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**PROFESSIONALIZATION OF HIGHER
EDUCATION AND EMPLOYABILITY OF
GRADUATE STUDENTS IN THE
UNIVERSITY OF YAOUNDE 1.**

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This is to declare that the present work titled "*Professionalization of Higher Education and Employability of Graduate Students in the University of Yaounde 1*", is my original piece of work which has never been submitted to any university or higher institution of training for an academic or professional award of any kind. Also, all the sources used in this work are duly acknowledged by the researcher in the list of references.

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I hereby certify that the present piece of scientific work entitled "*Professionalization of Higher Education and Employability of Graduate Students in the University of Yaounde I*", was carried out under my humble supervision and guidance, by BLESSING ATEM MUKETE

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DEDICATION

To My Parents and Family.

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LIST OF ABBREVIATIONS AND ACRONYMS

GESP:	Growth and Employment Strategy Paper
GH:	General Hypothesis
HE:	Higher Education
HOD:	Head of Department
ILO:	International Labour Organization
SH:	Specific hypothesis
STEAM:	Science, Technology, Engineering, Arts and Mathematics
STEM:	Science, Technology, Engineering and Mathematics
UN:	United Nations
UNESCO:	United Nations Educational, Scientific and Cultural Organization
VET:	Vocational education and training

ABSTRACT

The desire to ensure the socio-professional integration of students from classical faculties in higher education has always been a major concern for governments and policy makers in both developed and developing countries. In Cameroon for example, it has led to the rapid professionalization of tertiary education in state universities. The present study, therefore seeks to examine the relationship between professionalization of higher education and employability of post graduate students in the University of Yaounde 1. To achieve this objective, a mixed study was adopted based on a survey research design. The study was carried out in the university of Yaounde 1, using a random sampling technique to select a total of 309 participants from the departments of Geography, English, Theatre arts, History and Sociology in the Faculty of Arts to make up the sample population. A close-ended questionnaire was used to collect data and the data collected was analysed using the statistical data analysis technique, precisely the Pearson correlation coefficient. An interview guide was also used to collect data for lecturers. To discuss the findings of the study, two major theories were convoked, namely the human capital theory of Gary Becker and the market model university and humanities of Engell& Dangerfield. The data collected and analysed led to the following results; the first hypothesis that aimed at establishing the link between curriculum and employability of students, was confirmed. The results of the second hypothesis revealed that teaching methods had an impact on the employability of students in the university of Yaounde 1. The third findings also revealed that internship has an influence on employability of students and the fourth hypothesis was also confined revealing an impact of entrepreneurship education on the employability of students in the university of Yaounde 1. Basing on these findings, a number of recommendations were formulated and directed towards the government and other university authorities, among which included the revision and refinement of the university curriculum to match the exigencies of the job market, reinforcement of modern teaching methods such as student centred learning and the competence based approach, sending students on Internship on regular basis and reinforcing entrepreneurial courses in order to render the students autonomous. This study opened way for further research such as a quantitative study on professionalization and employability. In the course of the study, the researcher faced some problems such as accessibility of participants and availability of documentation.

***Key words:* Professionalization, Curriculum and teaching, Entrepreneurship education
Employability, Higher Education.**

RESUME

La volonté d'assurer l'insertion socioprofessionnelle des étudiants des facultés classiques dans l'enseignement supérieur a toujours été une préoccupation majeure des gouvernements et des décideurs politiques des pays développés comme des pays en développement. Au Cameroun par exemple, cela a conduit à une professionnalisation rapide de l'enseignement supérieur dans les universités publiques. La présente étude cherche donc à examiner la relation entre la professionnalisation de l'enseignement supérieur et l'employabilité des étudiants de troisième cycle à l'université de Yaoundé 1. Pour atteindre cet objectif, une étude mixte a été adoptée sur la base d'un plan de recherche par enquête. L'étude a été réalisée à l'Université de Yaoundé 1, en utilisant une technique d'échantillonnage aléatoire pour sélectionner un total de 309 participants des départements de Géographie, Anglais, Arts du Théâtre, Histoire et Sociologie de la Faculté des Arts pour constituer l'échantillon de population. Un questionnaire fermé a été utilisé pour collecter les données et les données collectées ont été analysées à l'aide de la technique d'analyse statistique des données, précisément le coefficient de corrélation de Pearson. Un guide d'entretien a également été utilisé pour recueillir des données pour les conférenciers. Pour discuter des résultats de l'étude, deux théories majeures ont été convoquées, à savoir la théorie du capital humain de Gary Becker et le modèle de marché universitaire et des sciences humaines d'Engell & Dangerfield. Les données collectées et analysées ont conduit aux résultats suivants : la première hypothèse qui visait à établir le lien entre curriculum et employabilité des étudiants, a été confirmée. Les résultats de la deuxième hypothèse ont révélé que les méthodes d'enseignement ont eu un impact sur l'employabilité des étudiants de l'université de Yaoundé 1. Les troisièmes conclusions ont également révélé que le stage a une influence sur l'employabilité des étudiants et la quatrième hypothèse s'est également confirmée révélant un impact de l'éducation à l'entrepreneuriat sur l'employabilité des étudiants de l'université de Yaoundé 1. Sur la base de ces conclusions, un certain nombre de recommandations ont été formulées et adressées au gouvernement et aux autres autorités universitaires, parmi lesquelles la révision et l'affinement du programme universitaire pour répondre aux exigences du marché du travail, le renforcement des méthodes pédagogiques modernes telles que l'apprentissage centré sur l'étudiant et l'approche basée sur les compétences, l'envoi régulier d'étudiants en stage et le renforcement des cours d'entrepreneuriat afin de rendre les étudiants autonomes. Cette étude a ouvert la voie à d'autres recherches telles qu'une étude quantitative sur la professionnalisation et l'employabilité. Au cours de l'étude, le chercheur a été confronté à certains problèmes tels que l'accessibilité des participants et la disponibilité de la documentation.

Mots clés : Professionnalisation, Curriculum et enseignement, Formation à l'entrepreneuriat, Employabilité, Enseignement supérieur.

CHAPTER ONE

INTRODUCTION

Background of the Study

The background of the study is made up of the historical, contextual, conceptual, and the theoretical background.

Historical Background

The success of graduates upon graduation largely depends on the quality of education or teaching that is given to them during their years of study. This means for them to fit into the job market, there is need for their learning to be more career and professional-oriented. The role played by higher education in helping graduates attain employability cannot be overemphasized. 'There is no debating that a major responsibility for the smooth integration of graduates into professional life, and hence into society, lies with higher education institutions (HEIs). (Pukelis et al, 2007).

This is the case with Cameroon, which is home to several higher institutions, both public and private. After the independence, Cameroon faced an immediate need to train senior civil servants to fill some of the positions that had hitherto been occupied by expatriates. The Federal University of Cameroon which evolved from the National Institute for universities studies established in 1961 and later renamed the University of Yaoundé had as urgent goal to meet the needs of the nation. Many of the reform objectives were designed to address the challenge of providing a quality education. The decongestion of the University of Yaoundé, the granting of more academic and management autonomy to Universities, the provision of more varied programmes (which are more professional, adapted and responding to the needs of the job market), the provision of a conducive environment for teaching and research, and the provision for selection of students were geared towards ensuring quality in the academic domain (Njeuma et al.,1999). However, most graduates from higher institutions find it difficult to be employed or fully employed after completing tertiary studies. Some try to get government jobs by joining public schools through public examinations which cannot employ most of them leading to under employment and unemployment.

The ministry for higher education was created in 1992 (Decree of 27th November 1992). In January 1993 the government of Cameroon launched a major reform of its higher education system. Six universities were created out of one large university and four small university centres and a semester course-credit system was introduced. (Njeuma et al., 1999, p. 4). The

1993 reforms are contained in a series of presidential decrees signed between April 1992 and January 1993 (Decree No. 93/026, Decree No. 93/027, Decree No. 93/034 and Decree N° 92/074).

According to Njeuma, (1999, p. 9) the main goals of these reforms were: decongestion of the University of Yaounde and professionalization of university education in order to produce graduates who could be useful to the private sector and the country. The motive was directly utilitarian and addressing relevance. University education for its own sake was no longer primordial. Promoting the attractiveness of the local universities with generous student welfare provisions was no longer required. There were more than enough applicants, aspirants and graduates already. This stance was echoed by some interviewees who stated that the state could not/cannot continue to spend money on higher education without seeing the contribution to socio-economic development. (Njeuma et al., 1999,p. 9) holds that the 1993 reforms were to “make programs professional, adapted and responsive to the needs of the job market-provide programs that would enable graduates find employment in the private sector as well as create employment”. It was considered that graduates from the University of Yaounde did not receive the type of education required by a demanding private sector and professionalization became a key goal (Njeuma et al., 1999, p. 9).

Since 1993, professionalisation of programmes in HE has been mentioned in almost every key Higher Education text. Professionalisation of HE has been heard from public speeches by some government officials. This is because the President’s speech (2015) to youth blamed unemployment of graduates on the delay in directing Higher Education towards professionalisation. Also, one of Cameroon's former Prime Minister, Philemon Yang (2018) in his speech opined that government need to intensify activities aimed at promoting quality assurance in public and private Universities by professionalising University Education. (Atem, 2023).

The National Development Strategy (NDS) 2020-2030 for Cameroon aims at improving living conditions and creating favorable conditions for economic growth. Graduates from educational institutions constitute this human capital and for them to sustain the economic growth of the country, they need to be actively employed. This has led us to our study on professionalization of higher education and employability of post graduate students in the university of Yaounde I.

Contextual Background

The National Development Strategy 2020-2030 explains that the Cameroon government aims to use education, training and employability as key avenues in structuring its development policy and supporting the industrialization of the country. The same document further points out that the quality of the education and training system, employability, entrepreneurship, contents and quality of education provided do not always match up with the demand of the productive system in terms of manpower. In fact, there is no definition of the standard profile of human capital or a prioritization in terms of training and skills that respond to the options and choices of economic and industrial development. This brings us to the key concepts that we have explored in our work, such as professionalization, higher education, curriculum, teaching methods, entrepreneurship education and internship vis-a-vis the employability of post graduate students in the university of Yaounde I.

Mylrea et al, (2015) mentioned that professional development programs focus overwhelmingly on the acquisition of knowledge and skills and that this is inadequate for the transformation required in becoming a professional. Focusing solely on skills and creating specific measurable competencies may compromise the realization of richness, depth, and interconnectedness of professionalism.

Yorke and Knight (2004), emphasize a holistic approach to employability, defining it as "a set of achievements, understandings, and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations." They argue that employability is not just about having technical skills but also about possessing personal qualities and transferable skills that enable individuals to adapt to changing work environments.(Yorke & Knight 2004).

Law No. 92/007 of 14 August 1992, Section 2(1) of the Cameroon Labour Code denotes that all citizens have the right to work and the state shall therefore make every effort to help citizens to find and secure their employment. This effort is also implemented by higher educational and professional institutions which aim not only to educate students but to empower them with personal and professional skills which can help boost their employability during and after their studies. The 8 state universities in Cameroon (Yaoundé I, Yaoundé II, University of Dschang, Buea, Ngaoundere, Douala, Maroua and Bamenda) graduate approximately 250,000 Cameroonians of working age every year (MINESUP INFOS 2010, No 13, 18), but only few

of these graduates are fully integrated into the labour force leaving the others underemployed or unemployed.

There is worldwide concern that existing higher education programmes are not producing graduates with the kind of professional skills which they need in order to be successful in their careers (De la Harpe, et al., 2000). On the basis of this concern, employability is the predominant purpose for professionalization. There is a challenge of the traditional conception of university education and the interest in employability is driven by human capital theories of economic performance (Schultz et al, 1961 p. 1). What counts is no longer what is known but what can be done with what is known. Knowledge has to be put to work, seen to work and be in work (McIntyre, 2000). Higher education systems are therefore steered to emphasize on the employability of graduates. Professionalization involves higher education actively preparing the student for employment. (Bilola & Pascal 2016).

Higher education should be a long-term orientation based on relevance. Relevance in higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation with the problems of society and the world of work, including respect for cultures and environmental protection. The concern is to provide access to both broad general education and targeted, career-specific education, often interdisciplinary, focusing on skills and aptitudes, both of which equip individuals to live in a variety of changing settings, and to be able to change occupations.

At the level of the curriculum, one of the projects of the Growth and employment strategy paper of 2010/2020, with relation to quality training in the national education system, is putting in place dynamic curricula which is permanently adapted to the needs of the job market. Some major curriculum in education include the teacher centered curriculum, the learner centered curriculum, competency based, activity based and integrated curriculum. The Faculty of arts is still hugely making use of the teacher centered curriculum because of the traditional system of education it is based on. To improve on professionalization and employability, there is a need to move towards the learner centered curriculum and other more practical ones. There is need of the pragmatic philosophy of education to be used.

The Bologna process requires universities to develop market oriented vocational Master's programmes to maximise student recruitment. Nevertheless, the common core curriculum

continues to be based on subjects and topics rather than outcomes or competencies, and to focus on the intellectual and theoretical basis of the discipline as well as the practice. (Doyle, 2016).

The GESP also has as project to renovate provisions and teaching programs. The document also highlights that in higher education, The use of ICTs is generalized in all courses, for instance distant learning, e-learning and online evaluations. The evaluation system of learning is reinforced to favour the autonomy and creativity of the students. The paper also recommends the reinforcement of the teaching of science and technology, industrial education and agricultural education because these fields of study are indispensable to the country's development (precisely fields like industry, agriculture and health). The document also recommends the development of professional education in the Arts, Letters and Human and Social Sciences disciplines (the traditional general disciplines). This shows that the government encourages the focus on STEM/ STEAM Education in our universities which includes teaching Science, Technology, Engineering, (Arts), and Mathematics.

Teaching methods in education are the various strategies and techniques that educators use to facilitate learning and ensure that students understand and retain information. One of the projects of the National Development Strategy of 2030 in the higher education sector is the amelioration of teaching and learning practices, hence, the teaching and learning process has to be oriented towards improving the professional development of students and preparing them for the job world. Some of the key methods we discussed in our work include the constructivist or student-centred learning approach, problem based learning, cooperative learning, the competence-based approach and the flipped classroom.

In most state universities entrepreneurship education is merely a myth. The courses do not reflect entrepreneurial skills or the main aspects of entrepreneurship education. Even some marketing or business courses are not really business oriented. Most of the courses are tailored in ways that makes the students rely on white collar jobs and not think about creating employment for themselves. Many graduates shy away from business and students hardly take up courses to polish up or even developed entrepreneurial skills. There are few or almost no business workshops, very few business lecturers and few business courses. The business courses that exist are not fully developed and the students hardly ever get the chance to meet with real entrepreneurs or develop practical knowledge and skills. The skill set needed to become an entrepreneur includes; persuasion skills, creativity, critical thinking, leadership skills, negotiation skills, problem solving skills, social networking and time management (Rae,

1997). To activate creativity and innovation, right brain thinking is required. The right brain thinking deals with uncertainties, open-ended questions, decision making with incomplete information, lateral thinking, intuitive thinking (Lewis, 1987). The entrepreneurship education programs should be designed in such a way to activate the right brain thinking of the students.

Dhanavel (2011) considers the need to train graduating students with the skills essential for the workplace as a pressing concern. The National Research Council (2013) explains that professionalization does not only enhance the status of an occupation, but also helps to establish skills, knowledge, abilities and pathways that will better increase awareness of career paths and facilitate recruitment and retention by employers. This implies that professionalization is an essential tool in preparing students for the job market. Professional education helps a person to become self-employed even if they do not get white collar jobs in office (Mujahid & Viniya, 2019).

The GESPP makes provision for the practice of internship in all training programs. Although this is more of theory, because not all training programs in higher educational institutions in Cameroon actually offer internship possibilities to the students, we are moving towards achieving this goal as several departments in higher institutions especially private and professional institutions provide room for their students to partake in internship programs. For example the Faculty of education makes provision for internship for its students which helps to expose them to the job market and provide them with more practical skills and aptitudes.

As stated by Lee et al (2013), As the business environment is getting more demanding, employers would tend to hire employees that can quickly adapt to the work environment and learn on their job in the shortest possible time. Internship programs offer employers with a pool of candidates that have undergone some form of exposure in their respective work areas. This benefit the companies as lesser training will be required for these interns if they were to be hired. Most importantly these interns had the opportunity to understand the work culture during the internship and thus could easily assimilate with their other co-workers should they be recruited as permanent employees

A carefully thought out program for the duration of the internship together with a set of learning achievements should be made known to the interns. These will certainly make the interns and companies aware of the expectations of the internship. The support extended to them by the company supervisors, co-workers and the university is deemed to be vital. This

will ensure that the interns would be properly guided by both the educational institution and the workplace in order to have a more meaningful internship experience. From their research carried out in the Malaysian higher institution, it was discovered that internship has several positive advantages to both students and employers and this is verifiable even in Cameroon. This therefore shows that, to better professionalize graduates, the use of internship programs will be highly beneficial vis-a-vis the job market and hence a necessity.

Conceptual Background

This section will define the key terms under study.

Professionalization: Professionalization is defined as "the process by which an occupation achieves the characteristics of a profession, including specialized knowledge, a formal education and training system, a code of ethics, and a degree of self-regulation" (Larson, 1977). It is giving an occupation or activity professional qualities typically by increasing training or raising required qualifications. According to the National Research Council of 2013, professionalization might mean encouraging a particular course of academic study, or certification as a condition of initial or continuous employment to an employer. It can also mean encouraging a particular educational achievement or certification for its work force. Some key aspects of professionalization that have been explored in our work include curriculum, teaching methods, entrepreneurship education and internship.

Professional: A professional is an individual who engages in a particular occupation or activity that requires specialized education, training, or skills. "A professional is someone who is dedicated to their work, committed to continual improvement, and adheres to a set of standards and ethics specific to their field. (Waterman, 1999).

Employability: Employability refers to the quality of being suitable for paid work. These are the attributes needed by a person to gain and maintain employment. Hillage and Pollard (1998) define it as the ability to gain and retain fulfilling work. Yorke (2006) defines it as "a set of achievements – skills, understandings, and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community, and the economy"

Employment: The World Bank defines employment as persons of working age who were engaged in any activity to produce goods or provide services for pay or profit, whether at work during the reference period or not at work due to temporary absence from a job, or to working-time arrangement.

Underemployment: Underemployment occurs when individuals work in jobs that do not fully utilize their skills, education, or availability. This could mean involuntary part time jobs, low wages or doing jobs while for which they are overqualified.

Unemployment: Unemployment refers to a situation where individuals who are capable of working, and are actively seeking work, are unable to find employment. The ILO defines it as "The number of people of working age who are without work, available for work, and seeking employment."

Post graduates: A postgraduate is defined as "a student who has completed an undergraduate degree and is undertaking further study at a more advanced level, typically leading to a master's degree, doctoral degree, or postgraduate certificate/diploma"

Employability of post graduates. Employability of a graduate or post graduate is the propensity of the graduate to exhibit attributes that employers anticipate will be necessary for the future effective functioning of their organization. According to Bilola (2016), employability is the capability of the higher education graduate to gain and maintain initial employment and to obtain new employment if needed.

Higher education: According to UNESCO (United Nations Educational, Scientific, and Cultural Organization), Higher education includes 'all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities'.

Theoretical Background

The study explores two main theories namely the human capital theory of Gary Becker and the market model universities and humanities of Engell & Dangerfield.

The Human Capital Theory

The human capital theory states that workers possess a set of abilities and skills that can be enhanced or increased through training and education. This theory was developed by Gary Becker in 1964 and several other authors. It suggests that education and training are investments that make individuals genuinely more productive. Individuals who are more productive will also have higher earnings and be more employable. The private economic return to investing in education or training, that is, the gain to the individuals, can therefore be measured by the net gain in lifetime earnings accruing as a result of their investment in

education or training. Some of the principles of the human capital theory include the fact that education equips individuals with knowledge and skills that are essential for performing tasks efficiently and adapting to changes in the economy, investing in education and training increases individuals' productivity and earning potential and continuous investment in education and training allows individuals to improve their skills and adapt to evolving job requirements and technological advancements.

This theory is key for understanding professionalization and employability as it explains why people will pay more for education if it will be beneficial for them economically, hence the need for it to be in line with the changing needs of the job market. It is the same reason employers are willing to pay more for skilled workers because they assume they will be more productive and will contribute more effectively to their organizational success. This shows why the teaching and acquisition of skills is very important for both the educational facilitators and learners and hence, the need to reform the curriculum, teaching methods, and enhance entrepreneurship education in higher education.

The Market Model universities and humanities

This is a model that has been developed and discussed extensively by different authors such as Milton Friedman (1970s, 2006), Benjamin Ginsberg (2011) and Engell J and Dangerfield A, (1998), Eliot Friedson (1970) and Burton Clark (1983). Friedman was an economist who supported capitalism in every aspects of life including education, Ginsberg proposed for a shift from the administrative curriculum to a more market oriented curriculum. Engell and Dangerfield wrote extensively about the market model in education, and Clark and Friedson proposed the introduction of the market signals into the school programs. This model aims to connect the higher education system to the job market in order to produce employable youths and to replace the study of the humanities like arts subjects in our universities with the study of STEM subjects such as engineering and science. It was relevant for our study because it touched areas like the curriculum, internship and entrepreneurship skills, explaining their influence on the study.

Some of the principles of this model include.

Marketization of Education: Universities increasingly operate like businesses, emphasizing profit generation, efficiency, and competition. This market-driven approach often prioritizes programs that are perceived to have higher economic returns.

Focus on STEM and Professional Programs: There is a shift towards investing in science, technology, engineering, and mathematics (STEM) fields and professional programs (e.g., business, law) at the expense of the humanities. This is driven by the belief that these fields are more directly linked to job markets and economic growth.

Assessment and Accountability: Universities adopt metrics and performance indicators to measure success, often emphasizing quantifiable outcomes such as graduation rates, employment statistics, and research funding.

Corporate Partnerships and Funding: Universities seek partnerships with corporations and external funding sources. While this can bring in much-needed resources, it can also influence academic priorities and research agendas, sometimes at the expense of intellectual independence and the humanities.

Adjunctification and Labor Practices: There is a growing reliance on adjunct and part-time faculty, which reduces costs but also affects job security, academic freedom, and the quality of education. This labor model often negatively impacts the humanities, where full-time, tenured positions are increasingly rare.

These principles reflect a broader trend towards the commodification of education, where the value of academic disciplines is increasingly measured by their economic utility rather than their intrinsic or societal worth and this leads us to some of its criticisms such as financial pressure on the students, neglect of the humanities in favour of the STEM education, and the commodification of education.

