an area of 2,220ha (22.2km²) with a population density of 12,091 inhabitants/km². Geographically, Yaounde VI stretches from the centre to the South West of the city, to

the North West of Yaounde III and Yaounde VII. The Mingsosso River constitutes the South West limit and separates it from the municipality of Mbankomo. To the North, the Abiergue River and urban forest No 2 from the boundary with Yaounde II. Neighbourhoods in the municipality are made up of districts: Biyem-Assi, Etoug-Ebe II, Melen VIIB, Eba Biyem-Assi, Melen I, III, IV, V, VI, VIIAm Mvog-Betsi, Etoug-Ebe II, Melen VIIB, Eba Biyem-Assi, Melen VIIC, Melen IX, NKolbikok I

The city has a variety of regular secondary schools with various characteristics such as day schools, boarding schools and mixed and single-gender schools. Learners in Cameroon schools come from different socio-cultural backgrounds as well. This study is limited to secondary High schools in the Mfoundi division, centre Region of Cameroon.

- **Thematic Delimitation**

This study falls within the domain of the Conception and Evaluation of Educational Projects. It focuses on the assessment of the effects of entrepreneurship education on graduate employability. Entrepreneurship education is the independent variable and the modalities that shall be examined are: entrepreneurial curriculum, entrepreneurial training, innovation and entrepreneurial skills and the dependent variable is Graduate Employability.

Scope of the study

This study is delimited to entrepreneurship education on graduate employability in some Secondary High schools in Mfoundi Division. The scope is limited to second-cycle students. This study makes use of four constructs of entrepreneurship education which: entrepreneurial policy, entrepreneurial curriculum, entrepreneurial training and innovation and entrepreneurial skills.

Assumption of the study

The assumption of this study “Evaluation of the Impact of Entrepreneurship Education on Graduate Employability of some Secondary Schools Mfoundi Division” as follows:

- The knowledge and skills acquired by the graduates will create an impact for self-employability, after graduation.
- The knowledge and skills acquired from entrepreneurship education will provide the graduate with entrepreneurial competencies to excel in the job market.
- The knowledge and accurate skills will also enhance the graduate's ability to manage a business.

- It will help the graduate to develop the ability to sustain a new business environment and self-reliance.

Limitations of the study

This study focuses on assessing the impact of entrepreneurship education on graduate employability in some selected Secondary Schools in Mfoundi Division of the Centre Region of Cameroon. And it is aimed at determining the extent to which graduates have been entrepreneurially influenced by means of acquiring skills, knowledge and competencies of self-efficacy and creating job opportunities for graduate youths. The study, therefore, is limited to graduate youths in some selected Secondary Schools School in Mfoundi Division. In the process of carrying out this research work, the research encountered several constraints. These include Time constraints, which happened to be the major limitation. Secondly, the researcher was faced with the challenges of sourcing data for the research. Unwillingness by some of the students to disclose the information required.

Operational Definition of Terms

Entrepreneurial Curriculum

It is how educational institutions endeavour to realize the hopes of society. Through this process, schools set out to determine and pursue the objectives and goals of the society in which the schools are and serve. The curriculum embraces purposeful experiences provided and directed by educational institutions to achieve predetermined societal goals. Curriculum is therefore the offering of socially valued knowledge, skills and attitudes made available to students through a variety of arrangements during the time they are at school, college or university. Planning a curriculum involves making choices as to the learning experiences which are appropriate and desirable for the learners in a given society. In Part 11 of Law No 98/004 of 14 April 1998 Paul Biya stipulates that “the state shall ensure that the constant adaptation of the educational system to the national and sociocultural realities, and also the social integration of the young people”. The law laying down guidelines for education in Cameroon states amongst others in Part 1 Section 4 that the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic, socio-cultural, political and moral factors. One means to attain this as stipulated in section 5 article 7 is that learners should be able to develop creativity, a sense of initiative and the spirit of enterprise.

The quality of instruction should therefore be oriented towards attaining this objective at all levels of the educational system. Entrepreneurial curricula contain information on how students can identify and shape opportunities, assess business concepts, develop operational plans, fund and launch ventures, grow new enterprises and case studies which should be discussed in the classroom to provide students with another venue for examining entrepreneurial strategies and learning about the successes and failures of new ventures (Kourilsky, 1995; OECD, 2010). According to the teaching syllabus guide of Advanced Technical and General (2021), the teaching outcome is focused on the student's ability to be able to start up a business, manage a business and sustain the business. Therefore, the curriculum of entrepreneurship education must revolve around skills-building courses in creative thinking and exposure to technological innovations (Kuralko, 2003). The curriculum should cut across the business plan, student's business start-ups, consultation with producing entrepreneurs, computer simulation, environmental scan "live cases", videos and films. It is on this note that Nwoye (2006) expresses the notion that in developing effective curricula of entrepreneurship education, the training institution needs to establish working relations with employers and local communities to respond to local employment opportunities and training needs. Therefore, an effective curriculum program as a fact should tailor students towards behaving entrepreneurially and the same time introduce students to facilitators who will facilitate their success.

Entrepreneurial Training

Entrepreneurship training is a structured program that aims to equip students with the necessary skillset and mindset for identifying and launching new business ventures, managing the business and sustaining the business (Cope, 2005, Katz, 2007). Djeumeni (2015), asserted that various pathways to teaching exist in Cameroon both government and private institutions. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship training is designed to teach the skills and knowledge that a potential be initially perceived as a cost, in terms of time and money. However, the future rewards can erase all these expenses need to know before embarking on a new business venture. Entrepreneurship education seeks to prepare people, particularly youth, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers by immersing them in real-life learning experiences where they can take risks, manage results, and learn from the outcomes (ODEP, 2009).

According to a report for the National Council of Graduate Entrepreneurship (EKOS 2010), it is concluded that “graduates who have formal entrepreneurship training are more likely to display entrepreneurial skills that can drive innovation and change in a business environment” and that entrepreneurship training offers a wide range of skills that can add value in a modern competitive global environment”.

Innovative and Entrepreneurial skills

A skill is defined (Collins 2011) as a special ability or expertise enabling one to perform an activity very well and something, such as a trade, requiring special knowledge or expertise. In many cases, the aim is to develop the skills of the student and an interesting contrast has been made (Andrews 2008) between ‘soft skills’ and ‘hard skills. The soft skills identified were professionalism, reliability, the ability to work under pressure, the ability to plan and think strategically, the capability to communicate and interact with others, either in teams or through networking, good written and verbal communication skills, information and communication technology skills, creativity and self-confidence, good self-management and time-management skills and a willingness to learn and accept responsibility. The ‘hard business knowledge and skills required to enhance employability include a business qualification, expertise in specific business areas such as marketing, organization behaviour, finance, information technology and others, practical abilities such as for giving effective presentations, ability to put forward an argument, analytical and problem-solving skills, ability to cope with complexity, able to work as an individual and in teams and business acumen and ability to apply knowledge, often geared through work experience.

Innovative Skills

Innovation can be defined as the execution of notably ameliorated ideas, products, processes, methods, practices, or relations. (OECD,2005). It is a comprehensive ability to fulfil innovative processes and generate innovative results by putting knowledge and skills into use (Hao,2021). Innovative skills have turned into one of the most critical employability attributes of college students that help them prepare for future workplaces (Acar and Tuncdogan, 2019). Innovation is currently recognized as a key driver of industrial upgrading, economic growth, competitive advantage, and sustainable development. (Lewin et al., 2016; Mazzucato, 2018; Chen et al., 2020). Countries all over the world are formulating policies to promote innovation-driven development to sustain and enhance the national core competitiveness and comprehensive strength, such as reindustrialization in the United States, Industry 4.0 in Germany, and Made in China 2025 (Wang and Dong, 2022). Cultivating innovative skills through entrepreneurship education turned into a common goal at all levels

of educational institutions because the development of students' innovative skills can further enhance the strategic advantages and survivability of organizations and countries (Jingyu and Su, 2012). **Students' Innovative skills** refer to a set of self-perceived abilities and expertise that students can learn and utilize through college curriculum and training courses to better generate innovative results (Shane, 2007; Mars and Hoskinson, 2013). Furthermore, innovative college students are characterized by curiosity, associative thinking, bravery, and creative self-efficacy (Hulme et al., 2014). Developing students' innovative spirit and practical competence through entrepreneurship education is an important approach to increasing the employment of graduates and an effective measure to relieve the employment pressure. Also, innovative college graduates find jobs faster than their classmates (Pilav- Velic et al., 2020).

Entrepreneurial skills

According to the World Economic Forum (2009), "entrepreneurial skills are core components to building socially inclusive and highly participatory economies in an increasingly global and competitive world" highlighting the need for us all to learn from the best models of entrepreneurship education from around the world.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews the impact of entrepreneurship education on graduate employability in secondary schools in the Mfoundi Division. The review focuses on entrepreneurship education, graduate employability, economic development, business planning skills, the importance of planning, principles of innovation, and the concept of innovation and creativity. This section also covers the summary of the literature review, the theoretical framework, the conceptual framework and the empirical framework.

Conceptual Review

To make a broad overview of entrepreneurship education, it is important to first examine the concept of entrepreneur and entrepreneurship. In the international literature 'entrepreneurship' is derived from the French verb 'entreprendre' which means to take your bare hands and do something. Each person can make something from nothing, and the education aspect of entrepreneurship can be both formal and informal. According to Kirby (2012), the entrepreneur is someone who undertakes to accomplish, to make things happen, and does so. As a result, the entrepreneur is someone who assumes the financial risk of beginning and managing a new venture. Peter F. Drucker (1985) asserts that an entrepreneur is someone who makes decisions about obtaining and using resources while assuming the risk of the enterprise. Fillion (2012) opined that an entrepreneur is one who innovates by recognizing opportunities; makes moderately risky decisions that lead to actions requiring the efficient use of resources and contribution of an added value. Richard Cantillon described the entrepreneur as someone who uses "judgement, with being able to foresee which (product) will pay the best price depending on the factors of supply and demand" (Cantillon, 1931, p. 55). The entrepreneur is characterized principally by innovative behaviour and employs strategic management practices in business. Innovation and creativity are the distinctive difference between an entrepreneur and a small business owner. According to Hornby (2001), a person who makes money by starting or running a business especially when it involves taking a final risk. Webster (1992), also views an entrepreneur as a person who organize and manage a business undertaking, assuming the risk for the sake of profit. Emeruwa (2004) sees the entrepreneur as an individual motivated not merely by profit but also by the desire to fund a private dynasty, the will to conquer in a competitive battle and the joy of creating. Antonites (2003) and Ndedi (2011) define an entrepreneur as an individual with the potential to create a vision from virtually nothing. The entrepreneur is an agent of change, innovating

an imaginative, opportunistic, creative individual. He/she is also an individual who notices the need of the people and goes into action in meeting them through the act of production. Entrepreneurial characteristics can be born in an individual or acquired through training (academic pursuance).

Features of an entrepreneur.

- **Risk Bearing:** an entrepreneur assumes the responsibility of taking various types of risks for him to achieve the desired goal. The risk leads to the success of the business. He/she is not afraid of failure but sticks to his decision.
- **Innovative:** An entrepreneur brings out new things (ideas) which help to create wealth. He/she ought to be resourceful, knowledgeable and imaginative. This idea could be in terms of product service. He/she ought to know the current trends in the society.
- **Initiative:** An entrepreneur makes use of his initiative to handle some situations. He/she does not wait for people to dictate facts/issues for him/her.
- **Motivation:** This implies that an entrepreneur must have the drive to perform a particular task. This is achieved by a willingness to work hard (long period), application of self-will, and zeal. He/she should apply the principle that motivation/determination is key to success.”
- **Good Planner and Organizer:** An entrepreneur tends to possess the ability to manage man, material, machines and resources to achieve his/her potential effectively and efficiently.
- **Self-confidence:** entrepreneurs are confident in their dealings. Failures are not considered in their day-to-day activities rather opportunities are their priorities they record failures and successes as well.
- **Feedback:** Successful entrepreneurs give feedback on the efforts of man and material resources encountered in the business.

Different Types of Entrepreneurs

Research distinguishes between two types of entrepreneurs:

- **Innovative Entrepreneurs:** They are the types that bring new products and processes to the market and introduce new services, marketing techniques or business structures, and

- **Replicative Entrepreneurs:** They are the types who enter existing markets with unique selling propositions. Another differentiation is between opportunity and necessity entrepreneurs the first engaging in entrepreneurial activity to become more independent or increase their income, and the second doing so to maintain their income when there are no other options for work.

Entrepreneurs introduce innovations and induce economic growth. Entrepreneurs often create new technologies, develop new products or process innovations and open up new markets.

Entrepreneurship refers to an individual's ability to turn an idea into an action. It includes creativity, motivation, and risk-taking, as well as the ability to plan and manage projects to achieve objectives.

Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks-terms of finance, time, equity, or career, the ability to formulate an effective venture team, creative skills to combine needed resources, fundamental skills of building solid business plans and finally the vision to recognize (Kuratko and Hodgetts, 2004).

Understanding entrepreneurship education

UNESCO (2008) stated that entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. It is about increasing students' ability to anticipate and respond to societal changes.

According to Akudolu (2010), entrepreneurship education is the acquisition of knowledge, skills and attitude to enable the learners to face life's challenges in whatever form and takes decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. Adiele(2010), defined entrepreneurship education as that form of education which inculcates in the individual learner concepts, skills, and knowledge on how to start a new business, create business ideas, develop a business, manage it and make a profit. Adiele (2010) that the curriculum content should be such that it exposes learners to the business option that are relevant to the economy and which will offer them career opportunities. He maintained that in the long run, the education offered in schools should be able to inculcate in learners' creativity, spirit of initiative, responsibility, capacity for confronting risk and independence. Entrepreneurship education is the structured formal conveyance of entrepreneurial competencies (concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures).

Entrepreneurship education, therefore, seeks to provide students with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education transforms the mind, making it focus on opportunities, independence, innovation as well as creativity. According to (Ndedi, 2012), entrepreneurship must be taught through action that supports four cornerstones of entrepreneurship: an ability to impact one's environment, a high degree of self-confidence, an ability to create support networks, and an ability to create a linkage from vision to action. These cornerstones imply that education in entrepreneurship has to be action-oriented. The students have to engage in real-life situations, establish relationships, and turn theory into practice.

Entrepreneurship Education and sustainable development

Sustainability emerged from sustainable development, meaning development that meets the needs of the present without compromising the ability of future generations to meet their own needs (WCED, 1987). Development has been associated with diverse meanings, interpretations and theories from various scholars. It is understood as a certain process of advancing human well-being, self-esteem, and freedom (Todaro and Smith, 2011). Bringing sustainability and development together can be defined as a continuous expansion of an economy with the advancement of the social, economic and political life of present and future generations. Therefore, sustainable development is not a constant or fixed state of harmony; rather, it is a lifetime process of evolution in which people take actions that lead to a development that meet the current needs without compromising the abilities of future generations to meet their own needs. It can be viewed as a persistent increase in economic growth, leading to economic competitiveness, a high standard of living and self-reliance. It can be seen also as a development that permits future generations to access well-being, self-esteem and freedom. The UN (2016) stipulated that advancing human well-being, self-esteem and freedom, contribute to the sustainable development of nations. Meaning that advancing human well-being, self-esteem, and freedom are inherently important for social, economic and environmental change, hence, entrepreneurship education is evitable. Entrepreneurship skills can be measured through items such as communication, creativity and innovation, teamwork and collaboration, critical thinking and problem-solving, desirability and feasibility, ICT literacy, social and cross-cultural, learning and self-direction, management and leadership and flexibility and adaptability. Possessing these skills would provide an opportunity for undergraduates to generate the income capabilities to secure life-sustaining essentials, be a person, and make the right choice.

The UN (2016) has identified entrepreneurial skills as a key element for advancing social cohesion, lessening disparities and expanding open doors for all individuals.

The millennium development goals coupled with the pressure of globalization therefore create new challenges for countries, especially the underdeveloped ones to refocus their attention on dealing with many socio-economic problems.

Importance of entrepreneurship education

Entrepreneurship is a key driver to our economy's wealth and job creation in the nation and a high majority of jobs are created by small businesses started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunities to exercise creative freedom, high self-esteem, and overall greater control over their own lives. As a result, many experience business people political leaders, economists and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national and global scale. It is with this in mind that the His Excellency Paul Biya, in his oath-taking speech on 6th November 2018, invited all Cameroonians to make the emergence of the country a national cause by declaring that: "the objective of emergence must be established as a major national cause that rallies all our fellow citizens to make Cameroon a modern and socially advanced country" (vision 2035).

According to the Minister of Secondary Education, Professor Nalova Lyonga Pauline Egbe, the initiative of entrepreneurship education was inspired by a 1998 Law which orientates the secondary education sector and lays down mechanisms for the development of creativity, initiative and entrepreneurial spirit in young students. Given the vision 2035, the curriculum was tailored to align with Sustainable Development Goal 4 which focuses on access to education for all and preparing graduates to face the various ever-changing life challenges. To prepare graduates to face life challenges and not only obtain certificates, this new approach in the new curriculum focuses more on professionalization, based on practical skills to suit the job market. Therefore, entrepreneurship education was developed to prepare youth and adults to succeed in an entrepreneurial economy like ours. Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. The standards and their supporting performance indicators are frameworks for teachers to use in building appropriate objectives, learning activities and assessments for their target audience. Using this framework, students will have progressively more challenging educational activities, experiences that will enable

them to develop the insight needed to discover and create entrepreneurial opportunities; and the expertise to successfully start and manage their own business to take advantage of these opportunities.

In addition, entrepreneurship education offers a solution by preparing people; particularly youth to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers by immersing them in real-life learning experiences where they can take risks, manage the results and learn from the outcomes.

The importance of entrepreneurship to any economy is like that of entrepreneurship in any community. Entrepreneurial activity and the resultant financial gain are always of benefit to a country. If the students are trained to have entrepreneurial skills, then, they will recognize a genuine opportunity when they come across one. Entrepreneurship education is far beyond starting a business instead, focuses on developing an understanding and capacity for the pursuit of entrepreneurial behaviour, skills and attributes in widely different contexts. It can be portrayed as open to all and not exclusively the domain of the high-flying growth-seeking business person. The propensity to behave entrepreneurially is not exclusively for certain individuals. Different individuals will have a different mix of capacities for demonstrating and acquiring entrepreneurial behaviours, skills and attributes. This behaviour can be practised, developed and learned: hence it is important to expose all students to entrepreneurship education. Entrepreneurial skills and attitudes provide benefits to society even beyond their application to business activity. Speaking, personal qualities that are relevant to entrepreneurship, such as creativity and a spirit of initiative, can be useful to everyone in their working responsibilities and their daily existence. Also, relevant technical and business skills need to be provided to those who choose to be self-employed and/or to start their venture or might do so in the future. According to Fayolle (2009), entrepreneurship education consists of all activities to foster entrepreneurial mindsets, attitudes, and skills covering a range of areas such as idea generation, startup, growth and innovation. Osuala (2010) states the summary of entrepreneurship education as follows:

- Provision of a worthwhile education for the youths, which could make them self-reliant leading to self-independence.
- Assist graduates with the training and support necessary to help them start a career in small business.
- Stimulate industrial and economic growth of less developed areas.
- Provide graduates with training in risk management.
- Provide graduates with management skills

- Stimulate industrial and economic growth of less developed areas.
- Provide graduates with creative and innovative ways of identifying new business opportunities.

Characteristics and Objectives of entrepreneurship education

Entrepreneurship skills may be lacking not because of the unavailability of money or material but because of the required educational skills to make it flourish. It may also be a result of a lack of attitudes. Research has proven that the characteristics of successful entrepreneurs can be developed in classroom situations through effective teaching methods. Barron (1987) in Akhuemonkhan (2003), asserted that entrepreneurship can be more correctly viewed as a behavioural characteristic than a personality trait and that man entrepreneurial skills and attitudes could be further taught and learnt. It is in light that the President of the Republic the priority of the development of an educational system should emphasise professionalization through the introduction of entrepreneurship education. Efforts should be geared towards providing the best possible training to make the youths more competitive and capable not only of seizing the job opportunities available locally and internationally but also becoming veritable self-employed entrepreneurs (His Excellency, Paul Biya 2023). According to Raposo and Paco (2011), entrepreneurship education prepares the youth to be responsible and enterprising. In a similar vein, UNESCO (2008), viewed educational entrepreneurship as well a kind of experience that gives students the ability and vision of how to access and transform opportunities of different kinds.

Akhuemonkhan (2003), outlined the characteristics of entrepreneurship as follows:

- Tough-mildness
- Time bundle
- Sense of efficacy
- Need for power
- Optimist
- Long-term involvement
- Risk-taking
- Internal locus of control
- Need for independence
- Creativity needs achievement foresight.
- Openness to feedback and learning from experience.
- Problem-solving
- Opportunity seeker
- Tendency to analyze the environment
- Long-term involvement
- Drive and energy
- Money Measure
- Use of resources
- Dealings with failure
- Self-confidence.

The Future and Benefits of entrepreneurship education

Entrepreneurship education if given its rightful place in the educational system can serve as means of reducing unemployment in Cameroonian society if not completely eradicating it. If pupils/students at all levels of our educational system are exposed to entrepreneurial skills, risk-taking, creativity, independence and rewards and will continue to be common features and also the driving force behind the notion of entrepreneurship in the future. Obviously, the future of entrepreneurship education appears accepted, worldwide. For a better understanding of the benefits of entrepreneurship education stated by Zakari (2006), illustrated below:

National benefits

- Raising income and standard of living.
- Promotion of employment for self and others
- Develop new entrepreneurs
- Fulfil the needs of the people
- Service to society.

Societal benefits

- Contributes to the nation's wealth
- Create job opportunities and utilizes human resources
- Invention, innovation and development.
- Creates competitive environment
- Ear foreign exchange for the nation

Individual benefits

- Fulfil creative urge
- Self-satisfaction
- Own boss
- Profits
- Status in society.

Anyakoya (2006) pointed out four major categories of competencies or skills needed for success in entrepreneurship

Managerial skills

These include the following:

- Ability to communicate effectively using oral and written skills
- Knowledge of method of conducting a meeting
- Ability to make long and short equipment
- Ability to purchase goods, tools and equipment

- Knowledge of factors involved in the overhead control
- Knowledge of inventory control and turnover.
- Knowledge of management and supervisory skills
- Ability to manage time and meet job schedule
- Ability to conduct personal evolution
- Knowledge of the good human relationship
- Knowledge of employer growth and development.
- Ability to determine personal salary.

Accounting financial competencies

- Knowledge of account
- Knowledge of costing.
- Ability to understand payroll and various deductions.
- Knowledge to interpret financial statement
- Knowledge of business laws
- Ability to know how to obtain loans
- Ability to know gross and net profits
- Knowledge of the use of insurance
- Awareness of the existence and use of professionals like lawyers, bankers and advertisement agents.
- Knowledge of safety rules involved in a particular business.

Marketing and sales skills

These include:

- Knowledge of seasonal fluctuation goods.
- Ability to determine the extent to which the product will sell.
- Ability to budget and forecast
- Ability to determine current and future trends in sales of products.
- Ability to determine and interpret factors which indicate the extent and strength of competition
- Ability to determine the availability of goods/raw material for the production and storage of finished goods.
- Ability to determine what customers need and knowledge of advertisement.

General business competencies

These include:

- Knowledge of the type of ownership (sole trader, partnership)

- Undertaking the basics steps involved in starting business
- Awareness of facilities available to supply information on starting a small business(governmental agencies, trade associations and resources)
- Knowledge of how to determine employees' wages and allowances.
- Ability to judge the performance of employees.

Business planning skills

Business planning skills is a process that involves the preparation of the entrepreneur's undertakes before starting the business. The preparation covers the whole gamut of the particular venture the investor wants to embark upon. This preparation involves concretization of the business ideas, identification of the human and material resources to be engaged, the value that will stand for and the whole stakeholders to be involved including the customers who are the heart of the business and all other efforts an entrepreneur put in, to realize the goals before business start.

According to Iyanda and Bellow(1988), "planning is the process of taking stock of existing resources, determining those resources needed for getting defined facets of the work of an organization done and the initiation of efforts directed at acquiring the balance resources needed to do the job on. The focus of planning is usually the specific goals designed for the component unit of an organization. The rationale of planning is that of trying to equip a manager with the resources that would be needed for realizing measurable results in the future." Planning is vital to any business organization whether small, medium or large. Even established firms and industries in various sectors of the economy, need to plan at various stages of their development. Infants, planning process assists managers of various organizations to think of how goods and services of their firms can be produced within allotted time limits, how managerial goals can be achieved, how goods and services can be profitably produced and how the managers intend to grapple with the future in terms of desirable changes of their goods and services. The following planning skills include:

- To clarify the direction of the business.
- To ensure efficient use of resources
- To provide a way for measuring progress
- To support effective decisions.
- Coordinate activities.
- Allocate responsibilities
- Motivate and guide people.

Concepts of innovation and creativity

Entrepreneurial innovativeness: innovation can be defined as the “process that turns an invention into a marketable”. In this sense innovation is something more valuable than invention; it consists of idea commercialization, and implementation of that idea and also includes some modifications of presented products, resources and systems. Various researchers have described innovativeness as one of the most important traits of entrepreneurs. The entrepreneur can best be defined as a change agent and considered the entrepreneur as an idea man and a man of action, involved in identifying new opportunities.” The viewpoint of Drucker (1995) is that innovation is the most basic role of an entrepreneur. He described the term innovations as the specific tools of entrepreneurs and how they exploit change”. Innovation is generally described as a process of taking ideas to market. Innovation describes the process of adding value to creative ideas. Amidon (2002) defines innovation as knowledge, which she explained further as the creation, evolution, exchange, and application of new ideas into marketable goods of a nation’s economy and the advancement of society. Innovation also describes stages of invention, translation and commercialization. Land (1992) explained innovation as consisting of entrepreneurial, divergent, incentive, creative, explorative management duplication, modification, improvement, commonality shared leadership divergence and innovation, sharing and integrating differences, partnering and vision. Land further amplified that innovators can hold a situation in chaos for long periods without having to resolve won’t give up having a long-term commitment to their dreams. The innovation introduces a maximum of attention into the thinking process, unifying concepts that often appear to be opposed, solving problems which appear impossible.” James Brian Quinn (1986) identified five stages of innovation which can be adopted by executives in the organization. The stages include recognition of a venture, outcome, desire, and opportunity: the second stage is the invention of the process making the outcome a reality: the third stage, describes the development of the strategies that can result in the realization of the outcome; the fourth stage is the implementation stage and finally comes the stage diffusion commercialization and marketing profit.

Principles of Innovation

- Innovation requires a vision: innovation requires change, risk and upheaval. Innovation is not done for innovation's sake; there must be a driving innovator compelling the organization to develop the systems, resources and culture needed to support innovation

- Innovation must be strong leadership driven: without strong leadership support there are bound to be barriers to innovation. Leadership defines and communicates the vision.
- Innovation is the customer-driven bottom line focused- the purpose of innovations is to find better ways to delight customers while meeting the needs of all other stakeholders and creating a financially viable organization.
- Innovation thrives only in an environment of trust and respect not only within the organization but also global environment.
- Innovation must be driven by creativity. Creativity generates new ideas, concepts, designs and precepts for innovation.
- Innovation requires continuous scanning and future trends.

Creativity is an attribute that is needed in every fact of life for economic growth and development. The construct, however, has been defined by different authors in different. According to Plucker, Bughetto and Dow(2004), creativity is the interaction among aptitude, process and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within the context. The environment as seen in this definition includes the school setting, instructional materials, books, the teachers' curriculum and all the things that the students need to interact with to achieve creative skills.

The concept of employability

The concept of employability has in recent times remained the focus of government, employers, job seekers and educators. Employability refers to a person's capability for gaining and maintaining employment. For individuals, employability depends on the knowledge, skills and ability they possess, the way they present those assets to employers and the context within which they seek work. Employability incorporates the dual aspects of supply and demand of labour to show that advancing one's position in the labour market by gaining credentials is partially dependent on structural factors outside the individual's control Imeokparia, and Kennedy (2012). Employability is the combination of knowledge, competencies and personal attributes that make graduates more likely to gain employment and progress during their career"(EACEA, 2015, P.15). 'Employability' according to EACEA cannot be reduced to employment, and instead encompasses the development of a "combination" or "set of achievements" of skills, knowledge, understanding and personal attributes; that together make a graduate more likely to gain and remain in employment (EACEA,2015). ILO asserts that employability is skills, knowledge and competencies that

enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle". Employability skills are referred to as 'skills for life' (Cole & Tibby 2013; Dearing 1997).

The United Kingdom Commission for Employment and Skills (UKCES,2009) report states that developing employability skills across an institution is a 'holistic challenge'

Employability has been defined (Moreland 2006) as "a set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy."

The employability of college students is not a static concept but instead, a dynamic organism that integrates competencies, knowledge, and psychological attributes acquired to help them adapt to the ever-changing internal and external work circumstances of the future(Vermeulen et al., 2018). It helps students become work-prepared according to occupational demands and assist employers in providing job applicants with the best chance of sustainable employment. (Singh et al., 2017). Employability involves both employment and career development, it is regarded as a key factor affecting students' future employment prospects (Thijssen et al., 2008).