Statement of the research problem

The Cameroon higher Education orientation law of 2023 advocates for research and professional development. A number of reforms and policies also advocate for the implementation of professionalization in higher education which will help students gain meaningful employment. For example, the National Development Strategy (2020-2030, p87) which is geared towards taking the country to emergence in 2030, on education, training and employability, in provision(ii) states that there will be a promotion of considerable increase in the number of young people and adults with the necessary technical and professional skills for employment, decent work and entrepreneurship in the industrialization sub-sectors. It's sub (iv) also proposes for the opening of specialized classes to reinforce professionalization and the quality of teaching. These, among other policies and reforms elucidate the need for higher

education graduates and post graduates to be grounded on professionalization for effective employability.

However, studies show that this is not the case in the real world as several graduates from higher institutions remain unemployed or underemployed after completing higher education studies. The International Labor Organization (ILO) estimates that between 2000 and 2008, Africa created 73 million jobs, but only 16 million of these were for young people aged between 15 and 24. As a result, many young Africans find themselves unemployed or more frequently, under-employed, in informal jobs with low productivity and pay. Cameroonian graduates are faced with a similar situation and this prompts them to return to school or resort to menial jobs. In Cameroon, the unemployment rate stood at 13 and 15.5% in 2010 Underemployment was between 54.4 and 71.9% for the urban areas and 79.2% for rural areas. The Growth and Employment Strategy Paper of 2012 revealed that unemployment rates are very high standing at 88.8%, meaning underemployment stands at 75.8. and unemployment at 13% (Foche, 2021). The National Institute for Statistics revealed an unemployment rate of 4.14% in 2021, 3.78% in 2022 and 3.7% in 2023. Among youth, unemployment stands at 30.5% with 74% having been unemployed for 6 months or more and 54% having been unemployed for more than 4 to 5 years of searching for a job. (ILO, 2013). Underemployment affects approximately 94 % of young people aged 15 to 19 years and 84 % of those between 20 and 24 years.

The annual statistic report for 2014/2015 shows FALSH registered a total of 25141 students. However, over 16000 graduate students from the state universities are unemployed (II Globe 2022). ILO studies reveal that 10% of higher education graduates are self-employed, 47% find a job in one of the classical sectors (primary, secondary and tertiary) and 15% are in the informal sector. (MINESUP Statistics 2021) This means about 28% are unemployed and the 47% with classical jobs are mostly underemployed. Following the statistics above, the researcher has realized that even with the introduction of the LMD system in Cameroon in 2007, which is meant to professionalize students in order to render them employable, it is not the case empirically and this might be due to their curriculum, teaching methods and the lack of entrepreneurship education and internship. This shows that there exists a gap between the rate of employability that is expected from graduates from higher institutions such as the university of Yaounde 1, and the actual employability level that exists. This situation has prompted the researcher to carry out a study on professionalization of higher education and employability of post graduate students in the university of Yaounde 1.

Objectives of the Study

This work is guided by general and specific objectives

Main objective

The general objective of this work is to find out the extent to which the professionalization of higher education in state universities influences the employability of graduate students in the university of Yaounde 1.

Specific objectives

1. To examine the extend to which the curriculum content influences the employability of graduate students in the university of Yaounde 1.
2. To examine the extend to which teaching methods influence the employability of graduate students in the university of Yaounde 1.
3. To examine the extend to which entrepreneurship education influences the employability of graduate students in the university of Yaounde 1.
4. To examine the extend to which internship influences the employability of graduate students in the university of Yaounde 1.

Research Questions

In quantitative studies, investigators use quantitative research questions and hypotheses, and sometimes objectives, to shape and specifically focus the purpose of the study. Quantitative research questions inquire about the relationships among variables that the investigator seeks to know. (Creswell, 2009, p127). The research questions shall be guided by general and specific research questions

Main research question

To what extent does professionalization of higher education in state universities influence the employability of students in the university of Yaounde 1

Specific research questions.

1. To what extend does the curriculum content affect the employability of graduate students in the university of Yaounde 1
2. To what extend does teaching methods influence the employability of graduate students in the university of Yaounde 1

3. To what extent does entrepreneurship education influence the employability of graduate students in the university of Yaounde 1
4. To what extent does internship affect the employability of graduate students in the university of Yaounde 1

Research Hypotheses of the study.

A hypothesis is a tentative statement or prediction about the relationship between two or more variables that can be tested scientifically. Kerlinger & Lee (2000) define it as a conjectural statement of the relation between two or more variables. The hypotheses were divided into general hypothesis and specific hypothesis

General Hypothesis

There exists a significant relationship between professionalization of higher education in state universities and the employability of students in the university of Yaounde 1.

Specific Hypothesis

Ha1: There exists a significant relationship between the curriculum and the employability of graduate students in the university of Yaounde 1

Ha2: There exists a significant relationship between teaching methods and the employability of graduate students in the university of Yaounde 1.

Ha3: There exists a significant relationship between entrepreneurship education and the employability of graduate students in the university of Yaounde 1.

Ha4: There exists a significant relationship between internship and the employability of graduate students in the university of Yaounde 1.

Justification of the study

Cameroon is a middle income country with many people living below the poverty line, irrespective of all the efforts made to combat poverty and improve standards of living. This shows that a lot still has to be done to improve this situation which has led to societal ills such as high rate of theft, frustration, embezzlement and even deaths. One of the biggest tools that can be used to fight this is education because it is the foundation of every nation.

The workforce of the country is mainly from the educational sector and these are the people expected to develop the country. It is important that the input in our institutions are as useful as our outputs and this is the reason several authors have constantly written on ways to improve

employability in the country using different techniques. It is on this note that our topic is relevant since the problem is not completely eradicated and we are still finding more effective ways to curb it.

In the university of Yaounde I, there are hundreds of graduate students who are in school not because they really want to add knowledge, but because they don't have better options or accessible job opportunities. This number is little compared to the thousands of graduates who have completed the degree, haven't returned for further studies but haven't gotten adequate employability skills. It is for this reason our studies seek to examine the reason for this inadequate employability and how professionalization can make the situation better

This research could equally be justified by the need to reshape and reevaluate the classical curriculums of the faculty of arts, the teaching methods in the different departments and to promote the use of entrepreneurship education and internship programs during the studies in order to enhance employability of graduate and post graduate students.

The scope of the study

This study is delimited considering the geographical scope and the thematic scope. Geographically, It is limited to Cameroon in the university of Yaounde I, which is found in the centre region, the Mfoundi division, and the Yaounde III sub division in ngoa-ekele quarter. It was carried out in the Department of Curricular and Evaluation, Faculty of Education, in the same university and specifically limits to graduate students in the Faculty of Arts, letters and social sciences who have completed a degree and have returned to the university to further their studies due to inadequate employment after 2 or more years. This means graduate students of 5 years or more, and also a few lecturers in some selected departments in the Faculty of Arts, letters and social sciences.

Thematically, the scope of the study deals with the professionalization of higher education and how it enhances the employability. It addresses the impact professionalization has on the employability level of post graduate students or students who have completed a degree in the Faculty of arts and have decided to return for post graduate studies. Since doing post graduate studies does not necessarily mean the students are unemployed, we decided to work with students who stayed at home for a few years in search of a job, couldn't find adequate jobs and returned to school in order to fill this gap, hence our delimitation.

The significance of the study

The scientific importance of the work would be to contribute to the development of science and enrich the already existing literature on the topic. This means our work would encourage scientific research and innovation on modern concepts such as professionalization, entrepreneurship education and technology in order to lead our education towards educational emergence.

Practically, the work would help policy makers and administrative staff in higher educational institutions improve on the employability of post graduates by enhancing the quality and level of professional education that is given to them in school. Just as section 2 of the law No. 92/007 of 14 August 1992 says, efforts would be made to help citizens find and secure employment, which would eventually lead to the development of the country.

The work would also be of great use to the learners of classical faculties as it would give them a deeper insight on professionalization and its impact on their skills acquisition. Previous studies mainly focus on professionalization in professional and vocational institutions or faculties leaving out the classical faculties such as the arts or social sciences, so this work would give more awareness to students from these faculties about the increasing need for professionalization and how it could positively influence their employability.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Creswell, (2009) propounds that a literature review means locating and summarizing the studies about a topic. This chapter aims at reviewing related literature on the phenomenon under study. It shall describe the body of knowledge that surrounds the research topic as well as the theories that support the research idea. The chapter includes the conceptual framework, empirical and the theoretical framework.

Conceptual Framework.

The conceptual framework aims to conceptualize the key words and concepts in the research such as professionalization, employability and post graduates, curriculum, teaching methods, internship and entrepreneurship education.

Professionalization of education

The word professionalization comes from the verb to professionalise which comes from the word profession. According to Ben & Fieldhouse (1994), cited by Lesley Doyle et al, a profession can be defined as a group of people who work within a common practice with a theoretical knowledge base and an ethical code for which education and training are needed. Entry into the practice is controlled by the group itself. This shows that for individuals or a group of people to affirm that they have a profession, they must possess adequate knowledge in the field of that profession and must also be well acquainted with the ethics and codes of conducts of the profession. To be a professional entails not only formal classroom knowledge, but also aptitudes, attitude and morals which might not altogether come from formal learning. For example, the codes of conducts or ethics of the nursing profession is different from that of law, teaching and others, hence the workers have to behave and act differently. (Ben&Fieldhouse 1994).

Conceptualizing the word professionalization is not easy because it has different meanings to different idealists and its meaning and use keeps changing over time. In addition to that, it is sometimes used interchangeably with the word professionalism which makes it difficult to clearly differentiate the two words or discuss them independently. Professionalization describes the process an occupation must go through to become a closed profession. According to Camilla, (2017), to professionalise, each occupation must agree prerequisite attributes, determine certain standards of practice and approve particular education and training programmes, including Continuous Professional Development.

According to Doyle (2016), professionalization simply means professional development either by adult educators and representative organizations (as in the UK) or by organizations acting on their behalf (as in Germany and India). This means equipping individuals with professional skills and aptitudes that will be useful to them in the professional world. According to Kumar (2015), professionalization is the social process by which an employee cultivates, purifies, explores and dedicates himself towards their profession. In simple words, it is the attempt to make a profession better or upgrade it to a more dignified state by better acquainting oneself with the dynamics and essentials of the profession and work environment.

The efforts made by the Cameroon government to encourage and enhance professionalization in the Cameroon educational system include:

- Creating reforms (such as the 1993 university reforms and higher education reforms)
- Adopting the LMD system in 2007
- Passing laws which promote professionalization such as the Orientation law on higher education in 2001 and 2023
- Adopting the Bologna process in 2008
- Creating and promoting professional and vocational institutions like ESSTIC
- Adjusting the higher education curriculum to meet up with the expectations of the professional world
- Introducing the notion of internship in higher institutions in order to prepare the students for the realities of the job market. (As an important initiative of the LMD system).
- Making speeches emphasizing on Professionalization such as the president's speech of 2015.

Features of professionalisation.

According to Kumar (2015), some required features for professionalization include:

- Regulation proceeds in the direction of perfection. Professions are typically governed by norms and status, with the accountability of enforcement delegated to respective professional bodies, whose work is to regulate, define, promote, oversee and support the affairs of its members. Regulation of teacher education proceeds students and teacher towards perfection because of real professional environment.

- Professional autonomy can only be maintained if members of the profession subject their activities and decisions to a critical evaluation by other members of the profession. The concept of autonomy can therefore be seen to embrace not only judgment, but also self-interest and a continuous process of critical evaluation of ethics and procedures from within the profession itself. Professionals are defined as a high degree of selflessness and responsibility. That they can be trusted to work conscientiously Professions tend to be autonomous, which means they have a high degree of control of their own affairs:
- Professionals are autonomous insofar as they can make independent judgments about their work. This usually means the freedom to exercise their professional judgment. Professional autonomy has main features first; the work of professional entails such a high degree of skill and knowledge that only the fellow professionals can make accurate assessment of professional performance. Second the rare instance in which individual professional do not perform with sufficient skill or conscientiousness, their colleagues may be trusted to undertake the proper regulatory action.
- Professions have a high social status enjoying regard and esteem conferred by the society upon them. This high esteem arises mainly from the higher social function of the work done by the practitioner, which is considered as vital to society as a perfect one and thus of having a special and more valuable nature. All professions involve specialized, technical and highly skilled work referred as professional expertise. The training for this work involves acquiring degrees and professional qualifications, which is essential for the entry to the profession without which it is barred. Training also needs regular updating of skills by continuing education.

Objectives/ Goals of professionalisation

According to Foche (2021), the objectives and aims of professionalizing education are to develop specific skills, competences and knowledge so that graduates can become employed using the skills they have learnt in productive ways in the labour market or creating employment for themselves.

Challenges or problems of professionalisation

According to Kumar (2015), in his book Professionalization of Education: A critical analysis, some of the problems of professionalization include:

- Lack of skill based theoretical knowledge: Professionals have intensive theoretical knowledge and skills based on the knowledge related to the subject and they are able to apply in practice, but in present scenario there is the absence of such properties.
- Professional dissociation: For any Professions professional bodies are essential organized by the members intended to enhance the status of themselves and carefully control entrance requirements but generally professionals are intended towards self interest only.
- Problems in the Recruitments of Professionals: Every one can't be the member of the professional body. Professional should have specific characteristics. It is a requirement to qualify the prescribed examinations that are based on the attitude towards and theoretical knowledge but the problem is that the recruitment procedure is not fair. Thus politicization of education is a big problem.
- Distinction in status and rewards: The successful professions should attain high status, rewards and public prestige for the members to influence the growth and success but it is great misfortune that Status and Rewards are decided or influenced by those, who are unknown or little known from the education system. This create distinction as well as demoralizes the teacher or educator.
- Abnormal Mobility: The skills, knowledge and authority of professionals belonging to the profession as individuals, as organizations for which they work, are needed to have the nature of mobility. But In the case of its sustained condition new opportunities are not created and developments of new talents are barred. This abnormal mobility deteriorates the Standardization of professional training and procedures.
- The poor state of the nation's economy: SAP, few and the financing of the education system.
- Lack of Commitment: Lack of commitment for students, his profession, the education system is the main problem in the present scenario. It is not only limited to teachers but students, guardians are not committed towards education. The present need of everyone is only quantity, they do not mind on quality. The issue of responsibility and control of the society's Education: conflicts between the state and local Governments.
- Narrow Mindedness: Everyone is limited to oneself only, he wants a very few action and results in a lot. There is the lack of thinking about future, which creates narrow mindedness. The responsibilities are not taken as responsibilities but as a burden, their

purpose is to remove burden any way. The reason behind it is that either that teacher is not interested in teaching or society. In such a case education can't grow.

- Teachers / Educators are not updated: Changing is the rule of nature, there is spontaneous change in every field. There is the need to understand the change and behave accordingly. In education system various new technologies, new recommendations, innovations are emerging. But most of the teacher educators are not well known i.e. update.
- Use of old Methodologies: In most of the schools/colleges old methodologies are used, some of them are not suitable according to the present situation.
- Lack of Resources: Any institution can't grow if it has not the resources. The growth also depends on the amount of the resources. The growth is proportional to the resource available. In education system there is the huge problem of the resources. Since the population of India is second highest implies that students are also in a large amount but teachers, schools colleges, infrastructure, facilities are not available in that ratio. In the lack of necessary needs how can a teacher be professional? Scarcity and prohibitive cost of books, poorly-equipped libraries, laboratories and subject rooms etc are the problems.

Some of the Suggestions he proposed were as follows:

Value education, A periodic evaluation, Equal rewards and status, Broad mindedness, Punishment for illegal or unethical acts, Directional education system, Directional education system, a periodic change in curriculum and teaching methods, Fulfillment of necessary resources,

- A periodic change in curriculum and teaching methods: Since as the new innovations are carried out new products in form of new curriculum, teaching methods, teaching technologies. There should be periodic reforms in curriculum and technologies as per the change in society.
- Equal rewards and status: The education system alters from state to state, institution to institution, religion to religion and society to society. This is the large problem at least there should be a common pattern. On the basis of this pattern the status of the teachers and rewards should be same. It is evident that salaries of different level teachers in different states are different.

- Broad mindedness: For any unethical or illegal involvement narrow mindedness is responsible. Therefore there is need to develop a broad mindedness.
- Punishment for illegal or unethical acts: Since corruption has emerged in every field in different amount. In other field it has not the loss in that amount as in case of Education. Because education affects present and a long future, not only an individual but whole society too. Therefore there should be proper punishment for illegal acts. Rewards for committed teacher without any political influence: There should not be any political or administrative influence for the rewards. Mostly it is seen that many of the rewards are given to the related persons. Such cases should be stopped by a well group of devoted persons.
- Directional education system: A directional education system will help the students as well as teachers.
- A continuous training: In the changing society, changing in curriculum and technologies a teacher should also be acquainted with new trends. Therefore, its need to a continuous training.
- Fulfillment of necessary resources: The necessary resources should be available so that desired outcome can be obtained. There is need to increase schools, colleges, teachers, infrastructures. (For example, schools teachers, buildings, school and classroom equipment and IT equipment like computers, comfortable benches/ or halls for learning to improve professional learning)
- A periodic evaluation: A periodic evaluation enhances the capability of the institution as well as the teacher and students. Since the student's evaluation are done by teacher and institution's evaluation by NAAC. Similarly, there is need to evaluate teachers so that he can use concurrent technologies and utilizes their knowledge for the welfare of the students as well as society.

Higher education and professionalization

From the perspective of the human capital theory of Becker (1964), Universities are seen as a means of providing higher level of knowledge and skills within the population. However, for such to occur, there is need for a proper curriculum of academic programmes and adequate infrastructures that fulfill standard for quality assurance to enable students acquire specialized knowledge and practicalise their training. Professionalisation of HE demands not only to design more programmes and call them professional but, it also need adequate resources. Adequate

infrastructural resources permit quality teaching and training and ease transformative education and a good curriculum as we permit the acquisition of specialized knowledge, competences and skill. (Atem, 2023, pp 3-4)

According to James Engell and Anthony Dangerfield in “The Market-Model University: Humanities in the Age of Money” (1998), the market has a great role to play in the activities of higher education and the market here refers to the employer or simply the job market. They stated that the idea that students are in college to prepare for full participation in society—including participation that won't advance their careers or enlarge their bank accounts no longer has much sway in higher education. According to them, higher education has to strive to meet consumer demand in the market model university instead of what the various institutions think should be taught to students. (Engell & Dangerfield 1998, p.51). In the Cameroonian context, professionalization is defined as a strategy to adapt curriculum and its related technologies (teaching and learning) to socio-professional needs and applicability (Doh, 2012, p. 143).

Higher education began in Cameroon in 1962 with the creation of the federal university of Cameroon which later became the university of YAOUNDE in 1973. When it was created, it's main aim was to train students who will be integrated into the public sector upon graduation and hence little focus was placed on professionalization or empowering graduates for self or private employment. To enhance this, the government made higher education free and this open admission policy led to the influx of several students into the university over time. After some years, the university could no longer contain all the students, so it was divided into two and subsequently several other institutions were built. Presently more than 10 state universities and 160 private institutions exist in the country and the number of students enrolled in these institutions have greatly outnumbered the number required by the government for direct and immediate integration. (Samfoga, 2015).

This has led to a high level of unemployment since most of the graduates are neither directly integrated into the government nor into the private sector after school. To make things worse, the courses being taught in schools are not exactly required by the job market because even though at several levels, educational bodies have recommended the implementation of professionalization in higher education and training, it is still very theoretical. Notwithstanding, the government has since made several reforms and passed a number of laws to advocate for the implementation of professionalisation in higher education in order to enhance graduate employability out of the public sector. The president for example in most of his speeches encourages the professionalization of education and has passed several reforms advocating for

the professionalization of education. One strategic objective of higher education in Cameroon is “to professionalize and enhance graduate employability” (Bilola & Pascal 2016, p. 123)

According to Bilola & Pascal (2016, p. 126), the ministry for higher education was created in 1992 (Decree of 27th November 1992). The 1993 reforms are contained in a series of presidential decrees signed between April 1992 and January 1993 (Decree No. 93/026, Decree No. 93/027, Decree No. 93/034 and Decree N° 92/074). According to Njeuma et al. (Njeuma et al., 1999,p. 9) the main goals of these reforms were: decongestion of the University of Yaoundé and; professionalization of university education in order to produce graduates who could be useful to the private sector and the country. The motive was directly utilitarian and addressing relevance. University education for its own sake was no longer primordial. Promoting the attractiveness of the local universities with generous student welfare provisions was no longer required. There were more than enough applicants, aspirants and graduates already. This stance was echoed by some interviewees who stated that the state could not/cannot continue to spend money on higher education without seeing the contribution to socio-economic development. Njeuma et al. (Njeuma et al., 1999,p. 9) holds that the 1993 reforms were to “make programs professional, adapted and responsive to the needs of the job market provide programs that would enable graduates find employment in the private sector as well as create employment”. It was considered that graduates from the University of Yaounde did not receive the type of education required by a demanding private sector and professionalization became a key goal (Njeuma et al., 1999,p. 9).

One of the primary missions/functions of higher education according to UNESCO is to educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society;

The Curriculum

The curriculum refers to the structured set of educational experiences provided to students by schools and educational institutions. It encompasses the lessons, content, materials, resources and several other aspects. In our study, we looked at it from the perspective of the content since it is very broad and this is very crucial to employability. Tyler (1949), asserts that there are four fundamental elements of the curriculum which include; educational goals, learning experiences, learning organizations, and learning evaluations.

Types of Curriculum

- **Formal Curriculum** The formal curriculum is the official or planned curriculum that is documented and structured by educational authorities. It involves the courses, subjects, content standards, learning objectives, instructional methods, and assessment tools. Tyler (1949) defines it as the planned and organized curriculum set by educational institutions.
- **Informal Curriculum** Dewey (1938) defines it as learning experiences that occur outside the formal curriculum. These experiences are often unplanned and spontaneous. They involve extracurricular activities, social interactions, cultural activities, such as sports teams, clubs, peer interactions and community service.
- **Integrated Curriculum** It is a curriculum that integrates multiple subjects and learning experiences. (Beane, 1997). It emphasizes on interdisciplinary learning and involves thematic units, projects, and activities that combine knowledge and skills from multiple disciplines. For example project-based units on environmental sustainability that includes science, geography, and social studies. This type of curriculum is used in the university of Yaounde I in departments like Geography, but it is not effective because the students do not carry out field activities or projects to ideally represent project based learning.
- **Activity-Based Curriculum** Kilpatrick, (1918) defines it as curriculum focused on hands-on, experiential learning activities. This type of curriculum involves experiments, field trips, simulations, projects, and interactive activities. For example, the science curriculum that emphasizes laboratory experiments and fieldwork.
- **Competency-Based Curriculum:** Spady, (1994) explains that this is a curriculum focused on students achieving specific competencies or skills. It is a curriculum that focuses on students achieving specific competencies or skills. Here, performance standards and assessments align with competencies. This type of curriculum is still a myth in most classical faculties as it mostly relates to that ensure students master specific technical skills such as vocational training programs.
- **Teacher-Centered Curriculum** Ornstein & Hunkins (2013) define it as a curriculum where the teacher directs the learning process. Here, the teacher leads the class and the students follow the teacher's guidance.

- **Learner-Centered Curriculum** Montessori (1912) describes it as curriculum designed around the needs, interests, and abilities of students. With this method, there is the use of personalized learning experiences, student choice, and active learning strategies.

It is subjective to decide on the best curriculum to use in teaching students in the university of Yaounde and the tertiary universities in Cameroon because different aspects have to be considered such as the cultural context, the students' needs and the resources available. Cameroon for example, still holds on to the traditional philosophy of teaching, hence they mainly use the traditional teachers centred approach to design the curricular of the schools. This is a problem because with the ever changing needs of the global educational world, there is need for adjustments. Tyler (1949), emphasizes the importance of clear objectives, continuous evaluation, and the alignment of curriculum with student needs and societal demands, while Eisner (2002), advocates for a balanced approach that includes multiple forms of knowing and learning, suggesting that the best curriculum is one that is broad and flexible. There is an increasing need for the improvement of the promotion of STEM education in our institutions such as the faculty of arts and social sciences in the university of Yaounde I

Teaching Methods

Teaching methods in education are the various strategies and techniques that educators use to facilitate learning and ensure that students understand and retain information. One of the projects of the GESP 2010/2020 in the higher education sector is the amelioration of teaching and learning practices, hence, the teaching and learning process has to be oriented towards improving the professional development of students and preparing them for the job world. Some of the key methods we discussed in our work include the constructivist or student-centred learning approach, problem based learning, cooperative learning, the competence-based approach and the flipped classroom. Some of the methods discussed include:

Lecture Method: A traditional method where the teacher delivers information verbally to students, often in a structured manner. This method has been used for several years in the Cameroonian educational system and even though the educators are trying to move away from it towards the other more effective teaching methods, the transition is very slow.

Problem-Based Learning (PBL): Students learn through solving real-world problems or scenarios, promoting critical thinking and problem-solving skills

Active Learning: Engages students in activities such as discussions, debates, or group work to encourage deeper understanding and application of knowledge. According to Checkering &

Gamson, "students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives". This method is similar to project based learning, students work on a project over an extended period, which involves research, problem-solving, and presentation. This encourages hands-on learning, collaboration, and real-world application.

Flipped Classroom: The flipped classroom inverts traditional teaching methods by delivering instructional content outside of class and using class time for interactive activities and discussions. Students learn new content at home (usually via video lectures) and use class time for exercises, projects, or discussions. It maximizes classroom interaction and allows for personalized learning pace Bergman(2012) says that this teaching method lays emphasis on motivating students' autonomous learning interest and exploring ability. With this teaching method, teachers can give the power of initiative to students, and help students to focus on the learning of basic items, as well as discover and solve problems in the benign interaction between teachers and students, and jointly cope with the challenges inside and outside the classroom teaching, so as to help students convert the knowledge acquired in the class effectively to apply their knowledge into practice. Here the teacher is the guide and the student is the main body of education. There is also the effective use of technology and ICT with this teaching method since students have to do research online, use their computers for assignment and use multimedia in studying. (Bergman, 2012).

Cooperative Learning: Students work together in small groups to achieve a common goal, fostering collaboration and enhancing interpersonal skills. Chickering & Gamson (1987) believe that learning is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

Internship

At an institution level, universities are responsible not only for a quality education experience but also for appropriately connecting students with external practice and relevant communities and debates which will engage them beyond their university years. Students also expect HE to prepare them for their chosen profession (Jackson, 2016).

Some types of internship include

- **Paid internships:** Creque (2016) states that paid internships are those where interns receive monetary compensation for their work. These internships are common in industries such as finance, technology, and engineering, and they provide interns with financial support while gaining valuable work experience.
- **Virtual internships:** Kacey and Jason (2018) discuss virtual internships as internships where interns work remotely using digital tools and communication platforms. These internships have become increasingly popular due to technological advancements and globalization, allowing interns to work from anywhere while still gaining valuable professional experience in the western world, but is still a myth in Africa and Cameroon in particular
- **Transitional internships.** Selingo opines that transitional internships are designed to bridge the gap between education and full-time employment. They often provide practical, hands-on experience that is directly applicable to a future job role.
- **Academic internships:** Creswell explains that it is an internship that typically occurs at the end of an academic program, and it serves as a culminating experience. They allow students to showcase their skills and knowledge in a comprehensive project or role, often leading to final assessments or job offers. This type of internship is encouraged in the departments of the faculty of arts, letters and social sciences.

Entrepreneurship Education

Entrepreneurship education is a structured program designed to teach individuals the skills, knowledge, and mindset necessary to create and run their own businesses. It encompasses a wide range of topics, including business planning, finance, marketing, innovation, and leadership. The aim is to equip learners with the practical tools and theoretical understanding required to identify opportunities, develop viable business ideas, manage resources, and navigate the challenges of entrepreneurship. Mani (2015), defines it as a collection of formalized teachings that educate anyone interested in business creation. The authors also state that the entrepreneurship education can trigger entrepreneurial initiatives by enhancing entrepreneurial mindsets among students.

Kuratko et al (2015) propounds some key elements of entrepreneurship education such as creativity, business planning, risk management, marketing, finance, legal issues, networking,

ethics, experiential learning, critical thinking, resilience, and leadership which can be seen below:

Creativity and Innovation: This involves encouraging students to think creatively and innovatively, fostering an entrepreneurial mindset that seeks to solve problems and identifying new opportunities.

Business Planning and Strategy: Teaching students how to develop comprehensive business plans, including market analysis, financial projections, and strategic planning

Risk Management: Educating students about assessing and managing risks associated with entrepreneurship, including financial, market, and operational risks.

Marketing and Sales: Providing insights into effective marketing strategies, customer acquisition, and sales techniques essential for launching and growing a business.

Networking and Collaboration: Emphasizing the importance of building a professional network, partnerships, and collaborations within the entrepreneurial ecosystem

Practical Experience (Experiential Learning): Providing opportunities for students to gain hands-on experience through internships, startup incubators, business competitions, or launching their ventures.

Critical Thinking and Problem-Solving skills: Developing analytical skills to evaluate opportunities, make decisions under uncertainty, and solve complex problems.

Resilience and Adaptability or management skills: Teaching students how to navigate challenges, manage setbacks, and adapt to changes in the business environment.

Leadership and Team Building: Cultivating leadership qualities and skills in team dynamics, essential for leading a startup team and fostering a productive work environment.

Employability of post graduates

Employability is the capability of the higher education graduate to gain and maintain initial employment and to obtain new employment if needed (Pollard, 1998), cited by Bilola, al. (2016). According to Bilola et al (2016), the educational conception of employability relates to the ability to tackle “graduate” jobs and; the ability of the graduate to get (any) job. The former implies getting a job that is equal to the qualification acquired and the latter is employment without consideration of the qualification.

Achieving enhanced states of employability can bridge endemic skill gaps, raise organisational productivity and achieve innovativeness in the face of intense global competitiveness. It is now widely accepted that work-ready graduates who are self-assured, technically proficient and equipped with a range of nontechnical skills are better prepared for rigorous recruitment processes, a seamless transition into post-graduation employment and long-term career success. The shift in HE's strategic focus from the development of higher order skills, intellect and mastery of disciplinary content to skilled and vocational readiness is challenged (Jackson, 2016).

According to Gunn, et al (2010), some of the challenges of the employability agenda include:

- Confusion, ambivalence and definitional ambiguity amongst academic staff
- Student resistance and non-engagement
- Difficulties associated with inter-professionalism between academics careers and employability advisers, educational developers and variety of employers' needs
- Unrealistic request of the universities and educational developers

Review of Related Literature.

Curriculum and employability of post graduates.

According to the ministry of higher education quarterly review, SUP INFOS, (2010c), one of the roles of higher education (HE), is to increase the socio-economic, socio-professional and market friendliness of the curriculum. This role was reconceptualised in their New University Governance Policy (NUGP), with the objective of acquiring: a modern, professionalized higher education which is resolutely open to the rest of the society and meeting the requirements of knowledge production, of knowhow, of the use of knowledge and the production of human capital, quantitatively and qualitatively which is necessary to drive Cameroon to become an emergent nation by 2035 (Operational Strategy of the NUGP up to 2010:2). cited by Foche, 2016 p 20)

According to Mylrea et al (2015), one of the most effective ways to improve on professionalization or to implement professionalization in education is by ameliorating the school curriculum to fit the needs of the real world. They proposed the introduction of problem-based learning into the curricular (precisely the medical curricular) because according to some academic and professional Leaders across the world, they concluded that health education programs were not preparing graduates to respond to demands of the health system and that a curriculum redesign for health education was urgently needed. In particular, they

stated: “Professional education must inculcate responsible professionalism, not only through explicit knowledge and skills, but also by promotion of an identity and adoption of the values, commitments, and disposition of the profession.” This situation is applicable in several institutions across the world especially in Africa where the curriculum is not designed to suit the realistic needs of the job market in different educational sectors but it just gives the students general knowledge about their different educational fields.

The above authors further stated that approaches to professional education primarily focus on competence-based models, where the student is required to demonstrate attitudes, beliefs, and values pertinent to a particular profession. Recent research demonstrates that while creating a culture of professionalism and being explicit about professional expectations is important, more focus needs to be placed on the development of student professional identity. Course designers need to examine ways to achieve professional socialization of the student, where focus is placed on who the student is becoming. This identity formation will prepare them most effectively for the challenges which lie ahead to the profession through access to role models and experiential learning serves to effectively acculturate aspiring professionals."

Engell and Dangerfield’s “market model” holds that market signals are monitored and translated into new curricula and programs. Proponents of the model define a new logic in which “students tend to be seen as consumers rather than members of a campus community (and) the major responsibility for managers is to read the market and attempt to reposition accordingly” (Gumport, 2002, p. 55) cited by Bilola et al (2010), propose that for employability to be enhanced, the curriculum should involve entrepreneurial activities, project oriented tasks and work-related learning opportunities in the curriculum (for example, simulations; courses/modules concerning generic attributes linked back to the programme of study).

The competence based approach is another important aspect that should be greatly used in the curriculums of our schools to make them more professional. It has been introduced, but it is not fully effective. Foche (2021), stated that targeting the learning process on the ability to apply the acquired knowledge in practice is typical for the competence approach. The purpose of the competence training is to develop not only knowledge and skills, but also such personal qualities (competences), which provide the ability and willingness to use the developed knowledge and skills in practical activities (competency).

Moreover, it is important to put into consideration that the usage of employability to design the curriculum can have both positive and negative effects. As Gunn et al (2010) puts it, the assertion that 'colleges and HEIs should explicitly take account of their learners' future employment needs (including the generic skills and abilities needed in the workplace) in developing the curriculum and in the teaching and learning methods used' has an educational impact on programme and course design (Scottish Funding Council, 2009). This impact can be seen as positive (for example, by broadening the ways we encourage learning at university we broaden engagement with the subjects being studied) or negative (for example, by engaging with the employability agenda we are allowing an ideological position antithetical to university and disciplinary study to determine what we include in our curriculum). However, overall, it is more realistic to organize the higher education curriculum to suit the needs of the job market since even the objectives of higher education and universities have gradually changed over time from the desire to give just traditional knowledge for knowledge's sake to impacting students with realistic skills and competencies that can help them out of the classroom and academic fields.

Teaching Methods And employability of post graduate students

The lack of concrete professionalization in our Higher Education, unemployment of graduates cause all actors to rethink strategies of rendering our teaching/learning programs more adaptable through the acquisition of skills and competences to match the demands of the employment market, thereby attempting to provide a more sustainable solution to the problem of graduate employability. The GESP 2010/2020, also recommends the use of the competence oriented approach in higher education. In Cameroon, one of the new professional developments that came with the LMD reforms of 2007 is the use of student centered learning

Cyprain, (2021), stated that targeting the learning process on the ability to apply the acquired knowledge in practice is typical for the competence approach. The purpose of the competence training is to develop not only knowledge and skills, but also such personal qualities (competences), which provide the ability and willingness to use the developed knowledge and skills in practical activities (competency).

Current trends of modern higher education in the world are characterized by its increasing practice oriented character. This fact is explained by the desire of universities to prepare professionals being able to adapt, as soon as possible, to rapidly changing conditions of professional activities, new information technologies and communication systems, which have

penetrated and become an integral part of any modern profession. Formation of competences, aimed at ensuring the future professional activity, requires only professionally directed knowledge and skills, that is in conflict with the need to develop the foundations of objective knowledge, basic concepts and phenomena, the study of the fundamental principles and laws, and forms a mosaic pattern of information among the students. This aspect defines an organization of the learning process, when cutting time of discipline requirement, it is necessary to include fundamental and applied data and knowledge unjustly derived from the content of the discipline (Cyprain, 2021).

In order to facilitate the professionalization process through teaching, there is also the need for adequate educational resources in the universities such as good buildings and classrooms, libraries and laboratories, technology and ICT facilities and adequate personnel (Yizengaw, 2008).

Entrepreneurship education and employability of post graduate students.

According to GESP 2010-2020, the 2020 results indicate that Holders of higher education certificates (men and women), trained through holistic apprenticeship experiences, possess flexible and adapted skills and competences, but this is not the case with a large number of graduates, maybe due to their training or lack of training. Many students lack key components of entrepreneurship education such as idea generation and innovation, business planning, financial Literacy which involves understanding financial management, funding options, budgeting, and investment strategies, marketing and sales, leadership and management and most especially practical experience which provides opportunities for hands-on learning through projects, internships, and interaction with real entrepreneurs.

The skill set needed to become an entrepreneur includes; persuasion skills, creativity, critical thinking, leadership skills, negotiation skills, problem solving skills, social networking and time management (Mani, 2015 p2) To activate creativity and innovation, right brain thinking is required. The right brain thinking deals with uncertainties, open-ended questions, decision making with incomplete information, lateral thinking, intuitive thinking (Mani, 2015, p2). The entrepreneurship education programs should be designed in such a way to activate the right brain thinking of the students.

Nowadays, entrepreneurship education programs use different teaching methods including lectures, guest speakers, case studies and role models (Mani, 2015). While designing the education program for entrepreneurs, the following points should be kept in mind- student

specific requirements should be understood; the teaching should be more specific to student requirements; didactic methods such as lectures, readings, text books and seminar should be used for providing new information; active case studies, group discussions, brainstorming etc. should be used for skills building; problem solving in real-world situation, consultancy with small firms should be taken to provide hands-on experience. The output should be assessed on behavioral and skill outcomes, product development, prototypes etc. (Mani, M. 2015).

According to Gunn et al (2010), in order to enhance employability, the curriculum should involve entrepreneurial activities, project oriented tasks and Work-related learning opportunities in the curriculum: (eg simulations; courses/modules concerning generic attributes linked back to the programme of study). The students should also get opportunities to meet employers, be able to offer voluntary services, join student societies and create social networks.

The national development Strategy of 2020-2030 states that the quality of the education and training system, employability, entrepreneurship, contents and quality of education provided do not always match up with the demand of the productive system in terms of manpower. In fact, there is no definition of the standard profile of human capital or a prioritization in terms of training and skills that respond to the options and choices of economic and industrial development. To overcome these shortcomings, emphasis will be laid on the training of trainers, beefing up patriotism, provision of technical and vocational training.

Internship and employability of post graduate students.

Internship refers to a planned and supervised learning opportunity which enables students acquire more in-depth knowledge and skills, beyond the context of lecture rooms and in real-life situations before graduation. According to Calloway & Beckstead (1995), the internship experience exposes students to practical skills, improves their social relationships, motivates future learning and enhances their social personality. Additionally, these students will also have the opportunity to discover their job interests and objectives under a professional mentor (Wang & Chen, 2011). The internship should link the theoretical knowledge gained during the coursework to the practical experience (Amin et al., 2020)

The LMD reform also advocates for the fulfilment of an internship in higher education before the students can be granted a certificate. This internship helps at several levels because it helps to expose the students / interns to the practical world. According to Cheong, et al (2013), interning with a reputable and large corporation provides the opportunity for students to gain first-hand experiences in the day-to-day operations of a business organisation. They not only

get to be in the “thick of the action” but are given opportunities to contribute to the organisation. These enable students to put to practice the lessons and theories learnt in the classroom.

As stated by Lee et al (2013), As the business environment is getting more demanding, employers would tend to hire employees that can quickly adapt to the work environment and learn on their job in the shortest possible time. Internship programs offer employers with a pool of candidates that have undergone some form of exposure in their respective work areas. This benefit the companies as lesser training will be required for these interns if they were to be hired. Most importantly these interns had the opportunity to understand the work culture during the internship and thus could easily assimilate with their other co-workers should they be recruited as permanent employees. In addition, given that the internship is only for a short duration of time, both the university and host companies must draw up a meaningful and structured internship program to maximize the potential learning experience for the intern. It is also crucial that they are given tasks which challenge them to optimise learning.

West and ChurHansen (2004), cited by Jackson, D.(2016), argued the workplace is more effective in shaping identity than the university classroom; student dialogue and interaction with employers is therefore imperative

Aasir & Arshad (2018), cited by Catherine (2021) emphasizes Activity Base Learning (ABL) arguing that internship project can have two major outcomes for a business student: first, it builds it professionally, develops the students by enhancing career opportunities for him/her, developing their network with the industry and exposing them to real life challenges. Secondly, internship can increase skills, zeal, enthusiasm and self confidence in students in form of personal development. Besides these two advantages, students can also learn time management. It is observed that newly recruits have difficulties managing their time which is epitomised by constant late coming to work, and also not creating time to rest well after work.

Internships are also meant to encourage students to seek part-time jobs, volunteer positions, or project work related to their field. This experience is invaluable in demonstrating their capabilities to potential employers

Employability of post graduate students.

Gunn, et al (2010) assert that employability is about the development of a range of attributes and skills at university that can be transferred into situations beyond university study, 'Careers' is a subset of employability and that the graduate attributes agenda incorporates the employability agenda. This implies that employability goes beyond just the ability of a graduate

to gain and maintain a job. It involves skills and attributes that can be used even out of the job and professional milieu. It shapes a person for the society.

Yorke and Knight emphasize a holistic approach to employability, defining it as "a set of achievements, understandings, and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations." They argue that employability is not just about having technical skills but also about possessing personal qualities and transferable skills that enable individuals to adapt to changing work environments. (Yorke & Knight, 2004).

Gazier & Lefresne (2002), discuss employability in the context of labor market flexibility and lifelong learning. They argue that employability is not just about entering the workforce but also about individuals' ability to adapt to economic changes, technological advancements, and shifting job demands. They emphasize the importance of continuous skills development and the role of education in preparing individuals for lifelong employability.

Hillage & Pollard (1998) propose a framework that distinguishes between generic and specific skills contributing to employability. They define employability as "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." Their model includes both technical skills related to specific jobs and transferable skills that are valuable across various occupations.

Harvey (2001) focuses on the role of higher education in enhancing employability. He suggests that employability is about the capability to gain initial employment, maintain employment, and obtain new employment if required. Harvey highlights the importance of aligning educational outcomes with the needs of the labor market and fostering a proactive approach among graduates towards career development.

According to the GESP, 2010/2020, the employment of higher education certificate holders is of great importance to the Cameroon government and they enforce this by ameliorating the mobility between institutions of higher learning and enterprises. This means students who leave higher educational institutions should find it easy to integrate themselves into the professional and entrepreneurial world. If students leave higher education and find it hard to socially and professionally insert themselves into the job market, it means the mobility is low and needs to be ameliorated. Some employability skills include self-management skills, discipline-specific skills and career building skills.

Professionalization and employability of post graduates in higher education

This section aims to show the relationship between professionalisation and the socio-professional integration of students or graduates. It aims to show how important it is for students to be fully grounded on the notions and aspects of professionalisation before, upon and after graduation. It shows the influence professional development has on the potentials of students and the role it plays in helping them integrate into the socio-professional world, not only to get jobs but to be able to develop and maintain them.

According to Mylrea (2015), The process of becoming a professional is called “professional socialization” or “professionalization”. Merton cited by Martina F Mylrea et al. (2015), described professional socialization as: “...the transformation of individuals from students to professionals who understand the values, attitudes and behaviors of the profession deep in their soul. It is an active process that must be nurtured throughout the professional’s/student’s development.”

Still according to Mylrea (2015), In medical education the term “professional formation” is used to describe professionalization, indicating a reference to the tradition of educating clergy. Specifically the 475-year-old tradition of Jesuit formation is used as an example where core training involves service, experience, attainment of knowledge, and a reflection on the inner self. These activities are focused on the call to help others. The Carnegie Foundation for the Advancement of Teaching defined professional formation in terms of 3 apprenticeships: cognitive, practical, and professional formation. The last is further described as that which “introduces students to the purposes and attitudes that are guided by the values for which the professional community is responsible.”

The process of professionalization, which occurs both during education and practice, is referred to as professional identity formation (PIF), reflecting the importance of identity to the process. The AACP White Paper on Pharmacy Student Professionalism specifically mentioned the development of professional identity as part of the professionalization process. Many students arrive on the first day of the course as having already commenced professional identity development. This would be especially true of students who seek employment in pharmacies before starting formal university training. However, once the student commences study, subsequent professional identity development may be delayed until the scientific basis to pharmacy practice has been mastered.

Professional identity formation is attracting increasing attention as an essential element of professional socialization in medical education, and is described as “the establishment of core values, moral principles, and self-awareness.” Goldie viewed the development of a professional identity as essential to the practice of medicine. He also linked low professional identity to underperforming students, which can lead to low retention of these students. This means some students acquire professional knowledge out of the formal classroom and sometimes even before they commence formal learning or acquisition of the professional classroom skills.

Professionalization is a complex process unique to each individual influenced by the context and environment in which the development takes place. This idea was supported by several authors, who suggested a strong link between socialization and identity formation. Dall’Alba cited by Mylrea et al (2015) referred to professionalization as a transformation involving an “embodiment of understanding of practice” and added that it is critical during this transition period that students have the opportunity to consider “ways of being” as they reflect on who they are becoming, as well as what they know and what they can do. She noted professional development programs focus overwhelmingly on the acquisition of knowledge and skills and that this is inadequate for the transformation required in becoming a professional. Focusing solely on skills and creating specific measurable competencies may compromise the realization of richness, depth, and interconnectedness of professionalism.

Mylrea et al (2015) for example, considered the process of becoming professional to involve thinking, acting, and being like a professional, a position which highlights the importance of students being given opportunities to directly engage with and reflect on aspects of professional practice.

In the last decades, the wage premium attached to higher education has increased in most countries. In terms of employability, graduates tend to have a much higher probability of being in a job (Machin & McNally, 2007). According to (Nayyar, 2008), the world of professional education is been influence by globalization market, for example, engineering, management, medicine and law. Since professions are increasingly internationalized; globalization is also encouraging the harmonization of academic programs (Foche, 2021, p 37).