Relationship between the variable in the objectives there is a relationship between entrepreneurial skills and employability skills

Entrepreneurial skill

The term Entrepreneur can be defined as the one who moves forward in the market to do something new and different. Entrepreneurs who transform their creative ideas and resources into profitable opportunities, green entrepreneurship combines environmental, social, and economic objectives to efficiently fulfill the demand for sustainable development (Ughetto et al., 2019). Entrepreneurial skills are the skills that make individuals capable of identifying and exploring new business opportunities and bringing new products and services to the existing market. A successful entrepreneur is multi-skilled to run enough in a business. Although there are many essential skills required for an entrepreneur to run a business successfully (Mamabolo & Myres, 2020).

Dimension of entrepreneurial skills

Entrepreneurial skills are defined as the set of knowledge attitudes, and skills that enable entrepreneurs to be successful in developing profitable projects, markets, products, or services, based on the demand of the organization's target population, economy and society

(Jardim, 2021). The author, Jacinto, categorized the dimensions of entrepreneurial skills into three categories.

Focus and Openness to Novelty	Value Formation	Successful Interaction
Creativity and innovation	Long term business planning and analysis	Clear and visual communication
Spirit of Initiative	Problem-solving and decision making	Teamwork and networking
Self-efficacy and resilience	Transformational leadership	Digital communication

Focus and Openness to NO-Volts: This is the primary gathering of abilities that empower business visionaries to focus on the creation and generation of thoughts and spotlight on experiments.

Creativity and Innovation: Creativity is the ability to create something with the use of imagination and ideas, whereas innovation means developing new products and new services.

Spirit of Initiative: The main ability for business people empowers them to get things done all alone and make them ready to face the challenge to push ahead in business with novel insights.

Self-Efficacy and Resilience: It is the capacity to the pose of business visionaries in their certainty, inspiration, feeling and conduct in the work environment. Versatility empowers business people to rapidly keep up with certainty, profound security, and restraint in antagonistic circumstance and return to the normal circumstance quickly.

Value Formation: This group focuses on the utilization of resources to make it wrathful.

Long Term Business Planning and Analysis: It is the capacity of a business person to characterize the targets, make the arrangement according to the goals, execute and deal with the arrangement, survey and examine the arrangement, according to the need of the establishment to achieve the objective.

Problem-solving and Decision Making: It is a logical interaction to break down the circumstance and recognize the potential arrangements while decision making is the method involved with choosing the most ideal choice out of potential alternatives.

Transformational Leadership: It is the ability of entrepreneurs to develop a positive attitude among their employees. It enables entrepreneurs to guide them in a positive way and gives authority to the employees to make their own decision once they are trained to get the best results from their assistants.

Successful Interaction: These groups focus on building an effective team

Clear and Visual Communication: Business people ought to impart clearly to their workers and different partners in regards to the goals, planning, and methodology to accomplish the targets. There ought to be no predisposition during the exchange of data (Pushpakumara, 2021)

Teamwork and Networking: It is the skills to build effectively to achieve a common goal through proper networking and group cohesiveness.

Digital Communication: Every entrepreneur must use digital media and tools to transfer the message efficiently from one person to another or any person. Examples of digital communication tools are Email, Chat, Social Networking Sites, Internet, and Websites.

Employability skills

Employability skills is defined as along with educational qualifications essentials for students to get employment only but become successful in their career field or chosen occupation which benefits themselves, business ventures, the workforce, the community, and the economy (Selvam, 2017). Employability abilities are classified as “Delicate abilities” or “Adaptable abilities” or Non-technical abilities” on the grounds that these abilities are not quite the same technical knowledge and abilities and can be applied to practically any occupation in any industry (Suarta & Suwintana, 2021). As per the Department of Education, Science, and Training (DEST), 2002. Employability skills are the ability to gain employment or establish an enterprise and also to progress within an enterprise, expand strategies, so as to achieve one’s potential, and contribute successfully to enterprise strategies (Smith, 2010). In the global and digitalized world, employers are looking for candidates who possess more knowledge about various functions and different fields (Bada,2020). The biggest challenge in front entrepreneurs is to hire graduates in the highly competitive global marketplace. The new economy requested better approaches to thinking, better approaches for commanding, and better approaches to working, and these requests must be met through instructions and preparation. (Bakar, 2017). But the graduate who out from secondary appear to be deficient in key transferable skills such as professional collaboration and teamwork, communication skills, negotiation skills, critical thinking skills, and analytical skills (Kumara, 2021).

Employability skills gap is global and consequently, a major issue in the world. There is a shortfall in skill attainment as well as a mismatch between the job seeker and the job providers. According to the American Society for Training and Development (2012), it indicates that a skill gap is a gap between an organization’s current capacities and ability to achieve its goal (Shammugam and Bano, 2020). According to the advancement of employability, abilities are definitely not a simple undertaking for schools and colleges alone.

Thusly, schools and colleges ought to a joint effort with entrepreneurs to foster appropriate employability abilities in the understudies and make them competent representatives for the organization. (Oproiu, 2019)

Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful(Oliver, 2019). Employability is adopted as the possession of relevant knowledge, skills and other attributes by individuals that have facilitated the gaining and maintaining of worthwhile employment. Human resource deficit or shortage in qualitative terms implies knowledge and skills deficiencies. This is obvious in many of the developing countries' workforce composition and by implication, questions the vibrancy of educational institutions that produced the graduates. (Akinbode et Opeyemi, 2020).

There is no certainty that the possession of a range of desirable characteristics will convert employability into employment; first, there are too many extraneous socioeconomic variables for that (national, regional and/or local economic health, and the demand/supply ratio for the characteristics in question). Second, „Skills“ and „knowledge should not be construed in narrow terms. The richness of these concepts is elaborated below, and in the companion guide, Embedding employability into the curriculum, the gaining of a graduate job, and success in it, should not be conflated. Higher education awards describe the graduate's past performance but some achievements vital for workplace success might not be covered, not least because of the difficulty of placing a grade on aspects such as drive, cooperative working and leadership. (Fatima et Ludenyo, 2016)

The issue of graduate unemployment has become a national concern as unemployed youths tend to be more anxious, depressed and unhappy with their attendant sleeplessness than those with jobs. This situation has not only posed a great challenge to the economy but also retarded the economic growth of the country. Graduate unemployment is attributable to the fact that employees' education and skills acquired are inadequate to meet the demands of modern-day jobs. These inadequate technical knowledge, deficient English proficiency and lack of critical thinking on the part of graduate employees coupled with the high technological drive of most organizations in response to tougher competition in the competitive markets are the factors responsible for graduate unemployment. (Akinyemi et Ikuenomore, 2012)

In the context of education, employability is considered more than merely 'getting a job, as it implies a set of achievement skills, understandings and personal attributes that makes graduates more likely to gain employment and be successful in their chosen occupations,

which benefits themselves, the workforce, the community and the economy, employability includes a competence-based dimension. In other words, the focus is based on the identification and development of knowledge, competencies, and attributes that foster students' development of effective performance in the labour market. This perspective also reinforces the responsibility of educational institutions for the quality of the routes followed by their students. Employability could be further enhanced by incorporating work experience in the curriculum, building an institutional culture that promotes employability and by inviting employers as guest lecturers. (Marta, Sandr, Diana, Filipa & Ana, 2020)

Most existing conceptions of employability view it as a set of skills, both generic (e.g., teamwork, organizational, communication) and discipline-specific (e.g., the skills and knowledge relevant to engineering, law or social work), as well as personal attributes (e.g., self-confidence, resilience, discipline) which are relevant to employment and desired by industry. For example, Oliver (2015), proposed that employability is the ability to “discern, acquire, adapt, and continually enhance the skills, understandings and personal attributes that make graduates more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community, and the economy”. Others have similarly identified sets of employability ‘skills’. For example, Smith, Ferns, and Russell(2014) identified six dimensions of employability (termed work-readiness): professional practice and standards; integration of theory and practice; lifelong learning; collaboration; informed decision-making; and commencement-readiness (confidence to start a job in the discipline). Recent calls for more critical approaches to understanding employability (Burke, 2016), including broader conceptions of the term (Clarke & Holmes, 2017), have led to views moving beyond the skills-based approach to a wider conceptualization that better captures “the complexity of graduate work-readiness” (Jackson, 2015).

Dimensions of employability skills

As per (Selvam, 2017) the Employability Skills has mainly three Dimensions. Basic skills: Relational abilities Reading, composing, talking, number juggling and science and listening go under essential abilities.

Thinking skills: Thinking creatively, decision-making, problem-solving, reasoning, learning, and forecasting are categorized as thinking abilities.

Personal qualities: Individual responsibility, leadership, self-esteem, interpersonal skills, teamwork, emotional intelligence, and integrity are personal qualities (Selvam, 2017). The Author, Vidyllatha, also suggested some essential employability skills act as fundamental

elements to getting employment for graduates (Vidyullatha & Reddy, 2016).

Conflict management: It is the capacity to work in a group, figuring out the justification for clashes, addressing them and finishing the work by keeping the entire group blissful.

Communication Skills: it comes under basic skills for graduates to get employment. It is very important to convey ideas, message, and information in a professional way, to work in groups, as a team within the company, to achieve the defined objectives and goals.

Listening: Listening is a very essential skill that should be possessed by the employees. Only then will they be able to work in the right direction. Each representative ought to calmly pay attention to the thoughts and exhortations of his bosses' companions and colleagues.

Reliable: It is very important for an employee to be reliable, and then only any other employee and his subordinate will respect and trust him. In simple language, a reliable means to be committed to the assigned work and task.

Problem solving skills: in the digital era, companies are facing lots of challenges companies need competitive employees to identify the problem and give the best solution to it; To grow in good flow.

Technical skills: In digital age, it is very important to have the technical knowledge and to be aware of new technical tools and trends to become successful in corporate industries.

Life- long learning skills: employees should always have the urge to learn something new only they will be able to keep him/her updated in this digital age and efficiently work for the organization.

Based on the literature review, expressing similitude among employability and entrepreneurial skills in the following viewpoints.

Soft Transferable Skills: These skills are not specific to employers or employees but are generic across all employment sectors and all business ventures. The skill goes beyond qualifications and experience. Soft skills are a combination of self-management skills, interpersonal skills, and competencies, such as technology skills (Murgan & Gampathy, 2020).

Interpersonal Skills: These skills should be possessed by both employers and employees on the basis of which individual can interact with another person and work with him. It includes communication skills, teamwork, negotiation and problem-solving skills.

Communication Skills: These are very basic and primary skills that every individual should possess, whether it is employers or employees and students or whoever they are. This is such a skill, on the basis of which any individual puts his point in front of anyone in the proper or professional way. It includes reading, writing listening, and speaking skills, which are very

important to work in every organization.

Self-Management: This is the ability to control behavior, emotions and attitude in different situations to get effective result. Time management, stress management, decision making, working under pressure, teamwork, and problem-solving skills come under self-management.

Willingness to Learn: It is a key behavior or common skill required by both entrepreneurs and employees to sustain in this competitive world that helps individuals to learn new or skills, experiences, and knowledge.

Optimism: It is a common entrepreneurial and employability skill that expresses the attitude in which a person always thinks positively, in any situation.

Resilience: It is the ability of an individual to use knowledge, skills, and experience to overcome the effects of the adverse situations in this digital era.

Adaptability: This is an ability of individuals through which the person makes his work successful by changing his attitude, approach, and behavior according to the situation.

Ability to Work under Pressure: Ability to work under pressure when the situation is not under control. The ability to complete the task in a time frame, when there is a lack of time, resources, and knowledge.

Positive Attitude: Ability to think positively and best even in an adverse situation.

Digital Literacy: In today's digital era, every individual has become dependent on technology for work. So being employees or entrepreneurs, both have to keep themselves updated with technology. Both should have the ability to use new tools and techniques (Chalkiadaki, 2018).

Look at Issues from Different Angles: looking any problem from different points of view to get the best solution. It is important for both the employees and the employers so that effective decisions can be taken.

Commercial Awareness: Commercial awareness is necessary for both, but entrepreneurs should have a good grasp of it. The profit of a business depends to a great extent on the commercial awareness of its owners and top-level employees.

Similarities between entrepreneurial and employability's skills

Employability Skills	Entrepreneurial Skills
The ability to get a job in the corporate field.	The ability to seek new opportunities in the corporate field (Wulandari and Subriadi, 2021).
Employability skills are the skills, knowledge, and personal attributes that make graduates able to gain employment and be successful in their chosen field (Bakar, 2017)	Entrepreneurial skills are defined as ability to take risks and uncertainties, produce new products and services by applying new ideas, and capturing and utilizing opportunities in the market (Kim et al., 2018).
Employability skills are more specific – employees must be experts in the specific field.	Entrepreneurial skills are more Generic – entrepreneurs must be good at a wide variety and multi-skilled to ensure the success of a business (Agbor & Lowden, 2007)
It always needs the direction of superiors.	It has the ability to create path and give direction to employees
Ability to take fewer risks	Ability to live at risk
The ability to cope with the situation and environment created by entrepreneurs	The ability to create a positive work environment for productivity.
The Development of employability skills not only depends on educational sectors but also on the expertise of employers.	The employer is one who play the important role in the development of the employability skills of young graduates (Shanmugan & Bano, 2020).
Entrepreneurial skills facilitate the development of employability skills.	Industrial interactions promote the verbal communication and teamwork skills of young graduates (Selvam, 2017).
Employers or organizations are promoting factors for employability skills	In- house preparing, position rotation, coaching and tutoring, and cross-useful groups are a portion of the critical methodologies by which industry managers can foster abilities and skills among new alumni (Aliu et al., 2019)
The ability to perform the task on a daily, monthly, and yearly basis.	The ability to do strategic planning for the business.
It needs relaxation time and holidays to become productive	No need for holidays and relaxation time to become productive for the day.
It is not compulsory for an employee to have more critical business decision skills.	Require more critical business decision making skills.
There is no such phase for employability skills; it is a static and single phase.	Entrepreneurial skills have different phases. The key enterprising stages like identification and assessment of new opportunities, taking advantage of new opportunities, the new business, and the laid out business stage. Each stage requires various arrangements of abilities in various stages.

How entrepreneurship education could help in job creation

Quality Entrepreneurship Education plays a vital role in the social, political and economic development of any nation. This is possible when jobs are created for citizenry by establishing a lot of businesses that will accommodate the unemployed youth in Cameroon. A qualified graduate of entrepreneurship education would have acquired enough skills relevant to management of small business center.

- i. Creation of Self-employment: An entrepreneur provides job for himself by establishing small business center. This according to Aiyeduso in Olorunmolu (2008) helps to reduce the problem of unemployment and other social vices in Cameroon. The entrepreneur does not only provide jobs/employment for himself alone, but provide for others too. This in turn helps the individual to increase per capital income hence improve standard of living. The entrepreneur determines or identifies the specific wants of the people and the type of goods and services that will fulfill those wants most comfortable. Emeruwa (2005) asserted that the entrepreneur does not only identifies but mobilizes and organizes the resources to tap the opportunities by assisting men, materials, money and machines to explore the opportunity.
- ii. Production of goods and services that is important to the well-being, comfort and happiness of individuals in the society at large.
- iii. Entrepreneurship stimulates rural economic and industrial development. They contribute to the development of rural by establishing their small/medium scale enterprise in such areas by discouraging rural migration.
- iv. They provide ample job opportunities to the rural dwellers. They also provide goods and services, which could be found in an urban area and sometimes provide infrastructural facilities.
- v. The entrepreneurs are usually motivated in their activities not only by the need for material contributions to the welfare of the communities but also desire to make profit, this uplifts the dignity of labour.
- vi. Through entrepreneurship education, a pool of potential entrepreneurs who are well equipped with skills and technical know how to manage small/medium scale industries are produced.

This will equally help in job creation. Through quality entrepreneurship education, Cameroon could produce a lot of entrepreneurs who could establish and manage business on their own. Based on the above merits, it is not doubt that entrepreneurship education could be used as a major weapon in achieving the Millennium Development Goals (MDGs) by

empowering the individual in the society to be self-reliant. This will help reducing poverty in Cameroon.

Empirical review of the effect of entrepreneurship education on the development of Cameroonian graduates

- 1- Dr Joseph Besong Besong (2021) examined empirically the prospect of repositioning entrepreneurship education as a strategy for boosting human capital development and employability in Cameroon. The study examined how entrepreneurship education can sustain unemployment in Cameroon. The researcher saw education especially entrepreneurship education as a veritable tool for eradicating unemployment, poverty and ignorance. It is expected that Cameroon's education system should rise to the challenges of equipping the youths with skills for self-employment given the financial meltdown ravaging the nation. The study also discussed the concept of entrepreneur, entrepreneurship education pointing out the various ways they create business opportunities, train students to acquire skills, and acquire innovations, ideas and managerial abilities for self-employment. Reduction of unemployment was viewed as a parameter for effective entrepreneurship education. Among the challenges of entrepreneurship education include innovation, creativity and incorporation of structured curricula. The study stressed the importance of education in the growth and development of any economy and recommends that the courses in the Cameroonian educational systems should enable the students to acquire basic entrepreneurial skills and innovations for self-employment or self-reliance; a well-structured, unique and challenging curriculum on entrepreneurship that will produce graduates with entrepreneurial skills for self-employment as needed as well as adequate funding of the institutions.
- 2- Dr. Joseph Gimba, et al. (2020) examines an empirical study analysing the impact of entrepreneurship education on graduate employability. Entrepreneurship education has been used as the independent variable and graduate employability is used as the dependent variable. The study emphasized that entrepreneurship education should be geared towards developing graduates' technical and non-technical skills and capacities for jobs that are generic to a range of different work contexts and practical application of skills to properly key into global dynamics, competitiveness and employability.
- 3- Alain Ndedi (2015) examined an empirical study to analyze the impact entrepreneurial courses have had on learners since their inception in Cameroon, just at the beginning of the new century. The approach used to collect data is a well-designed

reliable questionnaire among hundreds of graduates, policymakers in the education system, and recruitment personnel. Additional information is used through previous research and other supporting structures having theoretical data related to the subject. The study researchers found that entrepreneurial orientation on business creation. The study also found that there are no interdisciplinary approaches in entrepreneurship training; in all government interventions that make entrepreneurship education accessible to all students, from secondary to tertiary. Additionally, the study found that there is a lack of entrepreneurship trainers and role models. Finally, companies' managers and recruitment agencies are not keen to hire students with entrepreneurship as a major. The study has not only explored the limitations and the nature of entrepreneurial training on learners but also proposed effective and efficient mechanisms aiming at positively impacting students' ability to create businesses and new ventures. The appropriate scheme in terms of cultivating an entrepreneurial spirit around training students and concentrating efforts on supporting the growth of new ventures launched by students is suggested. The study further suggests the development of entrepreneurship courses to improve students' business acumen and creativity to express themselves to deliver new perspectives and insights in today's most pressing business environment. The concept of entrepreneurship training is not mastered by local policymakers and academics; leading to a large confusion between entrepreneurship and small business management training. This gap in entrepreneurship education understanding by policymakers and lecturers limits their ability to develop adequate strategies for the former and to empower future new venture owners for the latter. This impediment excluded time-tested examples and relevant illustrations on entrepreneurship training that was supposed to provide a unique approach to training learners through leadership, innovation and beyond.

- 4- Prior studies on entrepreneurial education development among scholars presented varied perspectives and findings. Taiwo (2014), carried out empirical research on the impact of entrepreneurship development on job creation in Nigeria. He found out that in any given economy, entrepreneurship development always gives birth to job creation which will force people to do something that will better their lives and the country at large. He evaluated the relationship between job creation and entrepreneurship development in a country. It was clear from his observation that job creation or employment opportunities in an economy can be traceable to entrepreneurship training and development.

Theoretical framework

The human capital theory

The theory was developed by Gary Stanley Becker (1962) and Rosen (1976). The theory postulates that human beings can raise their productive capacity through greater education and skills training. The acquisition of more knowledge and skills is possible through exposure to training and re-training of the mindset of an individual. According to this theory, when an individual received training, such an individual developed new ideas of doing things better and faster, and efficiency improved productivity in his/her work. The theory concluded based on its assumptions that education, not just education, but entrepreneurship is good for sustainable development in terms of the ability to be self-reliant and sustenance in the long run.

The human capital theory prescribes education, training and skills acquisition as the mechanism for attaining workers' efficiency and overall socio-economic development. Education is a tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe (Robert, 1991). Entrepreneurship education is considered the factory through which human capital development is created, developed and nurtured through the process of teaching, training, impartation, acquisition, and deployment of reasonable and requisite skills, experience and knowledge which when applied productively stimulates socio-economic development, productivity, growth, technological progress, innovation which are groundswell recipes for national development (Simkovic,2012).

Therefore, the implication of this theory to the present study was that entrepreneurship education could bring out new ideas and knowledge through training for the students that can expose them to business knowledge and innovation helping them for future engagement.

2- Need for achievement theory

This theory was developed by David McClelland's (1961) work on Achieving Society. McClelland had postulated that for achievement, which he called motivation (n-achievement); an individual is a pioneer of entrepreneurial activities and strong motivation for engaging in entrepreneurship. McClelland concerned himself with economic growth and the factor that influence it. McClelland stated through achievement motivation laboratory experiments about the effect of achievement on people's motivation. From the experiment, he observed that most do not possess strong achievement-based motivation, those who do, display consistent behaviour in setting goals. That is why he gave importance to the

innovative characteristics of the entrepreneurial role. The entrepreneur is concerned with the need for achievement (n-achievement). McClelland called the need achievement theory “a desire to do well, not so much for the sake of social recognition or prestige, but for the sake of an inner feeling of personal accomplishment.” He identified two characteristics of entrepreneurship. First doing things in a new and better way and secondly, decision-making under uncertainty.

The achievement motivation theory was based on the following assumptions: “Achievement is more important than material or financial reward”.

“Achieving is aimed or task gives greater personal satisfaction than receiving praise or recognition.” “Financial reward is regarded as a measurement of success, not an end in itself.” “Security is not a prime motivator, nor is status.” Feedback is essential because it enables measurement of success, not for reasons of praise or recognition.” “Achievement–motivated people constantly seek improvements and ways of doing things better.” “Achievement-motivated people will logically favour jobs and responsibility that naturally satisfy, their needs that offer flexibility and opportunity to set and achieve goals.”

The theory shows the functional relationship between the need for achievement, economic development and entrepreneurial activities. According to David McClelland (1956), entrepreneurial activity is the process by which the need to achieve leads to economic growth

Summary of literature review

The summary of the literature review categorically highlights the need to examine the position of entrepreneurship education and graduate employability as an important component of vocational and technical education which provides and equips the beneficiary with the basic skills, competence, experiences and attitudes for the world of work and to become self-reliant and empowered through entrepreneurship education that will help them take advantage of business opportunities which abounded in Cameroon.

The chapter discussed the concept of entrepreneurship education, the features of entrepreneur, graduate employability, the importance of entrepreneurship education in Cameroon, the characteristics and objectives of entrepreneurship education, the benefits of entrepreneurship education, business planning skills, the importance of planning, the concept of innovation and creativity, principles of innovation and empirical studies.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter explains the method that this study applied to reach the sample population to collect data and analyze it. It also consists of research designs, research site, target population, sampling procedures and reliability of data collection procedure, data analysis techniques, and legal and ethical considerations.

Research design

Grey, (2014), explains that a research design can be defined as the set of procedures on the required data, the methods to be applied to collect and analyse this data and how all this is going to answer the research questions. This implies that research design is a plan that directs the procedure of the research from the formulation of the research questions and hypothesis to report the research judgment. According to McCombes, (2019), a research design also called a research strategy, is a plan to answer a set of questions. It is a framework that includes the methods and procedures to collect, analyze, and interpret data. As explained by Robson (2002), there are three possible forms of research designs: exploratory, descriptive and explanatory. The researcher used the descriptive survey design. This design is used to collect information from a large population. The design can be used when collecting information about the impact of entrepreneurship education through the curriculum, training and entrepreneurial skills to help the graduates to be creative and innovative, the spirit of initiative, management skills and self-efficacy and resilience. For these skills promotes economic growth, social cohesion and self-realization. In the study, the researcher used mixed methods: both qualitative and quantitative approaches for collecting and analyzing data both in numbers and words respectively. The method involved descriptive statistics such as percentages, bar graphs and pie chart analyses and simple regressions in a questionnaire for entrepreneurial skills which are the performance components and an observation guide. There are three types of research approaches: Quantitative research means collecting, analyzing and based on numerical data. For this research approach, the collection of data would be in numbers (Raza and Khan, 2021). So this mixed approach was used because the concept of employability can be fully captured only with quantitative analysis. It requires both qualitative and qualitative approaches to have an insight into the problem.

The research design describes the situation as it does without manipulating the variables. This is a correlational study as it establishes a link between two variables: the Independent Variable (Entrepreneurship education) and the Dependent variable (graduate Employability).

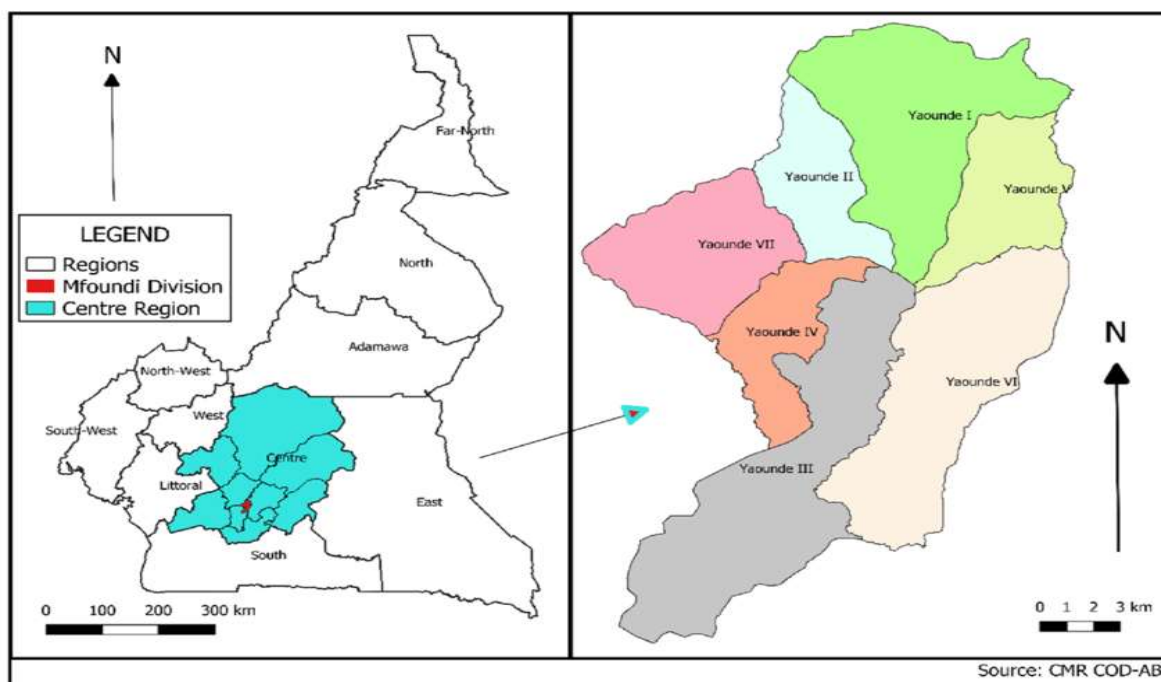
This approach is appropriate for this study because it involves an analysis of the impact of entrepreneurship education on graduate employability in Secondary High Schools. The design explored and evaluated in detail the relationship between the independent and the dependent variable. (the independent variable includes: entrepreneurial curriculum, entrepreneurial training, and innovative and entrepreneurial skills and the dependent variable is graduate employability. The descriptive survey can also be used to investigate a population by collecting samples to analyze and discover occurrences. Survey (descriptive) research mostly uses questionnaires (Creswell, 2018), but may use both questionnaires and interviews to gather information from groups of respondents about their opinions of some issues.

Area of Study

According to Research Wap (2020), the research area is the geographical environment in which the study area is carried out. A research area is a physical site where a study was conducted or a current research project is being conducted. The study was carried out in the capital city of Yaoundé precisely in the council areas of; Yaoundé 2, Yaoundé 3 and Yaoundé 6. The choice of these study areas is largely due to the geographical accessibility and the willingness of the coordinators for local and community development to participate in the study which facilitated the process of data collection.

This study limited itself to secondary schools in the Mfoundi division, the Centre Region of Cameroon.