In the Cameroonian context, the government over the years has been working tirelessly towards matching the needs of the job market with the services rendered by higher education. One of the government's priority is to produce independent graduates who can not only provide jobs for themselves, but also for others in order to reduce the dependency ration of the non-working

population on the workers. In the National Development Strategy of 2020-2030, under the provision of technical and vocational training (286), the sub(ii) states that promoting a considerable increase in the number of young people and adults with the necessary technical and professional skills for employment, decent work and entrepreneurship in the industrialisation sub-sectors. (energy, agro industries forest-wood, cotton, textiles, leather etc.) While the sub (iv) states that opening specialized classes to reinforce professionalization and quality of teaching. These two provisions clearly show that the government wants higher education to be profession-oriented in order to lead students towards the goal of employability.

The notion of Professionalization in higher education and its implementation has been debated over time by different authors as some scholars see higher education as a means to give unique education to students independently of the demands of the job market while others see it as a means to an end in acquiring professional integration. These two views were summarized by Leroux as the Newmanian approach which believes in higher education for “neutral” or general knowledge which in itself is sufficient and The “Market Model” which originated from Harvard University (Dangerfield, 1998) which states that knowledge and research are not viewed as ends in themselves but as channels for development in all aspects of socio-economic life (Bilola & Pascal, 2016). Leroux further opines that professionalization in this view does not detract from one key HE mission –to provide general education. Hence professional training will always have an academic component but this will be insufficient in itself. Professional training therefore has the additional role of immersing the student into the “real” professional world. (Bilola & Pascal, 2016, pp 121-122).

The formal educational system is expected to convey knowledge applicable in work and prepares student for future work tasks. From the world of work, there are expectations that the formal educational system will produce potential employees who can contribute to organizational development and increased efficiency and the graduates expects to be able to apply the knowledge acquired through education in his or her future job. Different kinds of knowledge are valued in the educational system and the world of work. In working life, knowledge that is practically applicable is valued whereas the education system validates knowledge based on scientific criteria of correctness. However, “the gap between education and work cannot be resolved only by making school knowledge more similar to everyday experience. The challenge lies in a dynamic interface between school knowledge, experience-based knowledge and practical applications at work” (Foche, 2021).

Theoretical Framework

This section elaborates on the different theories that support the notion of professionalization and employability of graduates in higher education.

The Human Capital Theory (1964)

The human capital theory, first put forth by Adam Smith, contends that each worker possesses a set of abilities and skills that can be enhanced or increased through training and education. However, other economists such as Gary Becker, Theodore Schultz and Jacob Mincer helped to refine the concept in the 1950s and early 1960s. This theory suggests that education and training are investments that make individuals genuinely more productive. Individuals who are more productive will also have higher earnings and be more employable. The private economic return to investing in education or training, that is, the gain to the individuals, can therefore be measured by the net gain in lifetime earnings accruing as a result of their investment in education or training. Policymakers around the world tend to accept unquestioningly the premise that investment in education and training is a good thing, with most committed to investment in human capital, including Vocational Education and Training (VET), as a means of securing higher economic growth and national prosperity as well as achieving equity goals. (Carneiro, et al, 2010).

In its simplest form, the human capital theory states that an individual will undertake training when the present discounted value of the benefits of training exceeds the cost of training. That is, an individual is more likely to invest in training the larger the expected returns to training in terms of increased earnings. (McCall, 2016). Technically, this means, most people do not acquire education just for the sake of education itself, but also for the prospective benefits it can offer economically and monetarily. In simpler terms, many people acquire education and/or more education in order to increase their employability rate and secure future employment and better wages. Since this indicates that there is a relationship between education and the job market and that the former is most likely influenced by the latter, there is a need for our education system to be designed in a way that suits the needs of the job market and employers.

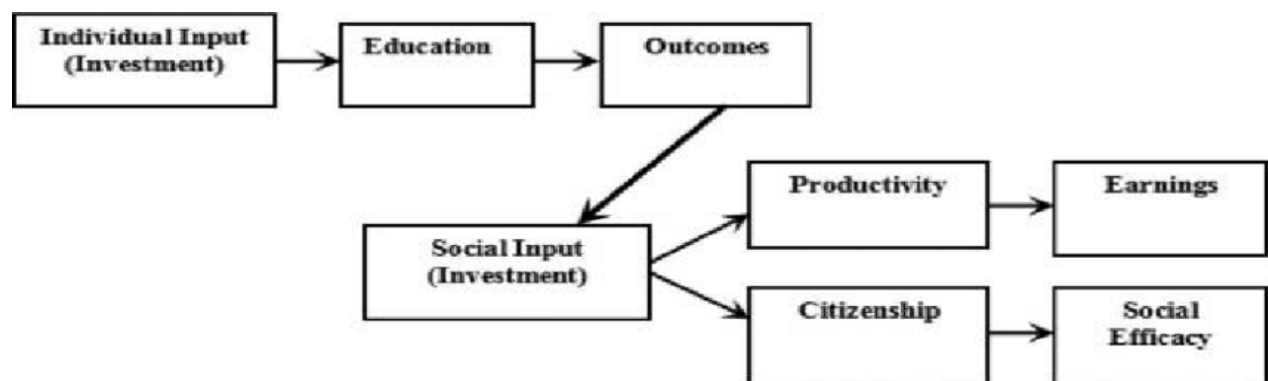
Principles of the Human Capital Theory

From the details above, some of the (key points) principles of the human capital theory include: Education equips individuals with knowledge and skills that are essential for performing tasks efficiently and adapting to changes in the economy.

Investing in education and training increases individuals' productivity and earning potential.

Human capital is not static but accumulates over time through learning and experience. Continuous investment in education and training allows individuals to improve their skills and adapt to evolving job requirements and technological advancements.

Lastly, the human capital theory suggests that individuals with higher levels of human capital tend to earn higher wages and have better job opportunities. Employers are willing to pay a premium for skilled workers who can contribute more effectively to organizational success.



Source: Swanson and Holton (2001, p. 110)

Figure 1: Illustration of the Human Capital Theory

Significance of the theory to the study

In line with this theory, the university and private individuals should invest more on human capital. Contextual application of this theory to our study will encourage investments in specific areas like the school curriculum, the teaching method, internship programs and entrepreneurship education. This will enable young people to improve on their standards of living whole also contributing to the development of the country's economy. The emergence of this theory brings to light the relationship between education and the job market and how they are dependent on each other for economic growth. The students in universities today will tomorrow become personals and form the human capital that the economy needs. Therefore, training is primordial to get them armed for the future challenges. Therefore, it is important to adequately prepare them for the job market and it's exigencies. Human capital theory becomes therefore an indispensable tool for this study. Moreover, this theory is significant to this study in the sense that Cameroon as a single developing country, needs to study and apply the relationship between Human Capital and growth. This is because Cameroon is in dire need of good growth performance in order to be able to meet the millennium development goals and

of realizing its dreams of becoming an emerging economy by 2035 (Tefah et al. 2012). Therefore, H.C.T becomes vital tool for these dreams to be realized citizens will be filled with talents, ability and knowledge which are needed to boost the economic activities of the country. This theory through this research, will inculcate the desire to invest on H.C in both the state and private individuals, owing to its high returns.

Limitations of the Human Capital Theory

Although the human capital theory is a great attempt at analysing the relationship between education and the job market or general earnings, it has some limitations. Some of them include:

It assumes that education increases productivity, and more education results in higher productivity, but this is not always the case. Some economists have argued that individuals who are more able and productive also tend to invest in more education (Spence, 1973; Arrow, 1973). In other words, education does not necessarily make you more productive, it simply acts as an expensive sorting device, to enable employers to identify more able individuals. Wolf (2002) claims that the policy emphasis on education and skills as the main driver of economic growth overstates the importance of human capital investments and that a major function of education is as a sorting device and to some extent a social discriminator. (Carneiro et al 2010).

The human capital equations unify higher education and work at the cost of suppressing much that is distinctive about each. Arguably, work and higher education are different kinds of social sites, each with its distinctive history, requirements, daily practices, subject-positions, rhythms and drivers. This does not mean work and higher education are unconnected. However, despite the strenuous efforts to connect education and work, the linear transition imagined in the human capital narrative does not describe higher education/work relations. The transition is often fraught. The education/work alignment is partial and unclear. Relations between the two domains are multiple, context-bound, fragmented, uneven and must be continually worked on. Josipa Roksa and Tania Level state: Many educational credentials have no obvious matches in the labour market. This includes the majority of high school graduates in general and academic tracks and a large portion of college graduates majoring in liberal arts and sciences. Consequently, finding a job in one's field of study is not only an individual dilemma, it is a process that reflects the relationship (or lack thereof) between the educational system and the labour market (Roksa and Levey 2010, 391).

It's assumptions on skills and experiences are not always true. The human capital theory studies

usually assume that experiences are translated into knowledge and skills. This assumption is problematic, however, because length of experience is not necessarily a good predictor of expertise (Carneiro, P et al 2010).

It oversimplifies the aim of education, mainly limiting it to work and making it a closed system. Jens Thomsen and colleagues report that at enrolment some students ignore forgone earnings during study (Thomsen et al. 2013, p 471). Borgen (2015, p. 34) states that many students do not 'self-select into colleges based on expected gain'. Students have many interests in addition to credentials, future earnings and careers, including network building (Armstrong and Hamilton 2013); the accumulation of knowledge, generic skills and cultural capital; intellectual formation as an end in itself; cultural activities; and social or political activism. They mix their goals, practices and modes of reflexivity. However, if one other effect is admitted then human capital theory can no longer function as a closed system. (Simon, 2017)

Lastly, it also does not fully account for factors like social capital and emotional intelligence, which also influences individual and organizational success. Some critics argue that it may oversimplify the complexities of human behavior and overlook structural barriers to accessing education and training, such as socioeconomic inequalities and discrimination.

In conclusion, the human capital theory emphasizes the importance of investing in people's knowledge, skills, and health to foster economic growth, improve productivity, and enhance overall well-being. This also implies that, although education is acquired primarily for knowledge and societal enrichment, it is not limited to it. Many people acquire education in order to increase and improve on their employability. Hence, we should put in more efforts at making our higher education professional and more suited to the needs of the job market.

The Market Model-University: Humanities in the age of money.

This is a model that has been developed and discussed extensively by different authors such as Milton Friedman (1970s, 2006), Benjamin Ginsberg (2011) and Engell J and Dangerfield A, (1998), Eliot Friedson (1970) and Burton Clark (1983). Friedman was an economist who supported capitalism in every aspects of life including education, Ginsberg proposed for a shift from the administrative curriculum to a more market oriented curriculum. Although Engell and Dangerfield wrote extensively about the market model in education, they were mainly against it and tried to propose ways to strike a balance between market-oriented education and the humanities. Their works were useful for our study especially at the level of the limitations.

Clark and Friedson advocate for increased market influence in higher education. This work includes different theories such as the theory of professionalism and the monetarist theory.

Engell and Dangerfield's "market model" holds that market signals are monitored and translated into new curricula and programs. Proponents of the model define a new logic in which "students tend to be seen as consumers rather than members of a campus community and the major responsibility for managers is to read the market and attempt to reposition accordingly" (Gumport, 2002: p. 55). The novelty is the raw power that money has over higher education activities (Clark, 1998; Marginson, Considine, 2000; Kirp, 2003, p. 3). It is implied that higher education (HE) should help its graduates to find their place in the socio-professional world. The market model relates to the "market" angle of Clark's (1983) coordination triangle redefined as the "society" (Cloete, Maasen, 2002, p. 23-25) or the "stakeholder society" (Neave, 2002). In essence the control of how higher education behaves is no longer determined within higher education institutions but by the market that governs them (Geiger, 2004, p. 261). Due to the increased importance of the knowledge economy (Kivinen, Nurmi, 2014, p. 1), the market-model HE is prolific in national and international higher education policy. Bilola & Pascal, 2016).

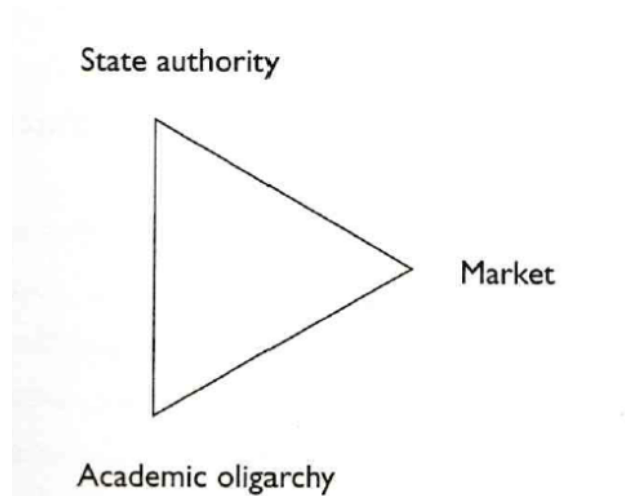


Figure 2: Illustration of the Clark Coordination Triangle in higher education (Clark, 1983)

According to the diagram, there are three vertices of the triangle, which shows the dynamics and interactions between three key elements in the governance of higher education systems namely the state, academic oligarchy and the market. Clark's model shows the balance of power and influence in higher education systems and how these three forces interact and shape the landscape of higher education. This state vertex represents government influence and control

over higher education. The state can regulate, fund, and set policies that impact universities and colleges. In systems with strong state control, the government often plays a central role in setting educational agendas, funding allocations, and regulatory frameworks. The market vertex signifies the influence of market forces on higher education. Market-driven systems emphasize competition, efficiency, and responsiveness to student demand and labor market needs. In such systems, higher education institutions operate more like businesses, focusing on attracting students, securing funding, and offering programs that align with market trends. (Clark 1983).

Lastly, academic oligarchy represents the traditional academic community, including faculty and academic leadership. It often emphasizes academic values, autonomy, peer review, and self-governance. In systems dominated by the academic oligarchy, decisions about curriculum, research priorities, and academic standards are primarily made by scholars and educational institutions themselves. Different countries and institutions might lean more towards one vertex or another, resulting in varying approaches to governance, funding, and educational priorities. In Cameroon for example, the higher education is mainly leaned towards the the state and academic oligarchy. This is why the market model advocates, as shown in the picture for the two methods to move towards the market instead. This means the market forces, demand and labour needs will be directly applied to student learning. In this way, they all have to work in hand for a modern and successful educational system. (Clark 1983).

The Friedson model drawn from Friedson's theory of professionalism speaks of three main ideal models of organizing work in society which he juxtaposes as "professions", "the market" and "bureaucracy". Following his conclusions on his research on the division of labour, Friedson portrays professionalism as an institutional circumstance whereby members of an occupation control their own work instead of managers or consumers. As a propounder of the market model, he believes the market should be in full control of the educational system and not the stakeholders of the school. A deeper look at this and contextualizing in the African and Cameroonian society will show that higher education cannot function independently from the job or labour market, since although not primarily, they educate students who will in turn integrate themselves either fully or partially into the job market. Hence the higher educators have to be fully professionalized so that they can in turn provide the students with the necessary skills required of them from the society and the job market. This also implies that higher education has to become more practical oriented and shift slightly from the traditional theoretical method of acquiring and giving knowledge by carrying out activities like making

the curriculum and learning activities more practical and giving more room for internships in higher education. (Doyle, 2016).

Friedman proposed a system of educational vouchers that would require public and private and public schools to compete in a market-like setting. Friedman explains how vouchers would introduce competition into education, bringing what he considers to be the virtues of the market, to public schools. Ginsberg (2011) discovered that there is increasing administration and overambitious bureaucratic and economic systems in HEIs. Thus, there is a need to make academic structural changes through the longitudinal perspective of organizational learning to be able to meet new knowledge needs in a changing and technological advancing society.

In articulating the functions and mission of HE, the UNESCO Declaration particularly affirms contributing to the development of the society as a whole using courses and content continuously tailored to present and future societal needs. This anticipatory role defines relevance as the fit between what the society expects of HE and what it does (Art. 6 a). Article 7 recommends strengthening the links between HE and the world of work. These links include apprenticeship opportunities; exchange of personnel; joint development, delivery and assessment of curricula and; systematic consideration of trends in the labour market. Evidence of the market model perspective can be found in the Cameroon's Growth and Employment Strategy Paper (Growth and Employment Strategy Paper (GESP) for 2010-2020, Cameroon: Government of Cameroon., 2010, p. 49) with statements like "university training with a professional focus encouraging professional training and prioritizing the satisfaction of local needs"; [The GESP (GESP, 2010, p. 50) and the Education sector strategy (Education Sector Strategic Plan, 2006, p. 58) also attribute high unemployment to the professional training which is not tailored to the needs of companies. By implication, professional training will be tailored to these needs as recommended by the market-model. As stated by Kivinen and Nurmi (Kivinen & Nurmi 2014, p.1) higher education is expected to produce marketable professional competencies. (Engell & Dangerfield, 1998)

Principles of the market model, universities and humanities

Marketization of Education: Universities increasingly operate like businesses, emphasizing profit generation, efficiency, and competition. This market-driven approach often prioritizes programs that are perceived to have higher economic returns.

Focus on STEM and Professional Programs: There is a shift towards investing in science, technology, engineering, and mathematics (STEM) fields and professional programs (e.g.,

business, law) at the expense of the humanities. This is driven by the belief that these fields are more directly linked to job markets and economic growth.

Assessment and Accountability: Universities adopt metrics and performance indicators to measure success, often emphasizing quantifiable outcomes such as graduation rates, employment statistics, and research funding.

Tuition and Financial Pressures: Rising tuition fees and the increasing reliance on student loans create financial burdens for students. This often leads to a focus on programs that are perceived to offer better economic returns, further marginalizing the humanities.

Corporate Partnerships and Funding: Universities seek partnerships with corporations and external funding sources. While this can bring in much-needed resources, it can also influence academic priorities and research agendas, sometimes at the expense of intellectual independence and the humanities.

Adjunctification and Labor Practices: There is a growing reliance on adjunct and part-time faculty, which reduces costs but also affects job security, academic freedom, and the quality of education. This labor model often negatively impacts the humanities, where full-time, tenured positions are increasingly rare.

These principles reflect a broader trend towards the commodification of education, where the value of academic disciplines is increasingly measured by their economic utility rather than their intrinsic or societal worth. (Engell& Dangerfield, 2005).

Significance of the theory to the study.

The theory is significant to our study because it handles concepts like the reevaluation and adjustment of the higher education curriculum, a shift from study of the humanities to STEM education in order to meet up with the demands of the job market. The theories ties with our study because it explains that the market signals have to be translated into new programs and curricular in order to reflect the situation of the job market and prepare the students who are all considered as future employees for the real economic world. The market model also proposes the extensive acquisition of skills by students in order for them to fit into the job market, for example Friedson's theory which takes us to entrepreneurship education. He also indicates that professionals should be the ones to make decisions about professionals, hence the need for internships where the students can interact with real professionals and employers from the job world.

Criticisms of the market model

Erosion of Academic Values: Engell and Dangerfield argue that the market model undermines traditional academic values such as intellectual curiosity, critical thinking, and the pursuit of knowledge for its own sake. The emphasis on market-driven outcomes devalues disciplines that do not directly contribute to economic productivity, particularly the humanities.

Commodification of Education: The shift towards treating education as a commodity reduces students to consumers and education to a product. This perspective prioritizes immediate economic returns over the long-term benefits of a broad, liberal education, which can include personal development, civic engagement, and cultural understanding.

Neglect of the Humanities: Under the market model, funding and institutional support are disproportionately allocated to fields perceived as economically valuable, such as STEM and professional programs. This leads to the marginalization of the humanities, which are often viewed as less practical or lucrative. Engell and Dangerfield stress that this neglect undermines the role of the humanities in fostering critical thinking, ethical reasoning, and cultural literacy.

Impact on Teaching and Learning: The focus on efficiency and measurable outcomes can lead to a reduction in the quality of education. Larger class sizes, increased use of adjunct faculty, and pressure to produce quantifiable results can detract from the depth and richness of the educational experience. This environment can stifle creativity and reduce opportunities for meaningful student-faculty interaction.

Financial Pressures on Students: The increasing cost of higher education and the reliance on student loans place significant financial burdens on students. This can lead to a pragmatic focus on fields of study perceived as offering better economic returns, thereby discouraging students from pursuing interests in the humanities.

Corporate Influence: Partnerships with corporations and the pursuit of external funding can compromise academic independence and prioritize research agendas aligned with corporate interests. This can lead to a narrowing of academic inquiry and a shift away from fundamental research and critical scholarship.

Adjunctification and Labor Issues: The reliance on adjunct and part-time faculty as a cost-saving measure undermines job security, academic freedom, and the quality of education. Adjunct faculty often lack the time, resources, and institutional support needed to provide high-quality education and engage in meaningful research.

Engell and Dangerfield advocate for a re-evaluation of the market model in higher education, emphasizing the need to preserve the core values and broader societal roles of universities, especially in maintaining robust programs in the humanities.

Empirical.

The Concept of Professionalization and Employability in Higher Education According to Different Authors.

Chekwube & Chimeruo (2021), carried out a study titled the Influence of professionalization in business education towards developing students professional abilities in public universities in South East Nigeria, published in October 2021, by Nigerian Journal of Business Education (NIGJBED) 8(2). Using a sample of 64 business educators in public universities in South East Nigeria with a descriptive survey design, they found out that professionalization in Business Education influence the development of teaching abilities in students in areas of managing discipline, imparting knowledge, mastering knowledge among others. On the other hand, professionalization influences the development of management abilities in students in line with the ability to interact, work and relate with people among others. It was recommended that business educators should adequately prepare and equip her students with sound professional abilities as it concerns teaching and management abilities to enable them expertly and professionally impart knowledge and as well competently manage human and material resources in organizations and any business outfit under their care.

Atem (2023), carried out a study on Professionalization of higher education and graduate employability in state universities in Cameroon, published by the universal journal of innovative education 2(4). Using a sample of 361 graduates from the university of Buea and Bamenda, findings revealed that curriculum content ($r\text{-value} = 0.760^{**}$, $p\text{-value} = 0.000$) and infrastructural resources ($r\text{-value} = 0.782^{**}$, $p\text{-value} = 0.000$) have a strong, positive and significant effect on graduates' acquisition of employability skills. Despite these significant and positive effects, a significant proportion of graduates, final year undergraduate students and academic staff showed the infrastructural resources are inadequate and curriculum not professionally oriented. Therefore, it was generally recommended that adequate measures should be implemented to improve curriculum contents and on infrastructural resources for effective professionalisation of programmes in State universities to enhance graduates' acquisition of employability skills while internships, practicum and field work be intensified.

Doyle, et al (2016), did a study on Professionalisation as development and as regulation: Adult education in Germany, the United Kingdom and India published by Springer Science+Business Media Dordrecht and UNESCO Institute for Lifelong Learning 2016, pp 1-2. Using a sample of a number of university students, from a population of the university, they discovered that applying Freidson's models to the organisations highlights the role of bureaucracy and that where adult education is concerned, national governments, the European Union and aid organisations not only serve bureaucracy but also support the market rather than operating separately from it. While the term "professionalisation" continues to be used to mean professional development, either by adult educators and representative organisations (as in the UK) or by organisations acting on their behalf (as in Germany and India), it is also used to denote regulation and standardisation issuing from bureaucratic institutions and adult education provider organisations in the interests of the market. The authors suggest that Freidson's model provides a useful tool for adult educators in other countries to reflect on their professional position and to engage in the development of their own professional standards, both in their own interests and in the interests of those they educate.