Figure 1: Map of Yaoundé



Government Technical High School Ekounou

Yaoundé VI municipality is one of the councils under Yaoundé Urban Council in the Mfoundi division of the Centre region of Cameroon. The territory of Yaoundé VI is situated at the West of Yaoundé town, between the latitude 4 degrees north and longitude 11 degrees,35 minutes east, at about 200km to the Atlantic coast. With an estimated surface area of 34.9km square. It englobes Ekounou, Nkoabang, Awae, Mfou, Nkomo-Okui. Government Technical High School was created in 1992 and has a population of about 400 student population and a teaching and none teaching staff of approximately 200. It is a technical secondary school whose mission is to train young vibrant engineers in both industrial and commercial sections. It has both 1st and 2nd cycles. GTHS Ekounou is situated in Nkomo-Okui and the school is enclosed by a gate. This school is found in the Mfoundi division in Yaounde VI sub-division of the Mfoundi division of the Centre Region of Cameroon.

The population of the study

According to Creswell (2012), a population is a group of individuals who have the same characteristic to be studied. It is the aggregate or totality of individuals or subjects having one or more characteristics in common that are of interest to the researcher and where inferences are to be made as a sampling study. Johnson and Christensen (2016, p.250), the population is “the large group to which a researcher wants to generalize his or her sample”. The population will include students offering entrepreneurship

The target audience/population

The population is the entire group of subjects the researcher wants information on (Stockemer, 2019). According to Casteel and Bridler (2021), a target population is a complete subset of the population of interest. Therefore, the target audience/population for this study are students of Advanced Level or Baccalaureate Technique offering entrepreneurship in Mfoundi Division, Centre Region of Cameroon irrespective of their ages, background, series and field of study.

Sample population and sampling technique

Creswell (2014) defined a sample as a subgroup of the target population which is used to generate the required data for the study. It is a group of subjects from which data will be collected. Fonkeng and Chaffi (2012, p.13) defined sampling as the process whereby a subset

of items was picked from a set, and done so using a systematic process. Sampling enables the researcher to study a relatively small number of units in the place of the target population and to obtain data that are representative of the target population. According to Mugenda O.M. and Mugenda A.G. (2003), they propose that 10% - 30% of the target population is recommendable for a sample size.

Sample size

A sample is a group selected from a population for observation in a study. Similarly, a sample has been defined as a group chosen from a larger population to yield information about this population as a whole is termed as a sample. It is a miniature picture of the entire group or aggregate from which it has been taken. It is a smaller representation of a larger whole (Ary, Cheser, & Sorensen, 2010). A good sample not only needs to be representative; it needs also to be adequate or of sufficient size to allow confidence in the stability of its characteristics (Salaria, 2012). The sample size for the study is 300 was determined from the Krejcie Morgan Table (See Annex)

Sampling technique

A simple random sampling technique is used for the study since the study is specifically on graduate students whom where having an equal probability of being selected without any biased estimates of the population parameter. According to Thomas (2020), simple random sampling makes sure that every person in a population has an equal probability of being chosen as a response. This study there uses a purposive study to select only students offering entrepreneurship.

Data collection and instruments

According to Pattern & Newhart (2017), data collection tools and methods are the various instruments, methods and means such as observation, survey questionnaires, interview guides and focus group guides that are used to research data. In this current study, the questionnaire sees (Appendix I) was the main data collection instrument used. The choice of the questionnaire includes usually cheaper and the ability to collect data over a wide geographical area within a short period. Additionally, Neuman (2007), explains that subjects do not spend too much time answering questionnaires as compared to the other forms and also allows subjects to remain unidentified. The instrument was distributed by the researcher. The instrument used for data collection was a questionnaire which consists of section A, B, C

and D. Section “A” consist of the bio-data of the respondents and sections “B, C and D” consists of eighteen(18) questionnaire items drawn from the research questions in chapter one. Research question number one has items 1-6, research question two has items 7-12, and research question number three has items 13-18.

Questionnaire

A questionnaire, according to Creswell (2012, p.382) is “a form used in a survey design that participants in a study complete and return to the researcher.” The purpose of selecting a questionnaire as a data collection technique in this research since it can generalize the data from a sample to a population (Creswell, 2003). The questionnaire contains closed-ended items. The technique used in rating the questionnaire is the four (4) points rating scale numerical values. To obtain the needed responses, the researcher provided each questionnaire item with four (4) options from which the respondent will choose. It was used to register the extent of agreement or disagreement with a particular statement of an attitude, belief or judgment. The items were constructed on a Four-point rating scale as follows: Strongly Agree. (S A) 4 Points, Agree. (A) 3 Points, disagree (D) 2 Points, Strongly Disagree (S D) 1 Point. The questionnaire was administered to 300 participants.

Piloting of Research Instruments

According to Creswell (2012, p.390), “a pilot test is a procedure in which a researcher makes a change in an instrument based on feedback from a small number of individuals who complete and evaluate instruments.” The purpose of testing tools before administering them is to ensure their validity, reliability and practicality. The necessity of the pilot test is to discuss the response with the participants so that any item that is not well understood will be rectified and corrections made on editing and grammatical errors. The piloting was conducted in one of the schools within the municipality where 10 copies of the questionnaire were administered and the result of the pilot study was subjected to statistical tests to determine the reliability of the instrument. Furthermore, the validity and reliability of the questionnaire items had been validated by using IBM SPSS Statistics version 25, a widely used software package for testing the validity and reliability of the research instrument.

The return rate of the instrument

The return rate indicates the number of questionnaires that were received at the end of the research after the questionnaires were administered to respondents. The return rate for this study was calculated using a simple percentage based on the formula below

$$R = \frac{\sum RQ}{\sum AQ} \times \%$$

Where;

R= Return rate

$\sum RQ$ = Sum of questionnaires returned

$\sum AQ$ = Sum of questionnaires administered

% = Percentage expressed as a hundred

The rate of return of questionnaires for this study was calculated as follows;

Total number of questionnaires administered = 300

The total number of questionnaires returned= 288

Therefore, the return rate is: **R**

$$\frac{288}{300} \times 100 = 96\%$$

Validity and Reliability of the Instrument

Validity and reliability are two fundamental elements in the evaluation of a measurement instrument. (Tavakol & Dennick, 2017). Indeed, they assure the integrity and quality of measurement instruments or tools used in research work. Moreover, specifically, reliability measures consistency, while validity emphasizes the accuracy of a given measure (Cohen et al., 2017).

Validity of Questionnaire

The validity of a research study in epidemiology refers to how well the results among the study participants represent true findings among similar individuals outside the study. It is

how accurately a method measures what it is intended to measure. The validity test is mainly divided into four types (Creswell, 2005; Pallant 2011): content validity, face validity, construct validity and criterion-related validity. Creswell (2012) said that content validity is the extent to which the questions in the instrument and the score from these questions are representative of all the possible questions that could be asked about the content or skill. Creswell recommends the use of professional experts in the field of research who scrutinizes the content validity of the research instruments of the study. Construct validity measures the concept that it's intended to measure, face validity: refers to whether a question was misunderstood or misinterpreted; and criterion validity measures how accurately the concrete outcome they are designed to measure. Therefore, to test the validity of the instrument, questionnaire items were developed based on the purpose of the study and research questions, which will be checked by the researcher's supervisor and experts from the educational foundation to determine the validity of the instrument and make necessary corrections and the final copies were administered to the respondents.

Reliability of Research Instruments

According to Cohen and Swerdlik (2018), reliability means to be consistent. This means the ability to measure instruments to give similar results when applied at different times. The reliability of quantitative items in the questionnaire was established by computing the Cronbach alpha coefficient which is an estimate of internal consistency by determining how items on a questionnaire relate to all other items and the total test (Simon, 2012), according to Creswell (2012), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. The reliability of the instrument is the ability to measure what ought to measure. To ensure the reliability of the instrument the researcher used the test re-test method and the reliability obtained was 0.98.

Table 1 Reliability analysis

Items	Cronbach's alpha N=10	Number of items
Entrepreneurial Curriculum	0.937	7
Entrepreneurial Training	0.917	7
Innovative skills	0.915	7

Entrepreneurial skills	0.907	7
Total	0.919	28

Source: Fieldwork,2023

Data Collection Procedure

The researcher obtained a letter of authorization from the head of the Department of Curriculum and Evaluation to carry out the research and permit the participants to collaborate with the researcher. The researcher then visited the principals of the 2 sampled schools and introduced herself, presented her permission gotten from the university, and went ahead to self-administer the questionnaire in hard copy form to the students and picked them up later after three days to increase the response rate. The researcher upon receiving the questionnaire examined and checked for full completion. In line with the sample size of the study, the instrument for data collection in this study which is the questionnaire was administered. However, not all the questionnaires were returned to the researcher; out of the 300 questionnaires that were administered 298 were returned giving a response rate of 99.3%. Therefore, the retrieved questionnaires were subjected to data analysis.

Data Processing and Analysis

Data collected were subjected to descriptive statistics, and percentages, mean and standard deviation were used to answer research questions and analyze the bio-data of the respondents. The hypotheses were all tested with the inferential statistics of simple linear regression. The simple linear regression is the appropriate statistic to use because the data is in the form of frequencies of the response of strongly agree, agree, disagree and strongly disagree. And what is needed is Influence.

Legal and Ethical Considerations

While working on the report, this study followed strict regulations of all the ethical codes of conduct necessary for this research. Following were the measures which took to ensure ethical consideration: Researchers of this study did not force any individual to their personal or sensitive information. The consent of the respondents was keenly taken care of. As promised, researchers restricted the questionnaire for research purposes only and did not include any individual's personal information in the research. The research objective was not kept hidden from the target audience so they knew what they were signing up for. There was transparency and honesty in our interaction with the target audience. This study did not use any illegal way of approaching the target audience. There was no misleading information.

The Variable of the Study

Research variables are considered characteristic variable that varies. It may change either from one quantity or quality to another giving alteration in results in the study. The research study is made up of two variables: The Independent Variable: Entrepreneurship Education and the dependent Variable: Graduate Employability.

Independent Variable

The independent variable in this study was entrepreneurship education which was measured categorically.

Dependent Variable

The dependent variable in this study was self-employment which was measured using five-point Likert-type scale. (Creswell, 2012).

Table 2 Synoptic Table of Variables, Hypothesis, Indicators and Modalities

Principal research question	Secondary research question	General hypothesis	Variable Dv Id	Specific research hypothesis	The variable of the research hypothesis	Indicators	Modality
To what extent entrepreneurship education influences graduate employability in some selected Secondary Schools Mfoundi Division?	To what extent does entrepreneurial curriculum influence graduate employability to start a business in some selected Secondary Schools Mfoundi Division?	There is a statistically significant influence entrepreneurship education on self-employment in some Secondary Schools Mfoundi Division. Specific Hypotheses	IV Entrepreneurship Curriculum	There is a significant relationship between Entrepreneurship curriculum influences graduate employability	entrepreneurial curriculum	<ul style="list-style-type: none"> Well-designed EC includes courses EC should be integrated Entrepreneurship knowledge manage Enough skills Business planning skills. Curriculum knowledge 	Likert Scale Strongly agree (4), Agree (3) Strongly disagree (2) disagree (1) Neutra (0)
	How does entrepreneurial training influence graduate employability in some selected Secondary Schools Mfoundi Division?			There is a significant relationship between Entrepreneurship Training (ET) influences graduate employability	entrepreneurial training	<ul style="list-style-type: none"> teaching methods, materials, internship case study syllabus for field trips 	
	How do innovation and entrepreneurial skills influences graduate employability in some selected Secondary Schools Mfoundi Division? Research Hypotheses			There is a significant relationship between Innovative Skills influences graduate employability.	innovation and entrepreneurial skills	<ul style="list-style-type: none"> Management skill Self-confidence skills Entrepreneurship knowledge *Marketing skills Accounting skills 	

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

The data was screened for univariate outliers. Of the returned questionnaire, there were neither outliers nor missing values. Hence the analysis of the study will be based on a total of 288 questionnaires.

Demographic Characteristics

Table 3 Sex distribution

	Frequency	Percent
Male	104	36.1
Female	184	63.8
Total	288	100.0

The table represents the sex distribution of respondents. The population of respondents of the study was 288 respondents. According to the table, 104 of the respondents are male, while 184 are female, making a percentage of 36.1 and 63.9, respectively. This variation is because the sample schools have more female than male teachers. This indicates that most of the students offering entrepreneurship are female in secondary schools in Mfoundi-Division.

Figure 2 Gender Distribution of Respondents

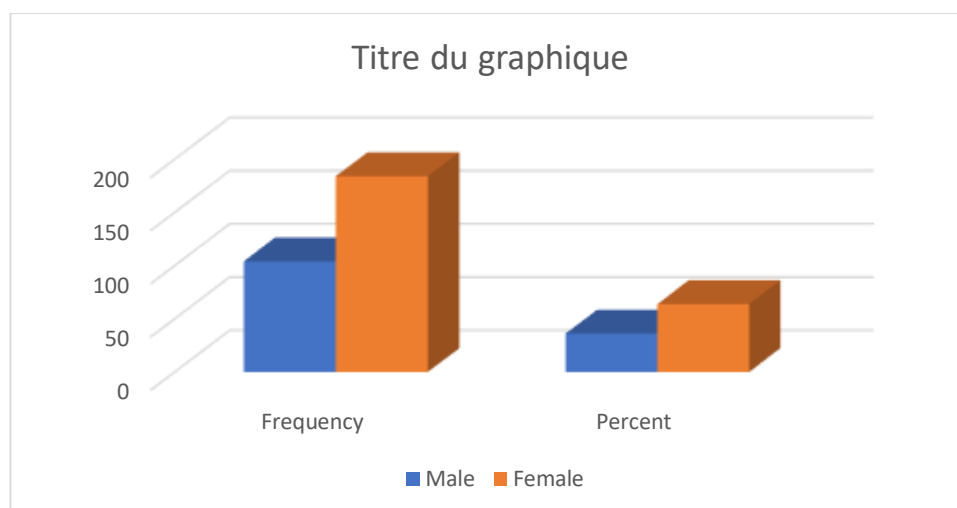


Figure 4.2: Distribution of Respondents according to gender.

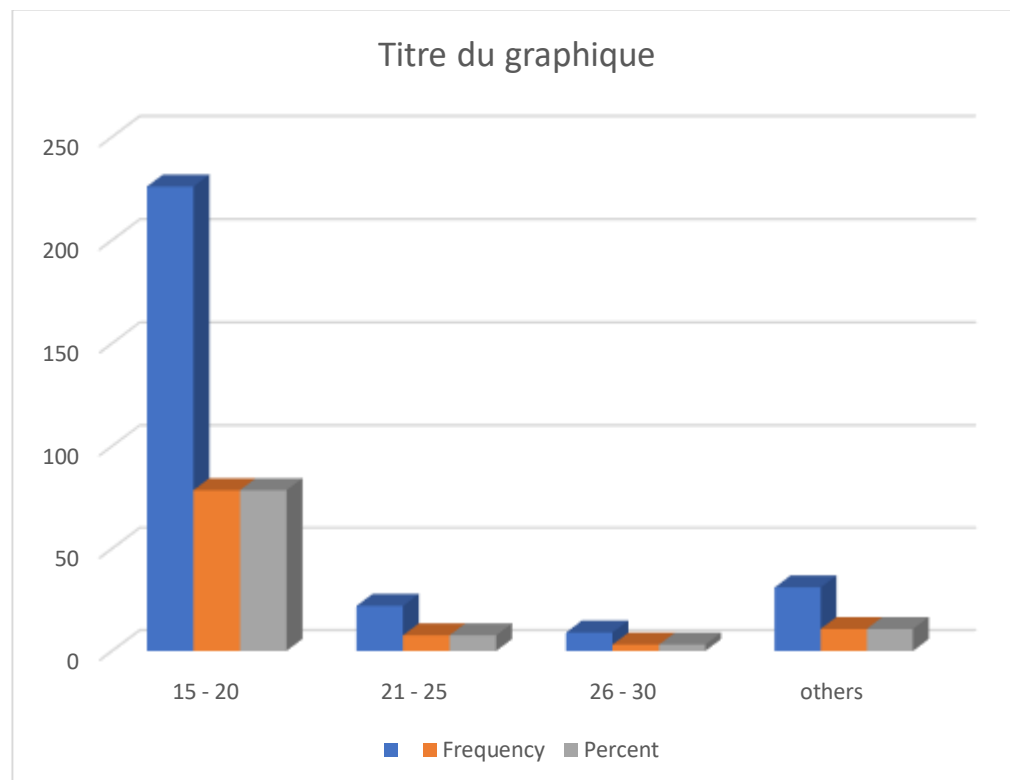
Source: Fieldwork.

The study findings indicated that 104(36.1%) of the respondents are male while 184(63.9%) were female. This variation is because the sample school have more female than male students. This indicates that most of the students offering entrepreneurship are female in secondary schools in Mfoundi-Division.

Table 4 Age distribution

Age	Frequency	Percent
15-20	226	78.5
21-25	22	7.6
26-30	9	3.1
31+	31	10.8
Total	288	100.0

The result shows that 78.5% of respondents are 15 to 20 years, 7.6% have ages between 21 to 25 years, 3.1% of 26 to 30 years of age, and 10.8% between 31+ years.

Figure 3 Age of respondent**Figure 4.3:** Distribution of respondent according to age

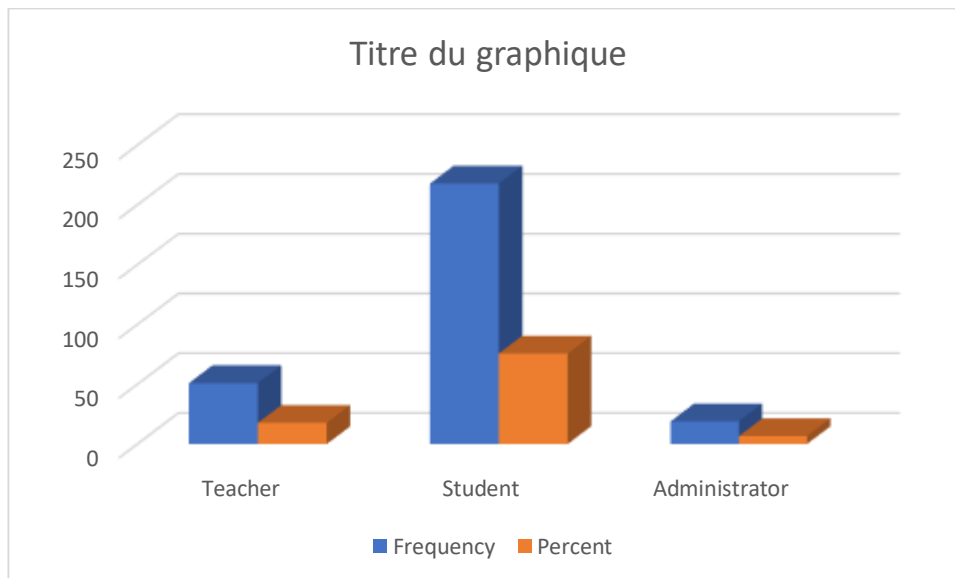
Source: Fieldwork.

In establishing the ages of the respondents, the study found that 78.5% of respondents are 15 to 20 years, 7.6% have ages between 21 to 25 years 3.1% of 26 to 30 years of age, and 10.8% between 31 + years.

Table 5 Type of respondent

	Frequency	Percent
Teacher	51	17.7
Students	218	75.7
Administrator	19	6.6
Total	288	100.0

The result shows that 17.7% of respondents are teachers, 75.7% are students and finally, 6.6% of respondents are administrator

Figure 4 Distribution of respondent**Figure 4.4:** Distribution of Respondent

Source: Fieldwork.

The study findings indicated that 17.7% of respondents are teachers, 75.7% are students and finally, 6.6% of respondents are administrator.

Presentations of Results

Objective One

To examine the effect of entrepreneurial curriculum on graduate employability.

Table 5 Respondent's view on the entrepreneurial curriculum

No	Items	SA		A		D		SD		Mean	Std D
		f	%	F	%	f	%	f	%		
1	A well-designed entrepreneurship curriculum includes courses in management, accounting and finance, marketing and sales, and business as a whole.	189	65.6	95	33.0	3	1.0	1	0.3	3.64	.523
2	The entrepreneurship curriculum should be integrated into existing subjects in secondary general education.	203	70.5	82	28.5	2	0.7	1	0.3	3.69	.499
3	Entrepreneurship enables graduates with enough skills to draw a business plan and establish a new business	206	71.5	80	27.8	1	.3	1	0.3	3.70	.486
4	Entrepreneurship knowledge is enough for graduates to manage a business	70	24.3	214	74.3	1	.3	3	1.0	3.22	.491
5	Entrepreneurship education provides the graduates with enough skills to sustain a business	69	24.0	216	75.0	2	.7	1	.3	3.23	.458
6	Entrepreneurship reduces the graduates rate of dependency on government employment	211	73.3	75	26.0	0	0	2	.7	3.72	.495
7	Business planning skills is enough for graduates to establish a new business	216	75.0	70	24.3	2	.7	0	0	3.74	.453
Global Mean										3.57	

Seven items were designed in the questionnaire to respond to this section. All the seven items designed to measure respondent's view on entrepreneurial curriculum have a mean greater than 2.5 which is the cuff of mean.

A well-designed entrepreneurship curriculum includes courses in management, accounting and finance, marketing and sales, and business as a whole **65.6%** respondent strongly agree. The entrepreneurship curriculum should be integrated into existing subjects in secondary

general education. 70.5% respondent strongly agree. Entrepreneurship enables the graduates with enough skills to draw a business plan and establish a new business 71.5% respondent strongly agree. Entrepreneurship knowledge is enough for graduates to manage a business 74.3 % respondent agree.

Entrepreneurship education provides the graduates with enough skills to sustain a business 75.0 % respondent agree. Entrepreneurship reduces the graduates rate of dependency on government employment 73.3 % respondent strongly agree. Business planning skills is enough for graduates to establish a new business 75.0 respondent strongly agree.

Objective Two

To evaluate the extent to which entrepreneurial training influence graduate employability.

Table 6 Respondent's view on Entrepreneurial Training

No	Items	SA		A		D		SD		Mean	Std D
		f	%	F	%	f	%	f	%		
1	Entrepreneurial training includes teaching methods, materials, internship and case study.	70	24.3	215	74.7	2	0.7	1	0.3	3.23	.461
2	Entrepreneurial training is a 21 st century pathway that the government of Cameroon has adopted to attain vision 2035 emergence.	220	76.4	64	22.2	3	1.0	1	0.3	3.75	.481
3	Entrepreneurial training includes practical teaching methods that introduce the graduate to real life learning experiences that will enable them to take risk, manage results and learn from the outcomes.	60	20.8	225	78.1	1	0.3	2	0.7	3.19	.451
4	The teaching materials used for entrepreneurial training includes real life situation from the environment.	215	74.7	69	24.0	2	0.7	2	0.7	3.73	.505
5	Entrepreneurial training includes practical exercises that will better prepare the learners for the very testing tasks awaiting them in real-life.	247	85.8	35	12.2	5	1.7	1	0.3	3.83	.442
6	Entrepreneurial teachers	150	52.1	127	44.1	8	2.8	3	1.0	3.47	.607

	carry out field trips to help the students acquaint themselves the business environment.										
7	Entrepreneurship teachers uses the time allocated in the syllabus for field trips, practical exercises and review of the entire syllabus.	200	69.4	75	26.0	12	4.2	1	.3	3.65	.578
Global Mean										3.55	

Seven items were designed in the questionnaire to respond to this section. All the seven items designed to measure respondent's views on Entrepreneurial Training have a mean greater than 2.5 which is the cuff of the mean.

Entrepreneurial training includes teaching methods, materials, internships and case studies 74.7% of respondents agree. Entrepreneurial training is a 21st-century pathway that the government of Cameroon has adopted to attain vision 2035 emergence 76.4% of respondents strongly agree. Entrepreneurial training includes practical teaching methods that introduce the graduate to real-life learning experiences that will enable them to take risks, manage results and learn from the outcomes 78.1% of respondents agree. The teaching materials used for entrepreneurial training includes real-life situation from the environment 74.7% of respondent agree strongly. Entrepreneurial training includes practical exercises that will better prepare the learners for the very testing tasks awaiting them in real-life 85.8 % of respondents strongly agree. Entrepreneurial teachers carry out field trips to help the students acquaint themselves with the business environment 52.1 % of respondents strongly agree. Finally, 69.4 % of respondents strongly agree Entrepreneurship teachers use the time allocated in the syllabus for field trips, practical exercises and review of the entire syllabus.

Objective Three

To assess the extent to which innovation and entrepreneurial skills influences graduate employability.

Table 7 Respondent's view on Innovative skills

No	Items	SA		A		D		SD		Mean	Std D
		f	%	f	%	f	%	f	%		
1	Entrepreneurship education enables the graduate to have a vision, and the ability to change new ideas, processes and methods of production.	204	70.8	79	27.4	3	1.0	2	0.7	3.68	.529
2	Entrepreneurship develops the graduate's innovative and practical competencies to be able to change ideas. It enables the graduate to be resourceful, knowledgeable and imaginative.	130	45.1	140	48.6	12	4.2	6	2.1	3.37	.665
3	Innovative skills are enough for graduates to associate and be able to work with us as a team in the country and identify new opportunities.	226	78.5	60	20.8	0	0	2	0.7	3.77	.468
4	It enables the graduate to be resourceful, knowledgeable and imaginative	169	58.7	112	38.9	5	1.7	2	0.7	3.56	.570
5	It enables the graduate to have a vision that will enhance their ability to take risks, be a good leader and be able to communicate that vision into concrete actions.	179	62.2	85	29.5	13	4.5	11	3.8	3.50	.756
6	Brings out the passion for creativity which will help the graduate to generate new ideas, and design within the organization and in the global environment.	120	41.7	149	51.7	9	3.1	10	3.5	3.32	.699
7	Entrepreneurial training brings out the passion to be innovators thereby changing the business environment.	245	85.1	33	11.5	0	0	10	3.5	3.7	.617
Global Mean										3.56	

Seven items were designed in the questionnaire to respond to this section. All seven items designed to measure respondent's views on Innovative skills have a mean greater than 2.5 which is the cuff of the mean.

It shows that 70.8% of respondents strongly agree that Entrepreneurship education enables the graduate to have a vision, and the ability to change new ideas, processes and methods of production. Entrepreneurship develops the graduate's innovative and practical competencies to be able to change ideas. It enables the graduate to be resourceful, knowledgeable and imaginative 48.6% of respondents agree. Innovative skills are enough for graduates to associate and be able to work with us as a team in the country and identify new opportunities 78.5% of respondents strongly agree. It enables the graduate to be resourceful, knowledgeable and imaginative 58.7 % of respondents strongly agree.

It enables the graduate to have a vision that will enhance their ability to take risks, be good leaders and be able to communicate that vision into concrete actions 62.2% of respondents strongly agree. Brings out a passion for creativity which will help the graduate to generate new ideas, and designs within the organization and in the global environment 51.7% of respondents agree. Entrepreneurial training brings out the passion to be innovators thereby changing the business environment 85.1 % of respondents strongly agree

Table 8 Respondent's view on entrepreneurial skills

No	Items	SA		A		D		SD		Mean	Std
		f	%	f	%	f	%	f	%		
1	Entrepreneurship skills acquired are enough for a graduate to establish a new business	65	22.6	199	69.1	11	3.8	13	4.5	3.10	.661
2	Management skills are enough for graduates to manage a new business	170	59.0	106	36.8	9	3.1	3	1.0	3.54	.612
3	Self-confidence skills acquired are enough for graduates to manage a new business	225	78.1	60	20.8	2	0.7	1	0.3	3.77	.463
4	Entrepreneurship knowledge is enough for graduates to establish new business	119	41.3	165	57.3	2	0.7	2	0.7	3.39	.543
5	Accounting skills are enough for graduates to sustain a new business.	244	84.7	34	11.8	6	2.1	4	1.4	3.80	.536
6	Entrepreneurship skills acquired are enough for	236	81.9	44	15.3	6	2.1	2	0.7	3.78	.503

	graduates to sustain a new business										
7	Marketing skills are enough for graduates to sustain new businesses.	230	79.9	50	17.4	4	1.4	4	1.4	3.76	.544

Global Mean
3.59

Seven items were designed in the questionnaire to respond to this section. All seven items designed to measure respondent's views on Innovative skills have a mean greater than 2.5 which is the cuff of the mean.

Entrepreneurship skills acquired is enough for a graduate to establish a new business 69.1% of respondent agree. Management skills are enough for graduates to manage a new business 59.0 % of respondents strongly agree. Self-confidence skills acquired is enough for graduates to manage a new business 78.1 % of respondent strongly agree. Entrepreneurship knowledge is enough for graduates to establish new businesses 57.3 % of respondents strongly agree. Accounting skills is enough for graduates to sustain a new business 84.7 respondent strongly agree. Entrepreneurship skills acquired is enough for graduates to sustain a new business 81.9% of respondent strongly agree. Finally, 79.9% of respondent strongly agree on Marketing skills is enough for graduates to sustain new business.

Correlation analysis

To test the previously established hypotheses with the help of simple linear regression analyses, Saunders et al. (2016) state that the collected data has to meet the precondition that is concerned with the linearity of the relationship between the separate IVs and the DV. Therefore, in the first instance, the researchers have produced scatterplots of the relationships between the different IVs, namely entrepreneurial curriculum, Entrepreneurial Training, Innovative skills and entrepreneurial skills as DV. Looking at the various scatterplots, it can be detected that the relationship between the different IVs and the DV in all cases is linear.