According to Kumar (2015), in their book titled Professionalization of education: A critical analysis, published by *Global Journal of Creative Research & Development* 2(1) they found out that two important and purified efforts are the Education Commission (1964-66), and the National Policy on Education (1986), where subsequent efforts are made to modify education and adopt professionalization. These developments have obvious implications for education and teacher professionalism. The rationale underlying this view is that upgrading the teaching occupation will lead to improvements in the motivation and commitment of teachers, which in turn, will lead to improvements in teachers' performance, which will ultimately lead to improvements in student learning. In India professionalization creates new opportunities in the context of teaching learning. The possession and use of expert or specialist knowledge; responsibility to subject and wider society through voluntary commitment to a set of values that goes beyond those inherent in any employment relationship; and the exercise of autonomous thought judgment. Professionals are organized, trained, qualified or regulated, and creative. By identifying these characteristics of professionals that appear to have fairly universal application through activity.

According to Bilola & Pascal (2016), in their article titled Professionalizaation for Graduate employability in Cameroon higher education: Old wine in new wineskins?, published by *The Modern Higher Education Review* No. 1, they found out that a peculiarity of

professionalization is its articulation as a new ‘objective’ in universities. Using the Newmanian and the Market-Model perspectives, we argue that the novelty is in the attention, type of stakeholders and approaches and not in professionalization itself. It was noticed that some academics do not agree that universities should be concerned with employability of graduates. This is due to the belief in education for its own sake without utilitarian motives as well as uncertainty about the capacity of the national labour market. Even though the efforts have addressed both the supply and demand side of the products of HE, the supply side is insufficiently addressed. Their conclusion was that professionalization; in the way it is currently being addressed cannot enhance graduate employment and relevance of university education to the job market as intended

Mylrea et al. (2015), in their article titled Professionalization in Pharmacy Education as a Matter of Identity published by the American Journal of Pharmaceutical education, 79(9), discovered that professional identity formation can be achieved through student engagement with authentic experiences and interaction with qualified professionals. This paper examines the shift toward identity formation as an essential element of professional education and considers its implications for pharmacy curriculum design.

Foche (2021), in his article titled Assessing the Teaching/Learning Programs and the Professionalization of Higher Education in the University of Maroua, Far North Region of Cameroon, published by International Journal of Humanities Social Sciences and Education 8(2), found out that, limited professionalization in the teaching/learning programs, teachers’ qualification and competence averagely reflects professionalization, while learning infrastructure insufficiently supports professionalization. The study strongly recommends a higher education curricula that is relevant to the socio-economic needs of the nation, which will provide a balanced curricula that is responsive, culturally sensitive and adequately supported by appropriate teaching and learning materials. Finally, university-industry interaction should be enhanced through internship placements of students and signing of conventions and corporation accords.

According to Patience & George (2020) in their article titled Professionalization in Higher Education and graduates employability in Cameroon: challenges and prospects, published by *The Journal of the Faculty of Education*, 2(1), they discovered that high graduate unemployment in the country is due to insufficient professionalization of courses and poorly implemented policies. They then proposed that higher education institutes should develop work related curricula that can enhance employability by catalysing activities among students to

facilitate professionalization to produce skilled, opportunity-oriented students, ready for the challenges and competitions that characterise the graduate labour market, as they transition from university to work.

According to Forje (2021), the result suggests that some areas of education can be professionalised, by making it practical through the introduction of plays, games, storytelling and using proverbs. The research suggests a democratic approach whereby the opinions of students are listened to and considered in the process of teaching and learning. The conclusion is that, activities such as self-paced design projects of taking students outside the lecture halls or classrooms either for practical work or discussions under a more relaxed and perhaps more conducive, attractive and enabling environments need to be adopted. This approach is likely to provide a new view of teaching and motivations for creative and innovative ideas generation to take place with greater dividends to the overall progress of professionalisation and society.

According to Cheong, et al (2013) in their book titled, *Internship Experience: An In-Depth Interview among Interns at a Business School of a Malaysian Private Higher Learning Institution*, published by Procedia - Social and Behavioral Sciences. Elsevier Ltd., they found out that Interning with a reputable and large corporation provides the opportunity for students to gain first-hand experiences in the day-to-day operations of a business organisation. They not only get to be in the “thick of the action” but are given opportunities to contribute to the organisation. These enable students to put to practice the lessons and theories learnt in the classroom. This in-depth interview study was conducted with a small selected group of final year business students at a private university in Malaysia who had undergone a ten week internship at various Malaysian companies. The findings of this research provided rich insights on internship experiences which in turn will benefit the stakeholders involved namely students, employers and educational institutions.

According to Chaffi & Tekuh (2021), in their article titled *University curriculum and graduates' employability in the department of animal biology and physiology of the university of yaounde: the controversy between curriculum and employment*, published by the *journal of the faculty of Education (Educare)*, 61-83, they found out that university curriculum significantly influences graduate employability in the department of animal's biology and physiology. Since curriculum does not meet the job market demands, their paper suggested for a review of the curriculum with the participation of all the stakeholders in view to address the needs of the society with the capacity to generate employment for university graduates.

Summary of the Chapter and The Gap

The chapter was divided into mainly 4 sections. It conceptualized the different concepts under study, provided a review of related literature by other authors, did an empirical review and also presented theories related to the study. After a thorough review of the work, several authors in and out of our scope have tried to address the issue of professionalization and employability in education. Some authors differed at the level of the approaches to achieve the goal of professionalization and employability, for example at the level of the current curriculum, the teaching methods and internship style. There were also different views at the level of the theoretical reviews where some authors like Friedman advocated for using the market as a great determinant and controller of higher education, while others like Engell and Dangerfield think this method will lead to the commodification of education. The different views were summarized by Leroux as the Newmanian approach which believes in higher education for “neutral” or general knowledge which in itself is sufficient and The “Market Model” which originated from Harvard University (Dangerfield, 1998) which states that knowledge and research are not viewed as ends in themselves but as channels for development in all aspects of socio-economic life (Leroux, 2014: p. 91) cited by Bilola & Pascal, (2016).

However, after reviewing the different works, the researcher realised that very few or almost no authors have tried to address the issue of professionalization and employability in classical faculties like the faculty of arts and social sciences, while looking at concepts like curriculum, internship and especially entrepreneurship education. This has led us to a gap because most authors write about these concepts in relation to professional and vocational schools, leaving out the classical departments without putting into consideration the fact that the nation and world at large is moving towards professionalization of the entire higher educational system. This makes our study relevant as it stands to fill the gap that exist in the literature. Moreover, the study gives a succinct nature of educational management in the new educational system put in place.

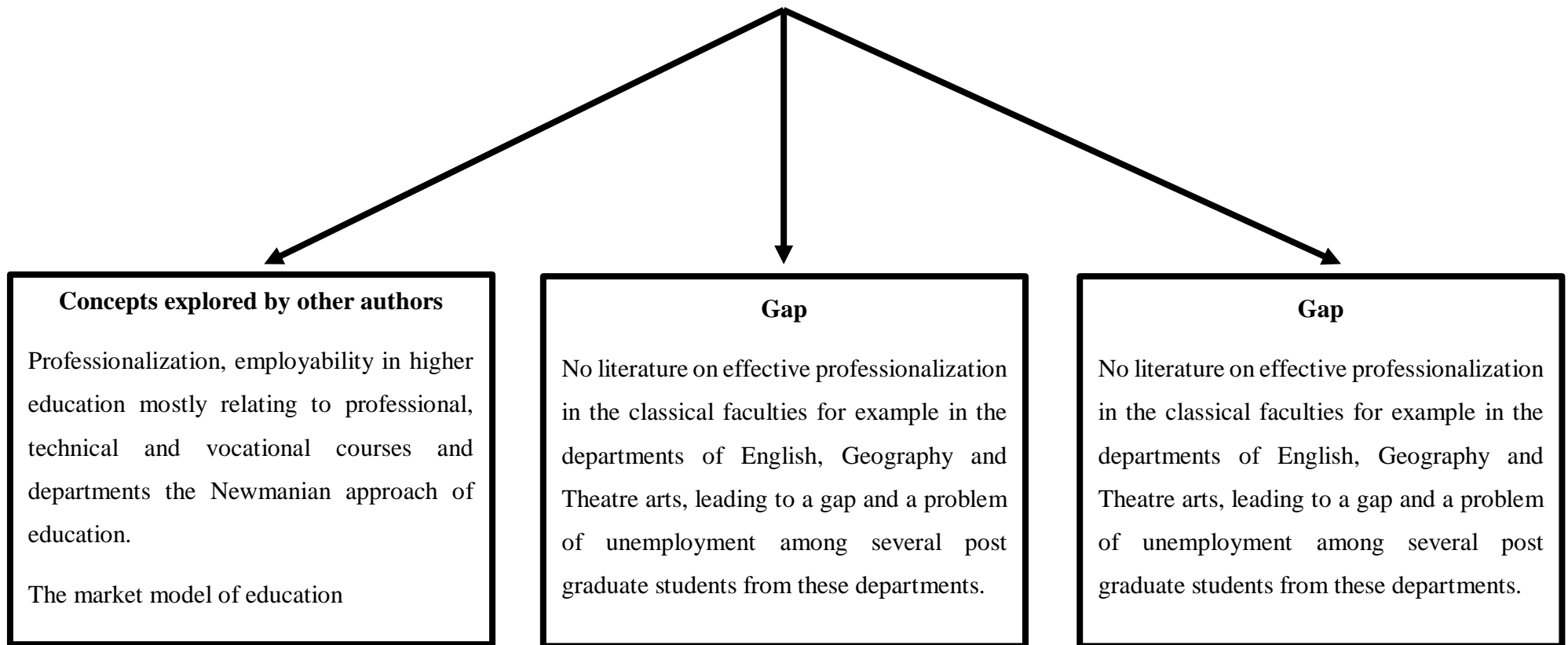


Figure 3: The Research Gap

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURES

According to Kothari, (2004), research methodology is a way to systematically solve the research problem. Why a research study has been undertaken, how the research problem has been defined, in what way and why the hypothesis has been formulated, what data have been collected and what particular method has been adopted, why a particular technique of analysing data has been used and a host of similar other questions are usually answered when we talk of research methodology concerning a research problem or study. Research methodology refers to the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability. This chapter will look at the following concepts: research design, area of study, population of the study, sample and sampling techniques, instruments of data collection, validation of instruments, administration of instruments, data collection procedures and method of data analysis.

Research design

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. (Creswell, 2009). "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure." In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. (Kothari, 2004, p.48). In other words, the function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money. But how all these can be achieved depends mainly on the research purpose. Research purposes may be grouped into four categories, viz., (i) Exploration, (ii) Description, (iii) Diagnosis, and (iv) Experimentation (Kothari, 2004, p31). Creswell, (2009) identifies three types of designs, namely the quantitative, qualitative and mixed designs.

In this study, we employed the use of the survey research design because it offers a practical, efficient, and versatile method for collecting and analyzing data from a large population using a tool like the questionnaire. It provides the means to gather standardized and generalizable information, making it a valuable tool in our area of research. There are different types of

survey research designs such as the exploratory, explanatory, cross sectional and the descriptive survey design. Our study will make use of the descriptive survey design which focuses on discussing the characteristics of a population under study, because of its reliability.

Area of study

The study will take place in the university of Yaounde which is found in the capital city and center region of Cameroon, Yaounde. The University is located in the Mfoundi division and the Yaounde 3 subdivision. The Mfoundi division covers an area of 297 km² and has a total population of 3,525,036. (2010 statistics). It has seven districts and 1 municipality. The university of Yaounde I is found in the third district which has a population of 252 501 inhabitants and a density of 3 702 hab/km². The University of Yaounde 1 is a bilingual Institution which has 03 main campuses (Ngoa-Ekelle, District of the Municipal Lake and Nkolbisson). It covers a total surface of 105.37 hectares. It has 4 faculties and 3 large schools) 04 specialised centres, 02 virtual universities and 65 laboratories of research. 73,607 students sharing 70 major courses in 54 departments are served by 1042 teachers and 884 administrative and supporting staff.

The focus of our study was in the faculty of Arts, letters and social sciences. The faculty of Arts letters and human sciences of the university of Yaounde I has a population of around. It has over 16 departments. We worked with five selected departments namely the departments of Geography, Theater arts, English, Sociology and the department of History, selected using the random stratified method of sampling. These areas were chosen due to the language and the researcher's familiarity with the geography and morphology of the area, thus justifying access to required resources. Also, the researcher believes working with this area will be able to identify the problems the researcher wished to discuss and also provide suggestions to eliminate this problem in the faculty.

Population of study

The population refers to individuals with common characteristics on which a researcher does their findings. The population was looked at from the following perspectives:

Total population

The total population refers to the entire or whole population under study. In our study, the total population were the post graduate students of the university of Yaounde 1. The university of Yaounde I has a total population of over 73607 students and 8 faculties. However, the graduate students were the population we were interested in.

Target population

The research population, also known as the target population, refers to the entire group or set of individuals, objects, or events that possess specific characteristics and are of interest to the researcher. It represents the larger population from which a sample is drawn. (Thomas, 2023). Our target Population were the post graduate students of the Faculty of Arts, Letters and Social sciences which is made up of 16 departments. The faculty of arts is made up of over 12,416 students.

Accessible population

The accessible population refers to the subset of the target population that researchers can realistically reach and study. Our accessible population were the post graduate students of the departments of Geography, Theater arts, English, sociology and History. Using the stratified random sampling technique, we selected 5 departments from the 16 departments which had similar characteristics. The different departments were grouped into homogeneous sets of 3 (and 4 for the last) and then 1 department was selected from each to represent the entire population. The number of post graduate students from the 5 different departments were 230 for Geography, 61 for English, 15 for sociology, 15 for theatre arts and 20 for History giving a total of 342.

Sample and Sampling technique.

It is naturally neither practical nor feasible to study the whole population in any study. Hence, a set of participants is selected from the population, which is less in number (size) but adequately represents the population from which it is drawn so that true inferences about the population can be made from the results obtained. This set of individuals is known as the “sample.” (Kadam & Bhalerao 2010). A sample is a portion of the total population under study. Shukla, (2020) defines a sample as any sub set of population which represents all the types of elements of the population. Our sample population is a selected number of students from our five departments in the accessible population. From this sample, our sample size was created. We used the proportionate sampling to select the sample size by getting a 90% proportion from each of the numbers. This is because the students weren't many, so we needed to get results that weren't biased. Hence, in every 10 students, we took 9.

Sample Size.

The sample size refers to the number of items or individuals selected from the target population to represent the entire population statistically. Kadam & Bhalerao (2010) define it as the

number of participants in a sample. The sample size will be a total number of 309 students from the selected departments.

Table 1: Distribution of Population

Total population	Target population	Technique of sampling	Accessible population	Technique	Sample
4 faculties and 3 schools	16 departments	Stratified random sampling	5 departments 342 Geo 230 History 20 English 61 Theatre arts 15 Sociology 16	Proportionate sampling.	309 Geo 207 History 18 English 55 Theatre arts 14 Sociology 15

Table 2: Distribution of Population sample

Departments	Population		Total
	Males	Females	
Geography	107	100	207
Sociology	7	8	15
Theatre arts	8	6	14
English	30	25	55
History	10	8	18
Total	162	147	309

Sampling technique

Sampling refers to the process of selecting a sample from a larger group or population of interest in order to gather data and make inferences. The goal of sampling is to obtain a sample that is representative of the population, meaning that the sample accurately reflects the key attributes, variations, and proportions present in the population. (Thomas, 2023). In simpler

words, sampling is the process of selecting elements from a population in such a way that the sample elements selected represent the total population. The stratified random sampling technique was used to identify the population. It is a method used to ensure that different subgroups (strata) within a population are adequately represented in the sample. The population was divided into distinct sub groups that share similar characteristics, and then random samples were drawn from each subgroup.

Sources of data

The sources of data for our study were divided into the primary and secondary sources. Our primary source of data included the data collected from the respondents on the field with the use of questionnaires. Our secondary data sources include books, articles, documents and reforms.

Research instrument

As stated by Kothari, (2004), in dealing with any real-life problem, it is often found that data at hand are inadequate, and hence, it becomes necessary to collect data that are appropriate. There are several ways of collecting the appropriate data which differ considerably in context of money costs, time and other resources at the disposal of the researcher. Primary data can be collected either through experiment or through survey. If the researcher conducts an experiment, he observes some quantitative measurements, or the data, with the help of which he examines the truth contained in his hypothesis. But in the case of a survey, data can be collected by any one or more of the following ways; by observation, through personal interviews, telephone interviews, mailing of questionnaires and through schedules. The questionnaire will be used for the collecting of data for this study.

Description of the research instrument

A questionnaire can be referred to as a rigorous tool arranged and prepared by the researcher pertaining to the research under investigation to collect and analyze valuable information from the respondents. The questionnaire was chosen for our study because it is less costly in terms of money, time and effort and also gives the respondents the opportunities to express their views on various issues. The questionnaire is divided into four parts. The first part of the questionnaire is reserved for the independent variable which is further broken down into four sub sections. Each section has 6 items. The second part of the questionnaire is reserved for the dependent variable. Here, the researcher asked questions regarding the internal employability of university students. The third and the last part of the questionnaire focusses on the socio-

demographic variables of the participants such as the age, gender and department of studies. The questionnaire was constructed based on the Likert scale of measurement which ranges from strongly disagree to strongly agree.

Weighting of the questionnaire

The questionnaire was weighted from 1-4 with 4 being Strongly agree, 3 being agree, 2 being disagree and 1 being Strongly Disagree.

Validation of research instrument.

Sound measurement must meet the tests of validity, reliability and practicality. In fact, these are the three major considerations one should use in evaluating a measurement tool. (Kothari, 2004, p73).

Validity is defined as a situation where an instrument measures what it is supposed to measure. In other words, it is the truthfulness of the research instrument. According to Kothari (2004), validity refers to the extent to which a test or an instrument measure what we actually wish to measure.

Validity of research instrument

The instrument of data collection which we used was the questionnaire. Its validity will be respected at 3 levels: face validity, content validity and the pre-test. These are as follows:

Face validity.

Here the questionnaire will be handed over to the supervisor for her to cross-check and confirm if it's fit for administration.

Content validity.

Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. If the instrument contains a representative sample of the universe, the content validity is good. Its determination is primarily judgmental and intuitive. It can also be determined by using a panel of persons who shall judge how well the measuring instrument meets the standards, but there is no numerical way to express it. (Kothari, 2004, p74). To establish content validity, the instruments will be given to two experts or judges for proper scrutiny.

External validity

The questionnaire was answered by the people for whom the questionnaire was designed.

Reliability of the research instrument.

Kothari (2004) asserts that reliability has to do with the accuracy and precision of a measurement procedure. He states that a measuring instrument is reliable if it provides consistent results. Simply put, reliability is the degree to which an instrument consistently measures whatever it is measuring. The questionnaire was tested for reliability.

Pre-test.

Pretesting is the only way to evaluate in advance whether a questionnaire causes problems for interviewers or respondents. (Presser et al, 2004). The main aim of a pre-test is to check if there are any problems with the data collection instruments in order to find solutions. In other words, it is done to identify any lapses in the methodology, such as unclear questions, or problems with the variables that may affect the reliability and validity of the research. Conventional pretests are based on the assumption that questionnaire problems will be signaled either by the answers that the questions elicit (e.g., “don’t knows” or refusals), which will show up in response tallies. Presser et al, 2004). A pre-test was carried out by the researcher and it involved administering the questionnaire to a pre-selected population of the accessible population in order to check for reliability and validity. We administered 50 questionnaires to 30 participants for the pre- test phase and made attempts to correct the difficulties that were faced by some of the respondents before administering the actual questionnaire.

Table 3: Cronbach Alpha Coefficient(r)

No	Cronbach Alpha Coefficient(r)	Judgement
1	More than 0.9	Excellent
2	0.80-0.90	Good
3	0.70-0.79	Acceptable
4	0.6-0.69	Questionable
5	0.5-0.59	Poor
6	Less than 0.59	Unacceptable

Source: Khairul, Ismail, and Saleh, (2018)

The normal range of the coefficient alpha values is between 0.00 and +1; the higher the value, the better the internal consistency with participants' responses. The reliability statistics of the respondents is presented below.

Table 4: Reliability statistics for the pilot test

Cronbach's Alpha	No of Items
0.750	30

The reliability results revealed that the internal consistency of the participants was satisfactory as the overall coefficient value of the questionnaire is 0.750 above the recommended threshold of 0.7 which implies it is good. The advantages derived from the pilot test were that the errors pointed out were corrected and the total understandability of the questionnaire was measured which assisted to enrich the final questionnaire, hence, the validity of the research instrument.

Administration of instrument.

The administration of our instrument can be done in two ways: through the direct or indirect entry. With the direct entry, the participants read the questionnaire and answer themselves, while with the indirect entry, the questions are read to the respondents and their responses are written down by the researcher. In our study, we made use of the direct entry method to administer our instrument.

Data Analysis Technique

According to Bryman (2012), data analysis refers to the management, analysis and interpretation of data. He also opines that it might be taken to mean the application of statistical techniques to the data that have been collected. In his book titled social research methods, he further explains that the data analysis stage is fundamentally about data reduction, that is, it is concerned with reducing the large corpus of information that the researcher has gathered so that he or she can make sense of it. Unless the researcher reduces the amount of data collected - for example in the case of quantitative data, by producing tables or averages and in the case of qualitative data, by grouping textual material into categories like themes - it is more or less impossible to interpret the material. (Bryman 2012, p13.).

Data analysis techniques in research refer to the methods used to systematically apply statistical and/or logical techniques to describe, summarize, and compare data. These techniques help researchers interpret the data and draw meaningful conclusions. The data analysis technique

that we used was the statistical data analysis technique and this includes the descriptive and inferential statistical techniques. We used the descriptive statistics to present the frequency distribution of the participants responses while the inferential statistics helped us in the verification of research hypothesis. We also used the Pearson correlation coefficient to test the hypothesis.

Ethical Consideration

Ethical consideration refer to the principles that guided our research designs and data collection practices. They included the principles of confidentiality, anonymity, informed consent and the protection of participants. We informed the participants of the purpose of the questionnaire and didn't force them to participate. Their identities and responses were also kept confidential.