Table 9 Correlation analysis

	entrepreneurial curriculum	Entrepreneu rial Training	Innovative skills	entrepreneurial skills
entrepreneurial curriculum				
Entrepreneurial Training	.948**			
Innovative skills	.889**	.937**		
entrepreneurial skills	.905**	.977**	.948**	
Mean	3.56	3.55	3.56	3.59
Standard Deviation	.49892	.40848	.41847	.38254
N	288	288	288	288

Regression Analysis

Since manpower management is the intersection of the contributing constructs, to identify which independent variable was the largest predictor of Employability when all the other variables have been taken into account, a standard simple regression was performed. Employability was the dependent variable, and the entrepreneurial curriculum, Entrepreneurial Training, and Innovative skills were the independent variables.

The various assumptions underlying simple regression were examined. The correlations between the independent variables and the dependent variable were above 0.2 and thus were acceptable for the regression analysis (Tabachnick & Fidell, 2007). Moreover, there were not very high correlations ($r > 0.9$) (Field, 2009) between the independent variables. For further evaluation to check multicollinearity, which indicates a perfect linear relationship between two or more of the independent variables, the tolerance and variance inflation factor (VIF) values were examined. All the tolerance values were above 0.1 and the VIF values were less than 10, thus the data set did not indicate multicollinearity (Field, 2009; Tabachnick & Fidell, 2007).

The Mahalanobis distance was used to check for outliers. Mahalanobis distance "is the distance of a case from the centroid of the remaining cases where the centroid is the point created at the intersection of the means of all the variables" (Tabachnick & Fidell, 2007, p. 74). It reveals cases that lie at a distance from the other cases, and such cases are considered outliers. Mahalanobis distance is evaluated using chi-square distribution. "Mahalanobis distance is distributed as a chi-square (X^2) variable, with degrees of freedom equal to the number of independent variables" (Tabachnick & Fidell, 2007, p. 166). To detect which cases are multivariate outliers, the critical X^2 value of the number of degrees of freedom of the independent variables is compared with the Mahalanobis distance of the cases (Tabachnick & Fidell, 2007). Any case whose Mahalanobis distance value is greater than the critical X^2 is considered an outlier. Tabachnick and Fidell (2007) have produced a table of critical X^2 values with which researchers can compare their Mahalanobis distance values. The data cases of the study were compared with this critical X^2 value. No case with critical values higher than what was prescribed by Tabachnick and Fidell (2007) was detected.

The normality of the data set was checked with the Normal Probability Plot and the Scatterplot of the Standardised Residuals. The Normality Probability Plot produced a fairly straight diagonal plot, indicating that the points did not deviate from normality. Again, the scatterplot produced a rectangular-shaped distribution of the residuals, with most points

concentrated around zero (0). This indicated that the data was fairly normally distributed. SPSS produces unusual cases in a table called Case-wise Diagnostics for standard multiple regression. Pallant (2005) alerted that the Casewise Diagnostics table has information on cases that have values above 3.0 or below -3.0 as their standardised residuals and that in normally distributed data, such cases should not be more than 1% of the total cases. To check if such cases affect the results, one should have a look at the Cook's distance value. If the Cook's distance is more than 1, then there is cause for concern (Field, 2009; Pallant, 2005; Tabachnick & Fidell, 2007). Though Casewise Diagnostics produced a case with a standardised residual above 3 (in this case, it was 5.655), the Cook's distance produced a maximum value of 0.59. Thus, though the standardised residual is above 3, the maximum Cook's distance value was less than 1; therefore, this case can be included in the regression.

The standard regression with each of the three independent predictors (entrepreneurial curriculum, Entrepreneurial Training, Innovative skills) to predict Employability was used to verify each research hypothesis. The adjusted R² was reported because Tabachnick and Fidell (2007) recommended that the R square tends to overestimate its true value in the population when the sample size is small and that the adjusted R square corrects the value of R square and thus produces a better predictor of the true population value.

Test of hypotheses

H₀₁: Entrepreneurial Curriculum does not have a statistically significant influence on Self-employment

Table 10: Model Summary of the influence of Entrepreneurial Curriculum on Self-employment

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905 ^a	.820	.819	.18907

a. Predictors: (Constant), Entrepreneurial Curriculum

b. Dependent Variable: Self-employment

The scatterplot showed that there was a strong positive linear relationship between the Entrepreneurial Curriculum and Entrepreneurial skills, which was confirmed with a Pearson's correlation coefficient of $r = .905$. The regression model predicted 81.9 % of the variance. The model was a good fit for the data ($F = 12299.730, p < .000$).

Scattered plot showing the relationship between Entrepreneurial Curriculum on Self-employment

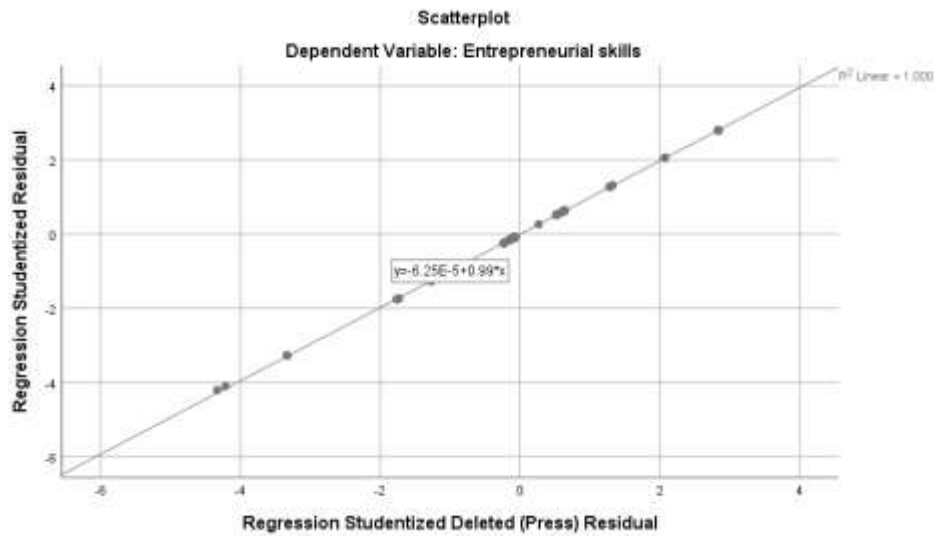


Table 11 ANOVA^a of the effects of Entrepreneurial Curriculum on Self-employment

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.464	1	46.464	1299.730	.000 ^b
	Residual	10.224	286	.036		
	Total	56.688	287			

a. Dependent Variable: Self-employment

b. Predictors: (Constant), Entrepreneurial Curriculum

The next table is the F test. The linear regression F test has the null hypothesis that the Entrepreneurial Curriculum does not have a statistically significant influence on Self-employment at $p=.05$. In other words, $R^2= 0$, with F ($F 12299.730, p < .000$), $p= .000$, the test is highly significant. Thus we can assume that there is a statistically significant on the Entrepreneurial Curriculum and Self-employment.

Table 12 Coefficients of the influence of Entrepreneurial Curriculum on Self-employment

Model		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	.133	.097		1.382	.168
	Entrepreneurial Curriculum	.970	.027	.905	36.052	.000

a. Dependent Variable: Self-employment.

The regression results showed a significant relationship between Entrepreneurial Curriculum on Self-employment ($t = 36.052$, $p < 0.000$).

H₀₂: Entrepreneurial Training does not have a statistically significant influence on Self-employment

Table 13 Model Summary of the influence of Entrepreneurial Training on Self-employment.

Model	Model Summary ^b			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.977 ^a	.955	.954	.09486

a. Predictors: (Constant), Entrepreneurial Training

b. Dependent Variable: Self-employment.

The scatterplot showed that there was a strong positive linear relationship between the Entrepreneurial Training and Entrepreneurial skills, which was confirmed with a Pearson's correlation coefficient of $r = .977$. The regression model predicted 95.4 % of the variance. The model was a good fit for the data ($F = 6013.309$, $p < .000$).

Scattered plot showing the relationship between Entrepreneurial Training on Self-employment.

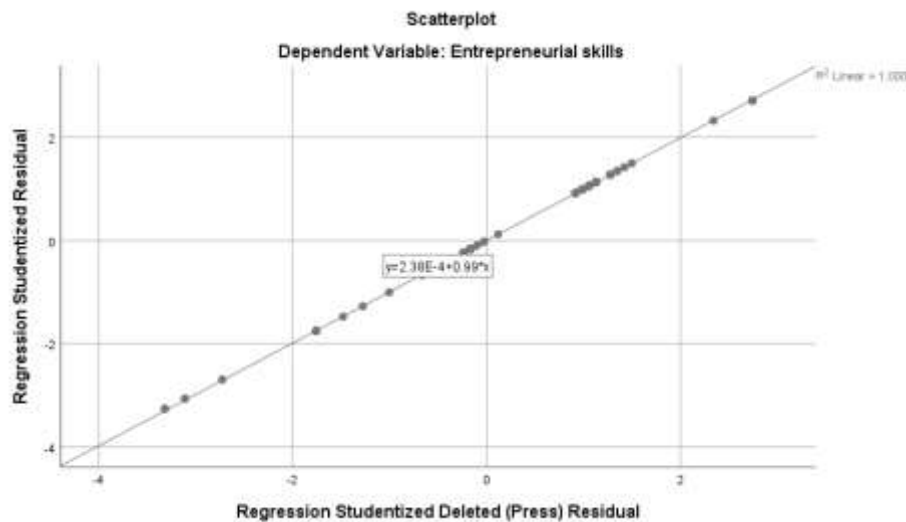


Table 14 ANOVAa of the effects of Entrepreneurial Training on Self-employment

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54.114	1	54.114	6013.309	.000 ^b
	Residual	2.574	286	.009		
	Total	56.688	287			

a. Dependent Variable: Self-employment

b. Predictors: (Constant), Entrepreneurial Training

The next table is the F test. The linear regression F test has the null hypothesis that the Entrepreneurial Training does not have a statistically significant influence on Self-employment at $p=.05$. In other words, $R^2=0$, with ($F 6013.309, p < .000$), $p= .000$, the test Entrepreneurial Training and Entrepreneurial skills.

Table 15 Coefficients of the influence of Entrepreneurial Training on Self-employment

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		

1	(Constant)	-.126	.048		-2.608	.010
	Entrepreneurial Training	1.047	.014	.977	77.546	.000

a. Dependent Variable: Self-employment

The regression results showed a significant relationship between Entrepreneurial Training on Self-employment ($t = 77.546, p < 0.000$)

H03: Innovative skills do not have a statistically significant influence on Self-employment

Table 16 Model Summary of the influence of Innovative skills on Self-employment

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.948 ^a	.898	.898	.14213

a. Predictors: (Constant), Innovative skills

b. Dependent Variable: Self-employment

The scatterplot showed that there was a strong positive linear relationship between the Innovative skills and Self-employment, which was confirmed with a Pearson's correlation coefficient of $r = .948$. The regression model predicted 89.9 % of the variance. The model was a good fit for the data ($F 2520.186, p < .000$).

Scattered plot showing the relationship between Innovative skills on Self-employment

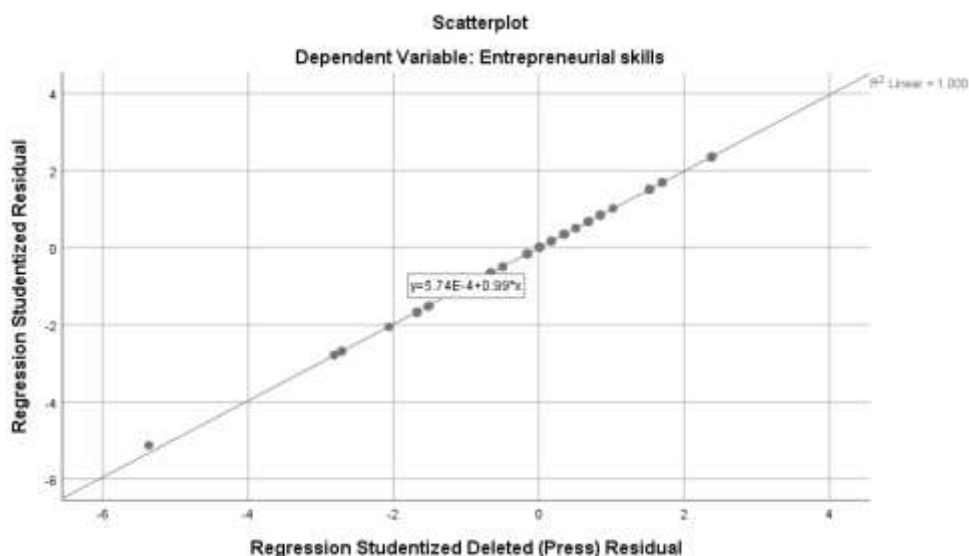


Table 17 ANOVAa of the effects of Innovative skills g on Self-employment

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.911	1	50.911	2520.186	.000 ^b
	Residual	5.778	286	.020		
	Total	56.688	287			

a. Dependent Variable: Self-employment

b. Predictors: (Constant), Innovative skills

The next table is the F test. The linear regression F test has the null hypothesis that the Innovative skills does not have a statistically significant influence on Self-employment at $p=.05$. In other words, $R^2= 0$, with ($F 2520.186, p < .000$).), $p= .000$, the test Entrepreneurial Training and Entrepreneurial skills

Table 18 Coefficients of the influence of Innovative skills on Self-employment

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.622	.060		10.411	.000
	Innovative skills	.832	.017	.948	50.201	.000

a. Dependent Variable:Self-employment

The regression results showed a significant relationship between Innovative skills on Self-employment ($t = 50.201, p < 0.000$)

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter focuses on the conclusions and recommendations of results concerning the hypotheses of the study, theories and literature, conclusions, and recommendations based on the conclusions will be made to educational stakeholders of the Ministry of Secondary Education, the Government, teachers and Inspectorates of Secondary education of the Yaoundé IV in the Centre Region of Cameroon and beyond on how to ameliorate the teaching of entrepreneurship education that will guarantee the employment of the graduates by providing them with knowledge, and real-life skills that can enable them to start, manage and sustain a business. Furthermore, some suggested areas that need further research following the study objectives and study hypotheses will be proposed.

DISCUSSION OF RESULTS

Findings related to Research Hypotheses 1(HR1)

Entrepreneurial Curriculum Influences Self-Employment

This hypothesis was formulated in response to the first research question, which sought to verify how predictable Entrepreneurial Curriculum on Graduate Employability is in some selected secondary schools in Mfoundi Municipality.