Table 5: A Recapitulative or Synoptic Table

GH	SH	Modalities	Indicators	Items	DV	Modalities	Items	Instruments of data collection	Techniques of data collection
There exists a significant relationship between professionalization of higher education in state universities and the employability of students in the university of Yaounde 1.	There exists a significant relationship between the curriculum and the employability of students in the university of Yaounde 1	Curriculum	ICT and technological courses Career oriented subjects Scientific research and innovation (STEM) Multidisciplinary teamwork and collaboration among students Effective use of the LMD	1-6	Employability of students in the university of Yaounde 1	Strongly Disagree Disagree Agree Strongly agree	25-30	Questionnaire Questionnaire	Statistical data analysis technique Descriptive statistics Inferential statistics Pearson correlation
	There exists a significant relationship between teaching methods and the employability of students in the university of Yaounde 1.	Teaching Methods	Use of the flipped classroom Cooperative learning Student- centred learning Competence based approach Use of workshops in learning Project based learning	7-12		Strongly Disagree Disagree Agree Strongly agree	25-30		

There exists a significant relationship between teaching methods and the employability of students in the university of Yaounde 1.	Teaching Methods	Use of the flipped classroom Cooperative learning Student- centred learning Competence based approach Use of workshops in learning Project based learning	7-12	Strongly Disagree Disagree Agree Strongly agree
There exists a significant relationship between internship and the employability of students in the university of Yaounde 1.	Entrepreneurship Education	Business courses Problem solving skills Self -employment and ability to create jobs. Use of case studies, seminars and role models to teach. Leadership, management and innovative skills	19-24	Strongly Disagree Disagree Agree Strongly agree

CHAPTER FOUR

PRESENTATION OF FINDINGS AND DATA ANALYSIS

The present chapter focuses on the analysis, presentation and interpretation of the results of findings. The data collected was analysed using the descriptive and inferential statistics and the results are presented in this chapter. The chapter is divided into three main parts. This consists of data analysis, presentation of the results and the interpretation of the findings.

Presentation of descriptive statistics

The present section focuses on the presentation of the descriptive statistics of the study. It involves the presentation of descriptive statistics on the socio-demographic variables of the study such as sex, level of education, age and department. The section also presents the results of the descriptive statistics of the study which involves the main variables of the study such as curriculum content, teaching methods, entrepreneurship education, internship and graduates employability.

Descriptive statistics on the socio-demographic data

Socio-demographic variables here involve variables such as sex, age, level of education and department. The results are presented in the following tables below.

Table 6: Frequency distribution of participants basing on gender

		Frequency	Percentage
Valid	Male	162	52.4
	Female	147	47.6
	Total	309	100.0

Source: fieldwork, 2024.

The table above presents the findings on the distribution of participants basing on the gender. The table reveal that majority of the participants in the study were male with a total of 162 participation amounting to 52.4% A total of 147 participants amounting to 47.6% were of the female sex. This means that the sample size is dominated by male participants.

Table 7: Frequency distribution of participants basing on their age

		Frequency	Percentage
Valid	20- 30 Years	110	35.6
	31- 40 Years	85	27.5
	41- 50 Years	85	27.5
	51 and above Years	29	9.4
	Total	309	100.0

Source: fieldwork, 2024.

The above table presents the frequency distribution of participants basing on their ages. The findings reveal that the majority of the participants (110) amounting to 35.6% were aged between 20 to 30 years. A total of 85 participants (27.5%) were aged between 31 to 40 years. A total of 85 participants (27.5%) were aged between 41 to 50 years old. The findings also show that 29 (9.4%) participants were aged between 51 and above years. The sample size is dominated by the participants aged between 20 to 30 years old.

Table 8: Frequency distribution of participants basing of the level of education

	Year gap before returning to school	Frequency	Percentage
Valid	2 years	74	23.9
	3 years	71	23.0
	5 years	108	35.0
	7 years and above	56	18.1
	Total	309	100.0

Source: fieldwork, 2024.

The above table presents the frequency distribution of participants according to the level of education. The findings reveal that majority of the participants, 108, amounting to 35.0% were holders of degree certificate. A total of 74 participants, (23.9%) were level one students in the university. A total of 71 participants (23.0) were level two students while a total of 56 participants were holders of master's degree and others. The sample population of the was dominated by level three students.

Table 9: Frequency distribution of the participants basing on the department of studies

		Frequency	Percentage
Valid	Geography	207	67
	Sociology	15	5
	Fine Arts	14	4.5
	English	55	17.7
	History	18	5.8
	Total	309	100.0

Source: fieldwork, 2024.

The table above presents the frequency distribution of the participants basing on the departments. The table show that majority of the participants (207) amounting to 67% were from the department of Geography. A total of 55 participants (17.7%) were from the English department. In 309 participants who took part in this study, 14 of them (4.5%) happens to be from the theatre arts department, 15 of them (5%) happens to be from the Sociology department, while 18 of the participants (5.8%) happens to be from the History department. The sample size was dominated principally by students from the department of Geography.

Descriptive statistics on the main variables of the study

This section focuses on presenting the results of the descriptive statistics on the main variables of the study. It involves curriculum contents, teaching methods, entrepreneurship education, internship, and graduates' employability. The following tables presents the results of the descriptive statistics on the main variables of the study.

Table 10: Frequency distribution of participant`s responses on curriculum contents

No	Items	N	SA		A		D		SD		Mean (X)	Std d
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
1	The courses in my curriculum can help me get a job	309	138	44.7	142	46.0	19	6.1	10	3.2	3.3204	.73255
2	My school curriculum is made up of ICT and technological courses	309	149	48.2	126	40.8	33	10.7	1	.3	3.3689	.68363
3	My curriculum focuses on career oriented subjects	309	118	38.2	148	47.9	35	11.3	8	2.6	3.2168	.74396
4	My school curricular promotes scientific research and innovation	309	124	40.1	127	41.1	46	14.9	12	3.9	3.1748	.82289
5	Our curriculum and programs promote multidisciplinary teamwork and collaboration among students.	309	91	29.4	137	44.3	69	22.3	12	3.9	2.9935	.82176
6	My curriculum promotes the effective use of the LMD system	309	80	25.9	136	44.0	73	23.6	20	6.5	2.8932	.86316
Valid (listwise)							309					

Source: fieldwork, 2024.

The table above presents the results of findings of participant's responses on curriculum contents in the university of Yaounde I. a total of 6 items were designed to measure curriculum contents in relation to graduates employability in the university of Yaounde I. In the first item, the researcher wanted to know whether the courses taught in the university can help get a job. Out of 309 participants who took part in the study, majority of them (280, 90.7%) agree to the statement meanwhile 29 of the participants (9.3%) disagree to the statement. In the second item, the researcher wanted to get the views of the participants on the integration of ICT and Technology courses in the university. A total of 275 participants (89%) agree to the statement meanwhile 34 of the participants (11.0%) disagree to the statement. In the third item, the researcher asked whether curriculum focuses on career-oriented courses. A total of 266 participants (86.1%) agree to the statement while only 43 participants (13.9%) disagree to the statement. In the fourth item, the researcher asked whether university curriculum promotes scientific research and innovations. A total of 251 participants (81.2%) agree to the statement while 58 participants (18.8%) disagree to the statement. In the fifth item, the researcher seeks to understand whether university curriculum and programs favours multidisciplinary, teamwork and collaboration among students. A total of 228 participants (73.7%) agree to the statement while 81 of the participants (26.3%) disagree to the statement. In the last item, majority of the participants 216 (69.9%) agree while 93 of the participants (30.1%) disagree to the statement of whether university curriculum enhance the effective implementation of the LMD system.

In the end, majority of the participants agrees to all the items which were designed to measure the impact of curriculum content on graduate's employability. This implies that curriculum contents play a bigger role in the socio-professional integration of students upon graduation. The university authorities are thus, required to improve the content of the curriculum to make sure it reflects the demands of the job market. This can be done through collaboration and corporation with the outside through the means of partnership.

Table 11: Frequency distribution of responses on teaching methods

No	Items	N	SA		A		D		SD		Mean (X)	Std d
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
7	My teachers employ the use of the flipped classroom to teach us (that is giving us materials like videos and notes to read at home before coming to class).	309	99	32.0	135	43.7	53	17.2	22	7.1	3.0065	.88271
8	We use cooperative learning in my class for example, group works to study.	309	101	32.7	127	41.1	62	20.1	19	6.1	3.0032	.88089
9	My teachers make use of the student-centered learning/constructivist approach in teaching us	309	97	31.4	127	41.1	67	21.7	18	5.8	2.9806	.87513
10	We use project- based learning in studying	309	82	26.5	130	42.1	69	22.3	28	9.1	2.8608	.91349
11	We use workshops during the teaching and learning process in my department	309	82	26.5	126	40.8	79	25.6	22	7.1	2.8673	.88926
12	My teachers make use of the competence based approach to teach us	309	92	30.6	125	40.5	69	22.3	23	7.4	3.0227	1.98439
Valid (listwise)						309						

Source: fieldwork, 2024.

The table above presents the results of findings of participant's responses on teaching methods in the university of Yaounde I. A total of 6 items were designed to measure teaching methods in relation to graduates employability in the university of Yaounde I. In the first item, the researcher wanted to know whether teachers employ the use of the flipped classroom to teach students. Out of 309 participants who took part in the study, majority of them (234, 75.9%) agree to the statement meanwhile 75 of the participants (24.3%) disagree to the statement. In the second item, the researcher wanted to get the views of the participants on whether the lecturers use cooperative learning in the university. A total of 228 participants (73.8%) agree to the statement meanwhile 81 of the participants (28.1%) disagree to the statement. In the third item, the researcher asked whether the lecturers make use of student-centred teaching approach. A total of 224 participants (72.5%) agree to the statement while only 85 participants (27.5%) disagree to the statement. In the fourth item, the researcher asked whether lecturers use project-based learning at the university. A total of 212 participants (68.6%) agree to the statement while 97 participants (31.4%) disagree to the statement. In the fifth item, the researcher seeks to understand whether lecturers use workshops during the teaching and learning process in the respective departments. A total of 208 participants (67.3%) agree to the statement while 101 of the participants (32.7%) disagree to the statement. In the last item, majority of the participants 217 (71.3%) agree while 92 of the participants (29.7%) disagree to the statement of whether lecturers make use of the competence-based-approach to lecture students.

In the end, majority of the participants agrees to all the items which were designed to measure the impact of teaching methods on graduate's employability. This implies that teaching methods play a bigger role in skills acquisition indispensable for the socio-professional integration of students upon graduation. The university authorities are thus, required to improve the teaching methods and pedagogical practices to make sure it promotes the acquisition of competence. This can be done through introducing the new and modern approaches to teaching and learning.

Table 12: Frequency distribution of responses on internship

No	Items	N	SA		A		D		SD		Mean (X)	Std d
			<i>f</i>	%	<i>F</i>	%	<i>F</i>	%	<i>f</i>	%		
13	My department offers internship opportunities to it's students	309	23	7.4	57	18.4	139	45.0	90	29.1	2.9579	.87989
14	I have been part of an internship program before	309	84	27.2	142	46.0	57	18.4	26	8.4	2.9191	.88819
15	An internship is absolutely necessary for my department	309	95	30.7	130	42.1	65	21.0	19	6.1	2.9741	.87496
16	Going for an internship will help me get a job easily	309	91	29.4	134	43.4	64	20.7	20	6.5	2.9579	.87247
17	Internship helps us to create good relationships and gain experience that can be beneficial in job acquisition	309	90	29.1	124	40.1	70	22.7	25	8.1	3.0000	1.99024
18	The workplace is more effective in shaping identity than the university classroom.	309	90	29.1	139	45.0	55	17.8	25	8.1	2.9515	.89056
Valid (listwise)						309						

Source: fieldwork, 2024.

The table above presents the results of findings of participant's responses on organisation of internship in the university of Yaounde I. A total of 6 items were designed to measure internship in relation to graduates employability in the university of Yaounde I. In the first item, the researcher wanted to know whether the department offers internship opportunities to students. Out of 309 participants who took part in the study, majority of them (229, 74.1%) disagree to the statement meanwhile 80 of the participants (25.8%) agree to the statement. In the second item, the researcher wanted to get the views of the participants on whether they have been part of an internship before. A total of 226 participants (73.2%) agree to the statement meanwhile 83 of the participants (26.6%) disagree to the statement. In the third item, the researcher asked whether internship is absolute necessary for students. A total of 225 participants (72.8%) agree to the statement while only 84 participants (27.1%) disagree to the statement. In the fourth item, the researcher asked whether participating in internship activities increase chances of getting a job. A total of 225 participants (72.8%) agree to the statement while 97 participants (31.4%) disagree to the statement. In the fifth item, the researcher seeks to understand whether internship helps in creating good relationships and gain experience which can be beneficial for job acquisition. A total of 114 participants (69.2%) agree to the statement while 95 of the participants (30.8%) disagree to the statement. In the last item, majority of the participants 229 (74.1%) agree while 80 of the participants (25.9%) disagree to the statement of whether the workplace is more effective in shaping identify than the university classroom.

In the end, majority of the participants agrees to all the items which were designed to measure the impact of internship on graduate's employability. This implies that internship play a bigger role in skills acquisition indispensable for the socio-professional integration of students upon graduation. The university authorities are thus, required to constantly send students out for internship so as to permit them gain experience and to touch with their fingertips the reality of their profession. This can be done through collaboration and partnership with the outside world.

Table 13: Frequency distribution of responses on entrepreneurship education

No	Items	N	SA		A		D		SD		Mean (X)	Std d
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
19	In my department, we have business and entrepreneurial courses	309	67	21.7	123	39.8	105	34.0	14	4.5	3.0324	.85977
20	I have problem solving skills	309	44	14.2	141	45.6	107	34.6	17	5.5	3.0939	.83798
21	With what I study, I have the ability to create my own business or be self-employed	309	62	20.1	132	42.7	103	33.3	12	3.9	3.0550	.82977
22	My teacher sometimes uses guest speakers, role models and case studies to teach us.	309	117	37.9	133	43.0	47	15.2	12	3.9	3.1489	.81614
23	I have the skills and ability to create ideas and take initiatives	309	116	37.5	140	45.3	49	15.9	4	1.3	3.1909	.74235
24	Our teachers teach us sustainable thinking, management, leadership, innovative and risk taking skills	309	42	13.6	146	47.2	110	35.6	11	3.6	3.1489	.78366
Valid (listwise)						309						

Source: fieldwork, 2024.

The table above presents the results of findings of participant's responses on entrepreneurship education in the university of Yaounde I. A total of 6 items were designed to measure entrepreneurship in relation to graduates employability in the university of Yaounde I. In the first item, the researcher wanted to know whether the department offers business and entrepreneurial courses. Out of 309 participants who took part in the study, majority of them (190, 61.5%) agree to the statement meanwhile 119 of the participants (38.5%) disagree to the statement. In the second item, the researcher wanted to get the views of the participants on whether they possess problem-solving skills. A total of 185 participants (59.8%) agree to the statement meanwhile 124 of the participants (40.2%) disagree to the statement. In the third item, the researcher asked whether the knowledge acquire in the university can help them create their own business or be self-employed. A total of 294 participants (62.8%) agree to the statement while only 115 participants (34.2%) disagree to the statement. In the fourth item, the researcher asked whether lecturers use guest speakers, role models and case studies to teach the students. A total of 250 participants (80.9%) agree to the statement while 59 participants (19.1%) disagree to the statement. In the fifth item, the researcher seeks to understand whether students possess skills and abilities to create ideas and take initiatives. A total of 256 participants (82.8%) agree to the statement while 53 of the participants (17.2%) disagree to the statement. In the last item, majority of the participants 188 (60.8%) agree while 121 of the participants (39.2%) disagree to the statement of whether the lecturers teach students on sustainable thinking, management, leadership, innovation and risks taking skills.

In the end, majority of the participants agrees to all the items which were designed to measure the impact of entrepreneurship education on graduate`s employability. This implies that entrepreneurship education plays a bigger role in skills acquisition indispensable for the socio-professional integration of students upon graduation. The university authorities are thus, required to introduce entrepreneurial courses in university curriculum as a means to professionalise the teaching and learning process. This can be done through collaboration and partnership with the outside world.

Table 14: Frequency distribution of responses on graduate's employability

No	Items	N	SA		A		D		SD		Mean	Std d
			<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	(X)	
25	I possess applied academic and interpersonal skills that can render me employable	309	106	34.3	165	53.4	28	9.1	10	3.2	3.1877	.72773
26	I believe communication skills contribute to my employability level	309	82	26.5	100	32.4	64	20.7	63	20.4	2.7476	2.08451
27	There is a direct relationship between employability and the job market	309	119	38.5	140	45.3	36	11.7	14	4.5	3.1780	.80926
28	Personal qualities such as self-discipline and integrity can help me secure or maintain a job	309	100	32.4	130	42.1	46	14.9	33	10.7	2.9612	.94925
29	I can comfortably explore technological tools and information at any given time	309	151	48.8	121	39.2	30	9.7	7	2.3	3.4725	2.37616
30	I am apt in resource management and preservation skills	309	137	44.3	139	45.0	25	8.1	8	2.6	3.3107	.73009
Valid (listwise)		309										

Source: fieldwork, 2024.

The table above presents the results of findings of participant's responses on graduate's employability in the university of Yaounde I. A total of 6 items were designed to measure graduate's employability in the university of Yaounde I. In the first item, the researcher wanted to know whether the students possess applied academic and interpersonal skills that can render them employable. Out of 309 participants who took part in the study, majority of them (271, 87.7%) agree to the statement meanwhile 38 of the participants (11.3%) disagree to the statement. In the second item, the researcher wanted to get the views of the participants on whether possessing effective communication skills increase the chances of employment. A total of 182 participants (58.9%) agree to the statement meanwhile 127 of the participants (41.1%) disagree to the statement. In the third item, the researcher asked whether there is a direct relationship between employability and the job market. A total of 259 participants (83.8%) agree to the statement while only 50 participants (16.2%) disagree to the statement. In the fourth item, the researcher asked whether personal qualities such as self-discipline and integrity help in securing a job. A total of 230 participants (74.5%) agree to the statement while 79 participants (25.6%) disagree to the statement. In the fifth item, the researcher seeks to understand whether students comfortably explore technological tools and information at their own space. A total of 272 participants (88%) agree to the statement while 37 of the participants (12%) disagree to the statement. In the last item, majority of the participants 276 (89.8%) agree while 33 of the participants (10.7%) disagree to the statement of whether students are apt in resource management and preservation skills.

Inferential statistics of the study

The present section of the work focuses on the presentation of the results of the inferential statistics of the study. It involves verification of the research hypotheses of the study. To verify the relationship between professionalization and graduate's employability in the university of Yaounde I, Pearson correlation coefficient was used. Testing the link between the independent and the dependent variables of the study requires us to state the research hypothesis of the study.

Ha: Professionalization significantly influences graduate's employability in the university of Yaounde I.

Ho: Professionalization does not significantly influence graduate's employability in the university of Yaounde I.

The table below presents the results of Pearson correlation coefficient on professionalization and graduate`s employability.

Verification of research hypothesis one

To test the relationship between curriculum contents and graduate`s employability in the university of Yaounde I, it is important to state the alternative and the null hypothesis of the study.

Ha1: Curriculum contents significantly influences graduate`s employability in the university of Yaounde I.

Ho1: Curriculum contents does not significantly influence graduate`s employability in the university of Yaounde I.

The table below presents the results of Pearson correlation coefficient.

Table 15: Pearson correlation coefficient on curriculum contents and graduate`s employability

		Curriculum contents	Graduate`s employability
Curriculum contents	Pearson correlation	1	.000
	Sig. (2-tailed)		.757**
	N	309	309
Graduates employability	Pearson correlation	.000	1
	Sig. (2-tailed)	.757**	
	N	309	309

** . Correlation is significant at 0.05 level (2-tailed)

Source: fieldwork, 2024.

The table above presents the results of the Pearson correlation analysis on curriculum contents and graduates employability in the university of Yaounde I. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.757. This means that curriculum contents influences graduate`s employability by 75.7% in the university of Yaounde I. The correlation coefficient is positive and strong. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that curriculum contents significantly influences graduate`s

employability in the university of Yaounde I. This therefore means that the more university authorities revise the content of the curriculum, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

The above findings prove that curriculum contents play an important role in the socio-professional integration of university graduates. This is because once the content of the curriculum reflects the requirements of the job market, it facilitates the professional integration of graduates at all levels of the job market. For this reason, educationists, policymakers, university authorities and lecturers are required to review the content of the curriculum to make sure that it meets the exigencies of the job market.

Verification of research hypothesis two

To test the relationship between teaching methods and graduate's employability in the university of Yaounde I, it is important to state the alternative and the null hypothesis of the study.

Ha2: Teaching methods significantly influences graduate's employability in the university of Yaounde I.

Ho2: Teaching methods does not significantly influence graduate's employability in the university of Yaounde I.

The table below presents the results of Pearson correlation coefficient

Table 16: Pearson correlation coefficient on teaching methods and graduates' employability

		Teaching methods	Graduates employability
Teaching methods	Pearson correlation	1	.001
	Sig. (2-tailed)		.992**
	N	309	309
Graduates employability	Pearson correlation	.001	1
	Sig. (2-tailed)	.992**	
	N	309	309

**. Correlation is significant at 0.05 level (2-tailed)

Source: fieldwork, 2024.

The table above presents the results of the Pearson correlation analysis on teaching methods and graduates' employability in the university of Yaounde I. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation

coefficient value is equal to 0.992. This means that teaching methods influences graduate's employability by 99.2% in the university of Yaounde I. The correlation coefficient is positive and very strong. Basing on this result, the null hypothesis of the study is rejected and the alternative hypothesis retained which states that teaching methods significantly influences graduate's employability in the university of Yaounde I. This therefore means that the more university authorities improve on the teaching methods, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

These results indicate that teaching methods is a direct correlate of graduate employability in State universities in Cameroon. It is essential for educationists, policymakers and university authorities to make sure that the teaching methods used in the university are adapted to the exigencies of the job market. This requires lecturers to shift from traditional teacher-centred teaching methods to more open, modern, students-centred teaching approach. This will help students to be autonomous are ready to undertake initiative which is what the job market want.

Verification of research hypothesis three

To measure the relationship between internship and graduate's employability in the university of Yaounde I, it is important to state the alternative and the null hypothesis of the study.

Ha3: Internship significantly influences graduate's employability in the university of Yaounde I.

Ho3: Internship does not significantly influence graduate's employability in the university of Yaounde I.

The table below presents the results of Pearson correlation coefficient

Table 17: Pearson correlation coefficient on internship and graduate's employability

		Internship	Graduates employability
Internship	Pearson correlation	1	.001
	Sig. (2-tailed)		.877**
	N	309	309
Graduates employability	Pearson correlation	.001	1
	Sig. (2-tailed)	.877**	
	N	309	309

** . Correlation is significant at 0.05 level (2-tailed)

Source: fieldwork, 2024.