Data was collected with the use of a closed-ended four modalities Likert scale questionnaire. The quantitative data was treated and analyzed with the use of SPSS 25 and the hypothesis was tested using the Pearson correlation. The linear correlations between entrepreneurial curriculum and graduate employability (entrepreneurial skills) in secondary education were observed to be statistically significant. Pearson's correlation coefficient $r = 0.905$ confirms that entrepreneurial curriculum and entrepreneurial skills are strongly and positively correlated, ($r = 0.905, \leq P = 0.000 \leq 0.00005$). This is equally based on the fact that the significance level is $P = 0.000$, which is largely less than 0.05 , The regression results showed a significant relationship between Entrepreneurial Curriculum on Entrepreneurial skills ($t = 36.052, p < 0.000$). This confirms the alternative hypothesis (H_a) while rejecting the null (H_0). This signifies that the acquisition of entrepreneurial skills and knowledge can be improved through the entrepreneurial curriculum. Ndedi (2015) and Besong (2021) emphasized how a well-structured, unique and challenging entrepreneurial curriculum will produce graduates with entrepreneurial skills for self-employment or self-reliance. The high rate of unemployment in our country perhaps, because the entrepreneurship education curriculum has not been effectively implemented as there was no clear indication of full

implementation of the curriculum in many secondary schools and many institutions of higher learning. This study, therefore advocated for its proper implementation at the secondary level and skills acquisition courses in our institutions of higher learning, hence this will go a long way to enable students to acquire basic entrepreneurial skills and innovations for self-employment or self-reliance, economic growth and job creation. Furthermore, entrepreneurship education will empower Cameroonian graduates by improving their welfare and providing employment opportunities and contributing substantially to job creation.

When we look at field statistics in Table 05, seven items were designed in the questionnaire to measure respondents' opinions on if the entrepreneurial curriculum influences entrepreneurial skills. we realize that 65.6% of the respondents strongly agree with the statement. For the fact that entrepreneurship curriculum should be integrated into existing subjects in secondary general education, 70.5% of respondents strongly agree; entrepreneurship education enables graduates with enough skills to draw up a business plan and establish a new business 71.5% of respondents strongly agreed;74.3% of the respondent agreed that entrepreneurship knowledge is enough to manage a business. 75.0% also agreed that entrepreneurship education provides graduates with enough skills to sustain a business. More so, it was observed that 73.3% of the respondent strongly agreed that entrepreneurship reduces the graduates' rate of dependency on government employment and 75.0% of the respondent strongly agreed that business planning skills are enough for graduates to establish a new business.

UNESCO (2008) stated that entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. It goes beyond business creation. Moreover UNESCO, 2021 report on entrepreneurship education emphasized that for countries of Africa to emerge entrepreneurship education, which is the core of sustainability must be integrated into the curriculum in order to provide the graduates with the skills, knowledge and abilities that entrepreneurs.

Findings Related to Research Hypothesis 02 (HR2)

Entrepreneurial Training influences Self-employment in secondary schools in Yaoundé VI municipality.

This hypothesis was formulated in response to the second research question, which sought to examine the impact of entrepreneurial training on self-employment. To get the participants' view, the data was collected using a closed-ended four modalities Likert scale questionnaire. The quantitative data was treated and analyzed with the use of SPSS 25 and the hypothesis

was tested using the Pearson moment correlation. Statistically, the correlation coefficient or index was $r = 0.977$, confirmed and showed according to the correlation law that, entrepreneurial training and self-employment are strong and positively correlated.

The regression test also confirmed this hypothesis with a statistical significance level of $P = 0.000 \leq 0.00005$. This permits us to confirm the alternative hypothesis while the null has been rejected. HR2 is confirmed. This is equally because the significance level is 0.000, which is largely less than 0.05, The regression results showed a significant relationship between Entrepreneurial Training on Entrepreneurial skills ($t = 77.546$, $p < 0.000$). Hence this signifies that self-employment can be improved if the graduates are provided and well-trained. Using the teaching guide provided by the Ministry of Secondary Education for the academic year.

Regarding statistics based on respondents' opinions on if entrepreneurial training influences self-employment, in Table 06 above, seven items were designed in the questionnaire to respond to measure respondent's view on entrepreneurial training, the following responses were obtained: 74.7% of respondents agreed that entrepreneurial training includes teaching methods, materials, internship and case study. 76.4% strongly agreed that entrepreneurial training is a 21st-century pathway that the government of Cameroon has adopted to attain vision 2035 emergence. 78.1% of respondents agreed that entrepreneurial training includes practical teaching methods that introduce the graduate to real-life learning experiences that will enable them to take the risk, manage results and learn from the outcome. 74.7% of respondents strongly agreed that the teaching materials used for entrepreneurial training include real-life situations from the environment. 85.8% of respondents strongly agreed that entrepreneurial training includes practical exercises that will better prepare the learners for the very testing tasks awaiting them in real-life. 52.1% of respondents strongly agreed that entrepreneurial teachers carry out field trips to help the students acquaint themselves with the business environment. 69.4% of respondents strongly agreed that entrepreneurship teachers use the time allocated in the syllabus for field trips, practical exercises and review of the entire syllabus.

According to a report for the National Council of Graduate Entrepreneurship (EKOS 2010), it is concluded that "graduates who have formal entrepreneurship training are more likely to display entrepreneurial skills that can drive innovation and change in a business environment" and that entrepreneurship training offers a wide range of skills that can add value in a modern competitive global environment."

Findings related to research hypothesis 03 (HR03)

Innovative skills and entrepreneurial skills do not have a statistical influence on Self-employment.

The third hypothesis of the research study examines how innovative skills influence self-employment in secondary schools of the Yaoundé VI municipality in the Centre Region of Cameroon finding states that Based on the Pearson product-moment correlation table, the correlation coefficient indicates $r = 0.948$, which is high and moves towards one per the correlation law. This showed that there was a strong positive linear relationship between innovative skill and self-employment. This is equally because the significance level is 0.000, which is largely less than 0.05 (P), which is the standard error margin: $r = 0.948$, $P = 0.000 \leq 0.5$. This permits us to confirm Ha's alternative hypothesis while the null (H0) is being rejected. The regression results showed a significant relationship between Innovative skills on Self-employment ($t = 50.201$, $p < 0.000$).HR3 is confirmed. Therefore, innovative skills influence entrepreneurial skills.

The study, the research found the following outcome:

- Based on the findings, the researcher data concludes that entrepreneurial knowledge and skills if it is not adequately taught and understood by the graduates from secondary school, would not enable them to establish, manage and sustain new business effectively.
- Most graduated youths from the study population have agreed to have been impacted with the necessary skills and knowledge for entrepreneurship through its curriculum, training and competencies. Entrepreneurship education development has helped in reducing the unemployment rate and has created job opportunities for graduated youths within secondary schools by providing them with the necessary skills and knowledge to be gainfully employed or self-employed and leads to improvement in their living standard of living because of the gains they derived from such employment which will manifest in their living standard and thereby develop their environment.
- The analysis shows entrepreneurship education will help to develop our national economy and reduce the level of social misconduct; every government desires to see its national economy developed.

Recommendations

Based on the findings, the following recommendations were made concerning graduates, secondary education, society and government follows:

- It was recommended that graduates should use their knowledge and skills acquired to establish, manage and sustain their businesses since they had been taught and trained. Emphasis should be geared towards developing individual Technical and non-technical skills.
- Only the Government should train entrepreneurial teachers and assign only them to teach the course based on the entrepreneurship curriculum which is following SDG-4.
- Entrepreneurship education should be made a full fledged course that will lead to the award of a degree in entrepreneurship education. For there is a need for unified course content on entrepreneurship education in secondary schools.
- The government/none governmental organizations should assist graduated youths by giving them loans to stimulate them towards the expansion of their business to create more opportunities for the people.
- The Ministry of Secondary Education should strongly dwell on the practical aspect rather than the lectures for lectures do not add much impact on students but the practice is more effective. Students learn much by practicing what they are been thought in the classroom.
- The Ministry of Secondary Education should ensure proper supervision of the students on internship. Since the internship is an aspect of teaching entrepreneurship as stipulated in the teaching guide.
- Entrepreneurship teachers should use their best knowledge and skills and also upgrade their facilities of teaching and learning entrepreneurship education to make the students learn appropriate knowledge and skills that will make them self-reliance not only waiting for a white-collar job after graduation
- Since entrepreneurship education enhances students' psychomotor skills, the government and educational policymakers should enforce it into the primary curriculum for grass root purposes.
- Finally, I recommend that entrepreneurship education should be treated with utmost care because it is the major source of economic development and growth.

Perspectives for further studies

- A comparative study should be carried out on Entrepreneurship Education between Private and Public Universities.

Conclusion

This study is aimed to investigate an “Assessment of an Entrepreneurship Education on self-employment in some Secondary School in Mfoundi municipality. Chapter one of the study attempts to give the background of the study and the problems associated with the study, three objectives of the study, three research questions and three null hypotheses were formulated from the research questions and also significance of the study was well stated. While chapter two drowned out the three related literature of the study. Chapter three lists the method and sources of data collection, procedure, instruments for data collection, and the population of the study, sample and sampling techniques and finally the technique of analyzing data. In chapter four the data were presented and analyzed using the responses of the respondents, and also major findings were discussed.

The study of entrepreneurship education significantly contributes to the development of a nation. It is an indispensable tool for industrialization as it forms the bedrock for viable and sustainable economic development as young graduates are now preparing to be self-employed rather than job seekers, and this is one of the major tools with which various cycles of poverty and backwardness can be broken. Entrepreneurship education development has an important role to play in the life of youths, general desire to raise the standard of living mostly, especially among freshly graduated youths, it enables them to create job opportunities and to be independent and also leads to the development of skills, leadership and managerial capabilities.

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ANNEXES

Questionnaire

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie

 UNIVERSITÉ DE YAOUNDÉ I

 FACULTÉ DES SCIENCES DE
 L'ÉDUCATION

 DEPARTEMENT DE CURRICULA ET
 ÉVALUATION



REPUBLIC OF CAMEROON
Peace-Work-Fatherland

 UNIVERSITY OF YAOUNDE I

 FACULTY OF EDUCATION

 DEPARTEMENT OF
 CURRICULUM AND
 EVALUATION

QUESTIONNAIRE

I am called NYENTY HANNAH EBIKA, a student in the University of Yaoundé 1, Faculty of Education department of Educational Management with a specialty in Project Management. I am currently carrying out a study on the topic “**The Evaluation of the Impact of Entrepreneurship Education on Self-Employment.**” I assure you that your responses will be treated as highly confidential and strictly for academic purposes. Kindly give a sincere response to all the questions and tick (√) the response that applies to the questions. Your participation in this study will be greatly appreciated. Thank you for your anticipated participation.

SECTION A: DEMOGRAPHIC DATA

- 1) Age range: a) 15 – 20, b) 21-25, c) 26-30, other (please specify)
- 2) Sex: a) Male, b) Female.
- 3) Occupation: a) Teacher, b) Student, c) Administrator, d) Employer
- 4) Certificate obtain: **O/L** **A/L** **Bachelor** **Master**

SECTION B:

Indicate your level of agreement with the following statements from 4 (Strong Agreement); 3=Agree; 2 =Disagree; 1 =Strong Disagreement

I. Independent Variable 1: Relationship between entrepreneurship education and Self-Employment

No	Item	SA	A	D	SD
1	A well designed entrepreneurship curriculum includes courses in management, accounting and finance, marketing and sales, and business as a whole.				
2	The entrepreneurship curriculum should be integrated into existing subjects in secondary general education.				
3	Entrepreneurship enables the graduates with enough skills to				

	draw a business plan and establish a new business.				
4	Entrepreneurship knowledge is enough for graduates to manage a business				
5	Entrepreneurship education provides the graduates with enough skills to sustain a business				
6	Entrepreneurship reduces the graduates rate of dependency on government employment				
7	Business planning skills is enough for graduates to establish a new business				

II. Independent Variable 2: Relationship between entrepreneurial Training and Self-Employment

No	Entrepreneurial Training	SA	A	D	SD
1	Entrepreneurial training includes teaching methods, materials, internship and case study.				
2	Entrepreneurial training is a 21 st century pathway that the government of Cameroon has adopted to attain vision 2035 emergence.				
3	Entrepreneurial training includes practical teaching methods that introduce the graduate to real life learning experiences that will enable them to take risk, manage results and learn from the outcomes.				
4	The teaching materials used for entrepreneurial training includes real life situation from the environment.				
5	Entrepreneurial training includes practical exercises that will better prepare the learners for the very testing tasks awaiting them in real-life.				
6	Entrepreneurial teachers carry out field trips to help the students acquaint themselves the business environment.				
7	Entrepreneurship teachers uses the time allocate in the syllabus for field trips, practical exercises and review of the entire syllabus.				

III. Independent Variable 3: The relationship between innovative skills and Self-Employment

No	Item	SD	D	A	SA
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1	Entrepreneurship education enables the graduate to have a vision, the ability to change new ideas, processes and methods of production.				
2	Entrepreneurship develops the graduate's innovative and practical competences to be able to change ideas. It enables the graduate to be resourceful, knowledgeable and imaginative.				
3	Innovative skills are enough for graduates to associate and be able to work with us as a team in the country and identify new opportunities.				
4	It enables the graduate to be resourceful, knowledgeable and imaginative				
5	It enables the graduate to have a vision that will enhance their ability to take risk, be a good leader and be able to communicate that vision into concrete actions.				
6	Brings out the passion for creativity which will helps the graduate to generate new ideas, and design within the organization and in the global environment.				
7	Entrepreneurial training brings out the passion to be innovators thereby changing the business environment.				

IV. Dependent Variable: Self-Employment

No	Entrepreneurial skills	SA	A	D	SD
1	Entrepreneurship skills acquired is enough for a graduate to establish a new business				
2	Management skills is enough for graduates to manage a new business				
3	Self- confidence skills acquired is enough for graduates to manage a new business				
4	Entrepreneurship knowledge is enough for graduates to establish new business				
5	Accounting skills is enough for graduates to sustain a new business.				
6	Entrepreneurship skills acquired is enough for graduates to sustain a new business				
7	Marketing skills is enough for graduates to sustain new business.				

THANKS FOR YOUR COOPERATION

Krejcie and Morgan Sample Size table

Table : Table for Determining Sample Size for a Finite Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

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

Source: Krejcie & Morgan, 1970

The Table is constructed using the following formula for determining sample size:

Formula for determining sample size

$$s = \frac{X^2 NP(1-P) + d^2(N-1) + X^2 P(1-P)}{d^2}$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Source: Krejcie & Morgan, 1970