The table above presents the results of the Pearson correlation analysis on internships and graduates employability in the university of Yaounde I. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.877. This means that internships influences graduate's employability by 87.7% in the university of Yaounde I. The correlation coefficient is positive and very strong. Basing on this result, the null hypothesis of the study is rejected and the alternative hypothesis retained which states that internships significantly influences graduate's employability in the university of Yaounde I. This therefore means that the more university authorities sent out students for internships, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

Internship is proven to be a strong determinant of graduate's employability in states universities. Sending students out for internships in professional institutions and organisations will increase their chances of getting a job upon graduation. This is because internship provides the students with professional skills, aptitudes and competences required by the labour market. It is thus, the responsibility of university authorities to send these students on internships as a means to prepare them for their future profession.

Verification of research hypothesis four

To determine the relationship between entrepreneurship education and graduate's employability in the university of Yaounde I, it is important to state the alternative and the null hypothesis of the study.

Ha4: Entrepreneurship education significantly influences graduate's employability in the university of Yaounde I.

Ho4: Entrepreneurship education does not significantly influence graduate's employability in the university of Yaounde I.

The table below presents the results of Pearson correlation coefficient.

Table 18: Pearson correlation coefficient on entrepreneurship education and graduate's employability

		Entrepreneurship education	Graduates employability
Entrepreneurship education	Pearson correlation	1	.002
	Sig. (2-tailed)		.825**
	N	309	309
Graduates employability	Pearson correlation	.002	1
	Sig. (2-tailed)	.825**	
	N	309	309

** . Correlation is significant at 0.05 level (2-tailed)

Source: fieldwork, 2024.

The table above presents the results of the Pearson correlation analysis on entrepreneurship education and graduates employability in the university of Yaounde I. It is revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.825. This means that entrepreneurship education influences graduate's employability by 82.5% in the university of Yaounde I. The correlation coefficient is positive and very strong. Basing on this result, the null hypothesis of the study is rejected and the alternative hypothesis retained which states that entrepreneurship education significantly influences graduate's employability in the university of Yaounde I. This therefore means that the more university authorities provide courses on entrepreneurship and business development, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

This finding prove that entrepreneurship education is a determinant of graduate's employability. To this effect, university authorities are therefore required to revise the courses offered in the university to make sure that some courses are developed on entrepreneurship education and business development. This will improve the rate of graduate's employability upon graduation from the university.

Interpretation of the results of findings

The present section dwells on the interpretation of the results of findings. This involves providing meanings to the results obtained after analysis. Interpretation of results is based on research objectives of the study.

Research objective one

The first research objective seeks to determine the relationship between curriculum contents and graduate's employability in the university of Yaounde I. the data collected was analysed using the Pearson correlation analysis. The findings revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.757. This means that curriculum contents influences graduate's employability by 75.7% in the university of Yaounde I. The correlation coefficient is positive and strong. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that curriculum contents significantly influences graduate's employability in the university of Yaounde I. This therefore means that the more university authorities revise the content of the curriculum, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

In Cameroon, the National Development Strategy (2020-2030), provision 286, sub (v) states that setting up a platform for reviewing training curricula between ministries in charge of education. This is very important, because there is a need for the curricular of government universities to be reviewed by the ministries and adjusted if it does not reflect the changing needs of the job market. Since several policies have been passed requesting for the professionalization of state universities, it is necessary for the courses and programs to reflect this. Foche, (2021), states that there is need for a good Higher Education curriculum that equips graduates with skills that can lead to decent employment in both the formal and informal sectors as well as self-employment opportunities

Curriculum contents and programs constitute a strong determinant in the professionalization of university lectures. The job market has become very competitive over the past years. There is a growing desire in the job market to only recruit individuals who are heavily equipped with sufficient skills. University authorities and policy makers are required to refine and revise the curriculum content to make sure that what is thought in university are in adequacy with the requirements of the job market.

In the 21st century, possessing creativity, critical thinking, problem solving, collaboration, communication, computer, corporation skills and aptitudes is seen as an important asset for individuals looking for jobs. Organisations nowadays needs people capable of participating in the growth of the organisation. it becomes an imperative for students leaving the university for the job market to possess these skills considered to be very essential for fast and effective socio-

professional integration into the job market. University authorities, policymakers, educationists, and all the educational stakeholders are thus required to tailor the university curriculum to the need and requirement of the job market.

Research objective two

The second research objective aims to establish the link between teaching methods and graduate's employability in the university of Yaounde I. The Pearson correlation coefficient analysis was used to determine the relationship. The findings revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.992. This means that teaching methods influences graduate's employability by 99.2% in the university of Yaounde I. The correlation coefficient is positive and very strong. Basing on this result, the null hypothesis of the study is rejected and the alternative hypothesis retained which states that teaching methods significantly influences graduate's employability in the university of Yaounde I. This therefore means that the more university authorities improve on the teaching methods, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

These results indicate that teaching methods is a direct correlate of graduate employability in State universities in Cameroon. It is essential for educationists, policymakers and university authorities to make sure that the teaching methods used in the university are adapted to the exigencies of the job market. This requires lecturers to shift from traditional teacher-centred teaching methods to more open, modern, students-centred teaching approach. This will help students to be autonomous and ready to undertake initiative which is what the job market want.

Studies has shown that teaching methods constitutes an important aspect of professionalization. The process of professionalization requires educationists, policy makers and educational community to refine and review the teaching methods used in the transmission of knowledge and skills in the university. The desire to promote graduate's employability in state universities in Cameroon can be traced as far back as 2008 following the introduction of the LMD system in the university sphere. This move by the government of the republic was aim to revolutionaries the teaching and learning process in universities.

Today, there is a change of teaching methods in the university settings. The old, conventional and traditional method of teaching which was used by lecturers to teach students have been abandon in favour of the modern method of teaching. This method generally known as the teacher-centred teaching method made the teacher indispensable. Students during this period

are seen are tabular non-grater. This means that they cannot participate in knowledge construction but can only reproduce what they are been given. Because of the limitation of this teaching method which is the fact that it does not make the students autonomous, it was abandon for the student-centred teaching method.

Also, the shift from the Objective Based-Approach to the Competency-Based-Approach portray the effort of the government to enhance graduate's employability. The competency based approach consists of using class knowledge to solve real-world situations. With the introduction of this approach, the government of the republic intend to revolutionise the teaching and learning process and to increase the participation of students in knowledge construction. This will go a long way to make them autonomous and provide room for them to be creative and ready to take initiative which is indispensable for socio-professional integration in the job market in particular and the society at large.

Research objective three

The research objective three seeks to establish the link between internship and graduates employability in the university of Yaounde I. The Pearson correlation analysis was used to determine the relationship. The findings revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.877. This means that internships influences graduate's employability by 87.7% in the university of Yaounde I. The correlation coefficient is positive and very strong. Basing on this result, the null hypothesis of the study is rejected and the alternative hypothesis retained which states that internships significantly influences graduate's employability in the university of Yaounde I. This therefore means that the more university authorities sent out students for internships, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

Internship is proven to be a strong determinant of graduate's employability in states universities. Sending students out for internships in professional institutions and organisations will increase their chances of getting a job upon graduation. This is because internship provides the students with professional skills, aptitudes and competences required by the labour market. It is thus, the responsibility of university authorities to send these students on internships as a means to prepare them for their future profession.

Internship involves providing opportunities for learners to learn outside of the school settings. Learning in classroom helps in the acquisition of knowledge and skills but it is even better

when these students are given the opportunity to interact and operate with experts and professionals in their domain. Internship gives the opportunity to students to touch with the fingertips the reality of their future profession, develop contacts and connections, gain professional skills and aptitudes, and learn from experts in the field. It is thus, imperative for university authorities to constantly send university graduates out for internship. This will help them to gain aptitudes and enhance their professional growth and development.

Nowadays, internship is seen as the appropriate means through which students can develop skills and competences easily. Internship helps students to fill the practical gaps which class lectures cannot fill. Effective internship requires educationists, policy makers, university authorities and educational leaders to collaborate with the outside world. This can be done through a system of partnerships between professional and business organisations and the university. This will go a long way to make professionalization in state universities more effective and efficient.

Classical faculties are therefore entrusted with dual missions. The first mission is to train young Cameroonians by equipping them with necessary skills for them to become effective and useful for their community and country. This first mission is intended to inculcate spirit of patriotic and nationalism and make sure that they are active citizens, as well as actors in their lives and not spectators. The second mission of the university is to prepare young Cameroonians for the active life. This entails providing them with required skills needed by the job market. These skills as earlier mentioned will work towards socio-professional integration of these individuals. For this to be possible, university authorities through partnerships with the outside world are required to send students out for internship. By doing so, it will help them to overcome all the challenges and be ready to make the next step in the professional world.

Research objective four

The research objective four seeks to determine the relationship between entrepreneurship education and employability of graduates in the university of Yaounde. The Pearson correlation analysis was used to establish the relationship. The findings revealed that the p-value (0.000) is less than 0.05, which is the alpha value in social science. The Pearson correlation coefficient value is equal to 0.825. This means that entrepreneurship education influences graduate's employability by 82.5% in the university of Yaounde I. The correlation coefficient is positive and very strong. Basing on this result, the null hypothesis of the study is rejected and the alternative hypothesis retained which states that entrepreneurship education significantly

influences graduate's employability in the university of Yaounde I. This therefore means that the more university authorities provide courses on entrepreneurship and business development, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

This finding prove that entrepreneurship education is a determinant of graduate's employability. To this effect, university authorities are therefore required to revise the courses offered in the university to make sure that some courses are developed on entrepreneurship education and business development. This will improve the rate of graduate's employability upon graduation from the university

In the last decades, entrepreneurship has been seen as the appropriate means through which a country can develop so easily. Entrepreneurship involves the creation of goods and services to satisfy the needs of the population. It is believed that through entrepreneurship, people becomes more flexible and self-employed. With entrepreneurship, individuals become job creators instead of job seekers. Entrepreneurship was first the affair of professional training schools but today it has been integrated in the classical faculties. With the growing rate of unemployment due to the inability of the central government to accommodate all the graduates and the undergraduates, equipping students with entrepreneurial skills has been seen as the major way through which unemployment can be reduced among youths.

Today, classical faculties have introduced entrepreneurship education in the respective departments. This is due to the importance of entrepreneurship education in providing lasting solutions to most pressing problems of the society such as unemployment. In this light, university authorities and educationists have seen the need of introducing entrepreneurship education in these faculties. Though the expectation is far from been achieved and the road is still far, the initiative is worth encouragements. Through the introduction of entrepreneurial and business development courses in classical faculties, educational authorities intend to equip graduates with necessary skills, aptitudes and competences indispensable for their socio-professional integration in the active life.

Table 19: A summary table of results

Hypothesis	Alpha	Degree of significance	Correlation coefficient	Decision
RH1	0.05	0.000	.757	Ha maintained and Ho rejected
RH2		0.000	.992	Ha maintained and Ho rejected
RH3		0.000	.877	Ha maintained and Ho rejected
RH4		0.000	.825**	Ha maintained and Ho rejected

Table 20: Presentation of Qualitative Data

No	Interview questions	Interview responses
1	In your opinion, do you think the curriculum is tailored to meet the employability needs of your students.	<p>Lecturer A: Well, if well applied. Many students do not do personal research and only chose to rely on the teachers' knowledge. However, it can be better</p> <p>Lecturer B: The curriculum is tailored to the needs of the learners. It is important to learn the foundational aspects of education. Students chose their courses for themselves, so if they do that, they should be ready to cope with the outcomes. You can chose to learn history and expect to be though Microsoft. You will be taught history. So this is it</p> <p>Lecturer C: The curriculum is good, but it has to be constantly received to meet the needs of the employers in the business world. Some courses could be merged or deleted altogether. We have many openings with our curriculum of course.</p>
2	Could you tell me the different teaching methods you use in teaching	<p>Lecturer A: Student centred learning and cooperation. I always give the students group work, homework and presentations to do</p> <p>Lecturer B: I give them lectures and personal work to do. As the ministry has stated, the students have to do the majority of the work, because they are at the centre of the lesson.</p> <p>Lecturer C: Cooperative teaching, Flipped method, and of course I always use the teacher centred method of learning because it is important. Most students wouldn't learn anything if they aren't taught something in class.</p>
3	Do you think internship has an influence on employability of post graduates. If yes, how	<p>Lecturer A: Yes it does. It exposes them to the real and practical world</p> <p>Lecturer B: Yes it does. Internships offer practical experiences to students.</p> <p>Lecturer C: Yes it does. It is a vital tool for socio professional integration. It is sad we don't have such programs here.</p>
4	Do you have entrepreneurship education in your department and departmental courses. If yes, how effective is it in relation to employability of post graduate students	<p>Lecturer A: Every course has at least a bit of entrepreneurship education. We are here to teach the students skills. Can't I teach that? You know I can teach you leadership skills, creativity and leadership. But well, it be more effective in the future hopefully.</p> <p>Lecturer B: Not exactly, we have a business course, but it is not enough to give students business skills or make them business minded. It lasts just for a semester. And, we don't have business lecturers here.</p> <p>Lecturer C: No it's a myth. Not effective at all</p>

CHAPTER FIVE

DISCUSSION OF FINDINGS, SUGGESTIONS, CONSTRAINTS AND RECOMMENDATIONS.

The present chapter focuses on the discussion of results of the findings, the recommendations, constraints, perspectives for further study and conclusion. Discussing the results involves comparing the results with other studies to see whether they converge or diverge.

Discussion of findings

Discussing the results of the findings of the study consists of comparing the present results with other studies conducted on professionalization and graduate's employability. It is focused on curriculum contents, teaching methods, internship and entrepreneurship education.

Curriculum contents and graduate's employability in the university of Yaounde I

The first research objective seeks to determine the relationship between curriculum contents and graduate's employability in the university of Yaounde I. The data collected and analysed proves that there exists a significant relationship between curriculum contents and Graduates employability. The correlation coefficient is positive and strong. Basing on this result, the null hypothesis of the study is rejected and the alternative retained which states that curriculum contents significantly influences graduate's employability in the university of Yaounde I. This therefore means that the more university authorities revise the content of the curriculum, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

Curriculum contents and programs constitute a strong determinant in the professionalization of university lectures. The job market has become very competitive over the past years. There is a growing desire in the job market to only recruit individuals who are heavily equip with sufficient skills. University authorities and policy makers are required to refine and revise the curriculum content to make sure that what is thought in university are in adequacy with the requirements of the job market.

In the 21st century, possessing creativity, critical thinking, problem solving, collaboration, communication, computer, corporation skills and aptitudes is seen as an important asset for individuals looking for jobs. Organisations nowadays needs people capable of participating in the growth of the organisation. it becomes an imperative for students leaving the university for the job market to possess these skills considered to be very essential for fast and effective socio-

professional integration into the job market. University authorities, policymakers, educationists, and all the educational stakeholders are thus required to tailor the university curriculum to the need and requirement of the job market.

Defining the content of the curriculum is seen as an important step towards professionalization of university study. The university is supposed to prepare graduates for the future life. This requires a lot of efforts. Policy makers and educationists must revise and refine the curriculum contents so it can reflect the requirements of the job market. Today, it is not what qualification you have but what skills and competence you have. This is because in a competitive and dynamic business environment, organisations want people able and capable of contributing to the success of the organisation. The results of the present study prove that the revision of the curriculum contents to adapt to the exigencies of the job market has a bigger role to play in enhancing graduates employability. This result can be corroborated by other studies conducted in different settings which came out with the same or different results.

Studies have shown that revision and refining of the content of the curriculum to adapt it to the exigencies of the job market will always have an impact on graduate's employability.

In a study by Martina (2015), on professionalization and graduate's employability, found out that one of the most effective ways to improve on professionalization or to implement professionalization in education is by ameliorating the school curriculum to fit the needs of the real world. They further argue that the introduction of problem-based learning into the curriculum provides the framework for students and individuals to develop skills and critical thinking abilities. They concluded that health education programs were not preparing graduates to respond to demands of the health system and that a curriculum redesign for health education was urgently needed.

To emphasize on the importance of revising and refining the contents of the curriculum, Martina (2015), stated that "Professional education... must inculcate responsible professionalism, not only through explicit knowledge and skills, but also by promotion of an identity and adoption of the values, commitments, and disposition of the profession." This situation is applicable in several institutions across the world especially in Africa where the curriculum is not designed to suit the realistic needs of the job market in different educational sectors but it just gives the students general knowledge about their different educational fields. The above authors further stated that "Approaches to professional education primarily focus on competence-based models, where the student is required to demonstrate attitudes, beliefs, and values pertinent to

a particular profession. Recent research demonstrates that while creating a culture of professionalism and being explicit about professional expectations is important, more focus needs to be placed on the development of student professional identity. Course designers need to examine ways to achieve professional socialization of the student, where focus is placed on who the student is becoming. This identity formation will prepare them most effectively for the challenges which lie ahead to the profession through access to role models and experiential learning serves to effectively acculturate aspiring professionals."

In another study carried out by Engell & Dangerfield's (1998) on the "market model", it was found out that market signals are monitored and translated into new curricula and programs. They defined a new logic in which "students tend to be seen as consumers rather than members of a campus community and the major responsibility for managers is to read the market...and attempt to reposition accordingly". In this line, universities are required to equip students with sophisticated skills capable of facilitating their passage from education to professionalization.

Another study by Gunn et al. (2010), found out that for professionals and policy makers to enhance employability of graduates upon graduation, the content of the curriculum should encompass entrepreneurial activities, project-oriented tasks and Work-related learning opportunities in the curriculum: (e.g. simulations; courses/modules concerning generic attributes linked back to the program of study). The students should also get opportunities to meet employers, be able to offer voluntary services, join student societies and create social networks.

A similar study by Scottish Funding Council (2009). Found out that the development the curriculum and the teaching and learning methods used in classrooms has an educational impact on graduate's employability and professionalization. This impact can be seen as positive (for example, by broadening the ways we encourage learning at university we broaden engagement with the subjects being studied) or negative (for example, by engaging with the employability agenda we are allowing an ideological position antithetical to university and disciplinary study to determine what we include in our curriculum). However, overall, it is more realistic to organize the higher education curriculum to suit the needs of the job market since even the objectives of higher education and universities have gradually changed over time from the desire to give just traditional knowledge for knowledge's sake to impacting students with realistic skills and competencies that can help them out of the classroom and academic fields.

In line with this, the Market Model theory developed by Engell and Dangerfield (1998), provide the framework for understanding this finding. The market model advocates that managers tend to promote professionalization and graduate's employability by simply refining and adapting the curriculum to the exigencies of the job market. This means that the university of Yaounde I should not only be focus on the teaching and learning process but should endeavor to teach candidates in a way that can spark their professional integration. With the market model, what counts is what is given and how it is given. By designing a curriculum which reflect the reality of the country and which provide the framework for students to acquire practical skills is said to be indispensable in enhancing graduate's employability upon graduation from state universities in the country.

Teaching methods and graduate's employability in university of Yaounde I

The result of the findings show that teaching methods in the university determine the employability of graduates. The correlation coefficient is positive and very strong. Basing on this result, the null hypothesis of the study is rejected and the alternative hypothesis retained which states that teaching methods significantly influences graduate's employability in the university of Yaounde I. This therefore means that the more university authorities improve on the teaching methods, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

These results indicate that teaching methods is a direct correlate of graduate employability in State universities in Cameroon. It is essential for educationists, policymakers and university authorities to make sure that the teaching methods used in the university are adapted to the exigencies of the job market. This requires lecturers to shift from traditional teacher-centred teaching methods to more open, modern, students-centred teaching approach. This will help students to be autonomous are ready to undertake initiative which is what the job market want. Studies has shown that teaching methods constitutes an important aspect of professionalization. The process of professionalization requires educationists, policy makers and educational community to refine and review the teaching methods used in the transmission of knowledge and skills in the university. The desire to promote graduate's employability in state universities in Cameroon can be traced as far back as 2008 following the introduction of the LMD system in the university sphere. This move by the government of the republic was aim to revolutionaries the teaching and learning process in universities.

Today, there is a change of teaching methods in the university settings. The old, conventional and traditional method of teaching which was used by lecturers to teach students have been abandon in favour of the modern method of teaching. This method generally known as the teacher-centred teaching method made the teacher indispensable. Students during this period are seen are tabular non-grater. This means that they cannot participate in knowledge construction but can only reproduce what they are been given. Because of the limitation of this teaching method which is the fact that it does not make the students autonomous, it was abandon for the student-centred teaching method. Also, the shift from the Objective Based-Approach to the Competency-Based-Approach portray the effort of the government to enhance graduate's employability. The competency-based approach consists of using class knowledge to solve real-world situations. With the introduction of this approach, the government of the republic intend to revolutionise the teaching and learning process and to increase the participation of students in knowledge construction. This will go a long way to make them autonomous and provide room for them to be creative and ready to take initiative which is indispensable for socio-professional integration in the job market in particular and the society at large.

Other studies have proven that teaching methods used by teachers in university campuses determines the success of graduates in the professional milieu. A number of studies can be used to corroborate this view.

In a study by Foche (2021), found out that the lack of concrete professionalization in our Higher Education, unemployment of graduates causes all actors to rethink strategies of rendering our teaching/learning programs more adaptable through the acquisition of skills and competences to match the demands of the employment market, thereby attempting to provide a more sustainable solution to the problem of graduate employability. Findings obtained from the National Institute for Statistics in 2010 showed that unemployment in Cameroon was between 13 and 15.5%. Underemployment was between 54.4 and 71.9% for the urban areas and 79.2% for rural areas. According to the Growth and Employment Strategy Paper of 2012 unemployment rates are very high standing at 88.8%, meaning underemployment stands at 75.8. and unemployment at 13%. He also stated that targeting the learning process on the ability to apply the acquired knowledge in practice is typical for the competence approach. The purpose of the competence training is to develop not only knowledge and skills, but also such personal qualities (competences), which provide the ability and willingness to use the developed knowledge and skills in practical activities (competency).

In another study by Ledneva (1990), found out that current trends of modern higher education in the world are characterized by its increasing practice oriented character. This fact is explained by the desire of universities to prepare professionals being able to adapt, as soon as possible, to rapidly changing conditions of professional activities, new information technologies and communication systems, which have penetrated and become an integral part of any modern profession. Formation of competences, aimed at ensuring the future professional activity, requires only professionally directed knowledge and skills, that is in conflict with the need to develop the foundations of objective knowledge, basic concepts and phenomena, the study of the fundamental principles and laws, and forms a mosaic pattern of information among the students. This aspect defines an organization of the learning process, when cutting time of discipline requirement, it is necessary to include fundamental and applied data and knowledge unjustly derived from the content of the discipline.

The market model theory emphasized on what is been given to students during training and how it is being given. The main concern of this theory is to develop a mechanism through which the professionalization and employability of graduates can be ensured with ease. The market model theory requires university lecturers, authorities, policy makers, educationists not only to refine and revise the content of the curriculum but also to adapt the teaching methods to the requirements of the labor market. This is because at times the problem might not be that of curriculum content but instead that of the teaching method. It is generally said that a good teacher will always teach his/her students differently. This means that the teaching methods and approaches used by university lecturers will go a long way to affect the employability of graduates upon graduation.

This market model advocates that teachers should revise their way of teaching. In a competitive and dynamic environment, giving opportunities for students to develop themselves is a major boast for university lecturers. The shift from the traditional and the conventional teacher`s centered teaching method to a more open, dynamic and modern student`s centered teaching method is an example of policy makers to enhance the employability of graduates. The student centered teaching method, contrary to the teacher`s centered teaching method advocates that knowledge is a constructive process. This means that students must be put at the center of knowledge production. Students participate in learning experiences and develop critical thinking abilities to solve real life situations. This practice will influence the rate of graduate`s employability upon graduation.

Internships and the employability of graduates in the University of Yaounde I

In this research hypothesis, the researcher wanted to determine the relationship between internships and the employability of graduates in the University of Yaounde I. The results show that internship is a key determine of the employability of graduates. The correlation coefficient is positive and very strong. Basing on this result, the null hypothesis of the study is rejected and the alternative hypothesis retained which states that internships significantly influences graduate's employability in the university of Yaounde I. This therefore means that the more university authorities sent out students for internships, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

Internship is proven to be a strong determinant of graduate's employability in states universities. Sending students out for internships in professional institutions and organisations will increase their chances of getting a job upon graduation. This is because internship provides the students with professional skills, aptitudes and competences required by the labour market. It is thus, the responsibility of university authorities to send these students on internships as a means to prepare them for their future profession. Internship involves providing opportunities for learners to learn outside of the school settings. Learning in classroom helps in the acquisition of knowledge and skills but it is even better when these students are given the opportunity to interact and operate with experts and professionals in their domain. Internship gives the opportunity to students to touch with the fingertips the reality of their future profession, develop contacts and connections, gain professional skills and aptitudes, and learn from experts in the field. It is thus, imperative for university authorities to constantly send university graduates out for internship. This will help them to gain aptitudes and enhance their professional growth and development.

Nowadays, internship is seen as the appropriate means through which students can develop skills and competences easily. Internship helps students to fill the practical gaps which class lectures cannot fill. Effective internship requires educationists, policy makers, university authorities and educational leaders to collaborate with the outside world. This can be done through a system of partnerships between professional and business organisations and the university. This will go a long way to make professionalization in state universities more effective and efficient. Classical faculties are therefore entrusted with dual missions. The first mission is to train young Cameroonians by equipping them with necessary skills for them to

become effective and useful for their community and country. This first mission is intended to inculcate spirit of patriotic and nationalism and make sure that they are active citizens, as well as actors in their lives and not spectators. The second mission of the university is to prepare young Cameroonians for the active life. This entails providing them with required skills needed by the job market. These skills as earlier mentioned will work towards socio-professional integration of these individuals. For this to be possible, university authorities through partnerships with the outside world are required to send students out for internship. By doing so, it will help them to overcome all the challenges and be ready to make the next step in the professional world.

Internship is proven to be influencing graduate's employability upon graduation from universities. A number of studies has shown that graduate's employability depends on the internship offered to students. This can be corroborated by the results of the findings of previous studies.

In a study by Calloway and Beckstead (1995), on internship in school, found out that the internship experience exposes students to practical skills, improves their social relationships, motivates future learning and enhances their social personality. Additionally, these students will also have the opportunity to discover their job interests and objectives under a professional mentor. The internship should link the theoretical knowledge gained during the coursework to the practical experience. The LMD reform also advocates for the fulfilment of an internship in higher education before the students can be granted a certificate. This internship helps at several levels because it helps to expose the students / interns to the practical world.

A similar study by Cheong et al. (2013), interning with a reputable and large corporation provides the opportunity for students to gain first-hand experiences in the day-to-day operations of a business organization. They not only get to be in the "thick of the action" but are given opportunities to contribute to the organization. These enable students to put to practice the lessons and theories learnt in the classroom. As the business environment is getting more demanding, employers would tend to hire employees that can quickly adapt to the work environment and learn on their job in the shortest possible time. Internship programs offer employers with a pool of candidates that have undergone some form of exposure in their respective work areas. This benefit the companies as lesser training will be required for these interns if they were to be hired. Most importantly these interns had the opportunity to understand the work culture during the internship and thus could easily assimilate with their

other co-workers should they be recruited as permanent employees. In addition, given that the internship is only for a short duration of time, both the university and host companies must draw up a meaningful and structured internship program to maximize the potential learning experience for the intern. It is also crucial that they are given tasks which challenge them to optimize learning. A carefully thought out program for the duration of the internship together with a set of learning achievements should be made known to the interns. These will certainly make the interns and companies aware of the expectations of the internship. The support extended to them by the company supervisors, co-workers and the university is deemed to be vital. This will ensure that the interns would be properly guided by both the educational institution and the workplace in order to have a more meaningful internship experiences. From their research carried out in the Malaysian higher institution, it was discovered that internship has several positive advantages to both students and employers and this is verifiable even in Cameroon. This therefore shows that, to better professionalize graduates, the use of internship programs will be highly beneficial vis-a-vis the job market and hence a necessity.

Another study by West and ChurHansen (2004), found out that the workplace is more effective in shaping identity than the university classroom; student dialogue and interaction with employers is therefore imperative. This implies that the students on internship have the opportunity to interact with highly refuted professionals in their domain. This provide a framework for them to learn from highly experience workers and employers so as to build their own skills and competence and to be able to integrate the job market.

In a study by Aasir and Arshad (2018), on Activity Base Learning (ABL), it was found out that internship project can have two major outcomes for a business student: first, it builds it professionally, develops the students by enhancing career opportunities for him/her, developing their network with the industry and exposing them to real life challenges. Secondly, internship can increase skills, zeal, enthusiasm and self confidence in students in form of personal development. Besides these two advantages, students can also learn time management. It is observed that newly recruits have difficulties managing their time which is epitomized by constant late coming to work, and also not creating time to rest well after work.

The present results tie with the assumption of the Human Capital theory developed by Becker and Schulze in the 1960s. This theory suggests that education and training are investments that make individuals genuinely more productive. Individuals who are more productive will also have higher earnings and be more employable. The private economic return to investing in

education or training, that is, the gain to the individuals, can therefore be measured by the net gain in lifetime earnings accruing as a result of their investment in education or training. Policymakers around the world tend to accept unquestioningly the premise that investment in education and training is a good thing, with most committed to investment in human capital, including Vocational Education and Training (VET), as a means of securing higher economic growth and national prosperity as well as achieving equity goals

Entrepreneurship education and graduate's employability in the University of Yaounde I

The fourth research hypothesis states that entrepreneurship education is a strong determinant of graduate's employability. The findings established a link between entrepreneurship education and graduate's employability. The correlation coefficient is positive and very strong. Basing on this result, the null hypothesis of the study is rejected and the alternative hypothesis retained which states that entrepreneurship education significantly influences graduate's employability in the university of Yaounde I. This therefore means that the more university authorities provide courses on entrepreneurship and business development, the better the rate of graduate's employability in the university of Yaounde in particular and Cameroonian State universities in general.

This finding prove that entrepreneurship education is a determinant of graduate's employability. To this effect, university authorities are therefore required to revise the courses offered in the university to make sure that some courses are developed on entrepreneurship education and business development. This will improve the rate of graduate's employability upon graduation from the university. In the last decades, entrepreneurship has been seen as the appropriate means through which a country can develop so easily. Entrepreneurship involves the creation of goods and services to satisfy the needs of the population. It is believed that through entrepreneurship, people becomes more flexible and self-employed. With entrepreneurship, individuals become job creators instead of job seekers. Entrepreneurship was first the affair of professional training schools but today it has been integrated in the classical faculties. With the growing rate of unemployment due to the inability of the central government to accommodate all the graduates and the undergraduates, equipping students with entrepreneurial skills has been seen as the major way through which unemployment can be reduced among youths.

Today, classical faculties have introduced entrepreneurship education in the respective departments. This is due to the importance of entrepreneurship education in providing lasting solutions to most pressing problems of the society such as unemployment. In this light, university authorities and educationists have seen the need of introducing entrepreneurship education in these faculties. Though the expectation is far from been achieved and the road is still far, the initiative is worth encouragements. Through the introduction of entrepreneurial and business development courses in classical faculties, educational authorities intend to equip graduates with necessary skills, aptitudes and competences indispensable for their socio-professional integration in the active life.

In a study by Kumar (2015), on professionalization of education: a critical analysis, found out that Two important and purified effort are the Education Commission (1964-66), and the National Policy on Education (1986), where subsequent efforts are made to modify education and adopt professionalization. These developments have obvious implications for education and teacher professionalism. The rationale underlying this view is that upgrading the teaching occupation will lead to improvements in the motivation and commitment of teachers, which in turn, will lead to improvements in teachers' performance, which will ultimately lead to improvements in student learning. In India professionalization creates new opportunities in the context of teaching learning. The possession and use of expert or specialist knowledge; responsibility to subject and wider society through voluntary commitment to a set of values that goes beyond those inherent in any employment relationship; and the exercise of autonomous thought judgment. Professionals are organized, trained, qualified or regulated, and creative. By identifying these characteristics of professionals that appear to have fairly universal application through activity.

Another study by Chekwube and Chimeruo (2021), on the influence of professionalization in business education towards developing student's professional abilities in public universities in south east Nigeria, revealed that professionalization in Business Education influence the development of teaching abilities in students in areas of managing discipline, imparting knowledge, mastering knowledge among others. On the other hand, professionalization influences the development of management abilities in students in line with the ability to interact, work and relate with people among others. It was recommended that business educators should adequately prepare and equip her students with sound professional abilities as it concerns teaching and management abilities to enable them expertly and professionally

impart knowledge and as well competently manage human and material resources in organizations and any business outfit under their care.

Another study by Bilola & Pascal (2016), on professionalization for graduate employability in Cameroon higher education: old wine in new wineskins? found out that A peculiarity of professionalization is its articulation as a new ‘objective’ in universities. Using the Newmanian and the Market-Model perspectives, we argue that the novelty is in the attention, type of stakeholders and approaches and not in professionalization itself. *It was noticed that some academics do not agree that universities should be concerned with employability of graduates. This is due to the belief in education for its own sake without utilitarian motives as well as uncertainty about the capacity of the national labor market. Even though the efforts have addressed both the supply and demand side of the products of HE, the supply side is insufficiently addressed. We conclude that professionalization; in the way it is currently being addressed cannot enhance graduate employment and relevance of university education to the job market as intended

Conclusion and Suggestions

The present study seeks to determine the relationship between professionalization and the employability of graduates in the University of Yaounde I. On this basis, data was collected through a close-ended questionnaire from students from different department in the faculty of social sciences. The findings reveal that professionalization of state universities is a correlate of the graduate’s employability. In the end, all the four research hypotheses were accepted which allow us to conclude that there is a relationship between professionalization in universities and the employability of graduates. Based on these results, a number of suggestions were made to the government, policymakers, university authorities, teachers, and educational community in bit to ameliorate the employability of graduates upon leaving the university. The following are the suggestions proposed to improve on the rate of graduate’s employability;

- The findings shows that curriculum content is a direct correlate of professionalization and graduates employability in State universities in Cameroon. Curriculum contents entails the programs designed for the training of students in the university. The socio-professional integration of students into the job market will significantly depends on what they are being taught. It is thus, essential to revise and refine the contents of the curriculum in such a way that it will meet up with the requirements of the job market. In this light, the government, along with educational planners are supposed to look into

it that what is being taught to students align with the exigencies of the job market. This is because in a dynamic and competitive environment, organisations want dynamic and skilful employees who can spark development in the organisations. It is thus very important for government, policymakers, educational planners, and university authorities to make sure that what is taught in classical faculties align with the requirements and exigencies of the job market.

- Also, the result of the findings reveal that teaching method or pedagogical approaches used by teachers in classical faculties in the university is a determinant of graduate's employability. It is believed that the acquisition of 21st century skills determines the rate at which students integrate the job market. The content of the curriculum might be in line with the exigencies of the labour market but the manners or methods applied by teachers to teach it might not allow for skills development in students. In this light, the government, policymakers, educational planners, university authorities, and educational stakeholders are required to take hold of the teaching methods used by teachers.
- Consequently, university lecturers are supposed to revise and refine the teaching methods used to teach students. The LMD system therefore needs to be intensified in the classical faculties. The lecturers are required to shift from the old ways or methods of teaching (Objective-Based Approach) to a new modern method of teaching (Competence-Based Approach). The adoption of the student-centred teaching method to the detriment of the teacher-centred teaching method will go a long way to enhance skills development in graduates, indispensable for socio-professional integration in the job market.
- The result of the findings equally reveals that graduate's employability highly depends on the ability of university authorities to send graduates out for internship to professional organisations and enterprises. It is argued that internship provides an opportunity for students to interact with professionals and experts in their future profession. These interactions allow students to gain practical skills, aptitudes, competences and abilities. Internship provides the opportunity for graduates to combine theoretical knowledge and practical skills. Since it is clear that internship directly influences graduates' employability, we therefore recommend that university authorities should regularly send out students in their final years for internship in

professional enterprises. This will help them to acquire skills and touch with their fingertips the reality of their future profession.

- Finally, the result of the findings reveal that the introduction of entrepreneurship education and business development courses in classical faculties is a determinant of graduate's employability. It is generally accepted that the government cannot accommodate 1/3 of the students which graduate out of the educational system every year. This is because of the disproportionality between the demand and the supply force. Teaching students how to be creative, critical thinkers, and problem-solvers with enhance the professional integration of graduates. As such, government, policymakers, and university authorities are thus required to introduce entrepreneurial education and business development courses in classical faculties as a means to ensure graduates employability.

Perspectives for future research

The present study seeks to establish the relationship between professionalization and graduates employability in the University of Yaounde I. the results of the findings proves that professionalization of state universities is a correlate of graduates employability. At the end of this study, some perspectives for further research were made;

- The present study addresses the problem of graduates employability in relation to professionalization in state university of Yaounde I. the study only focus on the demise of university of Yaounde I students. It is thus, envisaged that an open study can be conducted involving other state universities in the country.
- The present study also focuses on the employability of graduates from public universities in the country, a comparative study between the public and the private universities can be conducted to determine which of them significantly influences graduates employability.
- Also, the present study adopted a quantitative approach to determine the link between professionalization and graduates employability. Thus, a qualitative and even a mixed study research is envisaged to better get more insights into the problem of professionalization and graduates employability.

All these perspectives constitutes pertinent areas which can be explored to study the influence of professionalization on graduate's employability in states universities in Cameroon.

Constraints/limitations

In the course of this study, the researcher encountered a number of difficulties ranging from the availability and accessibility of participants to financial difficulties. In terms of the availability and accessibility of the participants, the researcher found it difficult to access the participants during the field work. This was because the field work was conducted during a time most students were preparing for exams. So, it proved to be challenging for the research to access the participants which affected the sample size of the study.

Also, the researcher was faced by the problem of insufficient documentation on the topic addressed. The libraries which were visited did not provide us with current and sufficient documentation on the topic. The researcher had to search for articles and books online which equally prove to be challenging since most of the books and articles were payable.

The researcher also faced the problem of administrative bottlenecks. Conducting a study in the university setting did not prove to be easy since the researcher had to wait for a long time to be accepted to conduct fieldwork.

The researcher also faced the problem of the return rate of the questionnaire. The researcher administered more than 300 questionnaires in the first round but could not collect all the 300. We had to reprint the questionnaires and administer again. This in addition to other situations, led to financial challenges as well.

Recommendations

The researcher recommends that more books, articles and journals should be added to the libraries to facilitate access to them by researchers

The research also suggests that the administration of the different faculties in the university should be facilitate the field work and research procedures.

The researcher also recommends that the university could offer some financial and material assistance to research students so as to enable them collect and analyze their data more effectively. For example, free Internet access and also photocopy machines that could facilitate the printing and typing of questionnaires and dissertations.

GENERAL CONCLUSION

The aim of this study was to determine the influence of professionalization on graduate's employability in state universities in Cameroon, precisely the University of Yaounde I. the study addressed the problem of graduate's employability which has become a major concern for educationists, nations, and professionals of education, university authorities, and the entire educational community. Since 2007, the government of the Republic initiated the reform aimed to professionalise higher education in the country. In 2010, the government of the republic, in order to align with the international orientation regarding professionalization of education, developed the National Development Strategy (NDS10/20). This initiative was extended in 2020 following its limitations to meet the targeted goals. The NDS30 outlines the desire of the government of the Republic to make Cameroon an emergent country come 2035. A particular attention is paid to professionalization of tertiary education. This is intended to equip graduates with 21st century skills and competences capable of facilitating their social and professional mobility. This study thus, aimed to examine how professionalization of tertiary education can impact graduates employability.

The study is divided in to five chapters. Chapter one of the study focused on the introduction, articulated on the backgrounds, research problem, research objective, questions and hypotheses. The chapter also discussed the interest, the delimitation and the definition of key concepts of the study. Chapter two explored the review of related literature, the theoretical review and review of related studies. This chapter ended with the identification of the gap in the literature. In chapter three, we explored the research methodology which is articulated on the design, the approach, the population, the sample, the instrument and the techniques of data analysis. Chapter four of the study explored the analysis of data collected, the presentation and the interpretation of the results of the findings. Chapter focused on the discussion of the findings of the study, the suggestions, perspectives for further studies and the constraints of the study.

The study identified the problem of unsatisfactory rate of graduate's employability which is as a result of poor mechanism and strategies of professionalization in state universities in Cameroon. To explore this problem, the researcher adopted a survey intended to gather the views of participants regarding professionalization process in state universities in Cameroon. The study is based on the survey research design with the research approach being purely quantitative. This study is conducted in Cameroon, Centre region, Mfoundi division, Yaounde

III subdivision, precisely in the University of Yaounde I. The study targeted main students in classical faculties, precisely the Faculty of Social Sciences of the University of Yaounde I. A total of five departments (Fine Arts, English, History, Sociology and Geography) were retained for this study from which a total of 309 participants randomly selected from the targeted population. The study used a close-ended questionnaire to collect data from the participants. The instrument was tested through a pilot study for validity and reliability. The data collected was analysed thanks to the statistical data analysis techniques (descriptive and inferential) with the use of the Statistical Package for Service Solution (SPSS, version 20). The data collected and analysed resulted to the following principal results:

The results of the findings revealed that curriculum content is a determinant of graduate's employability. This means that educationists need to revise and refine the content of the curriculum so that it should reflect the requirements of the job market. The results of the findings also revealed that teaching method considerable influences the rate of graduate's employability in the University of Yaounde I. Again, the results of the findings revealed that internship is a strong and positive determinant of graduate's employability in the University of Yaounde I. The results of the findings finally revealed that the introduction of entrepreneurship education and business development courses in classical faculties will go a long way to enhance graduates employability in the University of Yaounde I. In the end, the null hypothesis was rejected and the alternative hypothesis retained which stated that professionalization significantly influences graduates employability in the classical faculties of the University of Yaounde I.

On the basis of these findings, a number of recommendations were formulated and directed towards the government, policymakers, educationists; professionals of education, experts, educational planners, university authorities, lecturers, students and educational community. It was recommended that the government should revise and refine the content of the curriculum in a way that it will meet up with the requirements and the expectations of the labour market. Also, it was suggested that reforms should be undertaken to adopt best practices in the teaching and learning process. Lecturers should tailor their lectures to the needs of students and that the university authorities should ensure the shift from the teacher-centred teaching method to student-centred teaching method which will encourage collaboration and effective participation of students in knowledge production and competence building. It was also suggested that university should constantly send out students for internship in professional and business enterprises since it will help the students to interact with highly professionals and

experts in their field, create contact, combine theory and practice, and experience by themselves the reality of the yet to be professional. Finally, it was also suggested that the government, educational planners, university authorities should introduce entrepreneurship education and business development courses in the classical faculties as it will help students to learn creativity, critical thinking and problem solving abilities. All these recommendations, if well put into practice will improve the rate of graduate's employability in the University of Yaounde I in particular and in Cameroonian public universities in general.

Some perspectives for further research were put forwards by the researcher which involves conducting a comparative study on the rate of employment of graduates from classical faculties (public university) and private universities. Also, this study adopted a quantitative approach, as such, a mixed study can be planned for the future. This study also encountered a number of difficulties such as availability and accessibility of the participants, access of documentation, administrative bottlenecks, and financial difficulty and so on.

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APPENDIX

Appendix 1: Questionnaire

REPUBLIQUE DU CAMEROUN
Paix – Travail - Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE CURRICULA ET



REPUBLIC OF CAMEROON
Peace – Work - Fatherland

UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTEMENT OF CURRICULUM AND
EVALUATION

QUESTIONNAIRE

Dear Respondent,

I am a Masters II student of the University of Yaounde 1, Faculty of Education specialised in school administration and I am carrying out a research on the topic Professionalization of higher education and employability of post graduate students in the university of Yaounde I. All information received will remain confidential with the researcher and your privacy shall be appropriately secured. The questionnaire is designed to collect data strictly for academic purposes. You are free to respond or not to respond to the questionnaire. Please kindly respond to the questions as directly and clearly as possible.

PART 1- PROFESSIONALIZATION OF HIGHER EDUCATION IN STATE UNIVERSITIES.

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

SECTION I

S/N	Statements	Responses			
CURRICULAR AND PROGRAMS		SD	D	A	SA
1	The courses in my curriculum can help me get a job				
2	My school curriculum is made up of ICT and technological courses				
3	My curriculum focuses on career oriented subjects				
4	My school curricular promotes scientific research and innovation				
5	Our curriculum and programs promote multidisciplinary teamwork and collaboration among students.				
6	My curriculum promotes the effective use of the LMD system				

SECTION II

TEACHING METHODS		SD	D	A	SA
7	My teachers employ the use of the flipped classroom to teach us (that is giving us materials like videos and notes to read at home before coming to class).				
8	We use cooperative learning in my class for example, group works to study.				

9	My teachers make use of the student-centered learning/constructivist approach in teaching us				
10	We use project- based learning in studying				
11	We use workshops during the teaching and learning process in my department				
12	My teachers make use of the competence based approach to teach us				

SECTION III

INTERNSHIP		SD	D	A	SA
13	My department offers internship opportunities to it's students				
14	I have been part of an internship program before				
15	An internship is absolutely necessary for my department				
16	Going for an internship will help me get a job easily				
17	Internship helps us to create good relationships and gain experience that can be beneficial in job acquisition				
18	The workplace is more effective in shaping identity than the university classroom.				

SECTION IV

ENTREPRENEURSHIP EDUCATION		SD	D	A	SA
19	In my department, we have business and entrepreneurial courses				
20	I have problem solving skills				
21	With what I study, I have the ability to create my own business or be self-employed				
22	My teacher sometimes uses guest speakers, role models and case studies to teach us.				
23	I have the skills and ability to create ideas and take initiatives				
24	Our teachers teach us sustainable thinking, management, leadership, innovative and risk taking skills				

PART 2: EMPLOYABILITY OF STUDENTS

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

Section V

EMPLOYABILITY		SD	D	A	SA
25	I possess applied academic and interpersonal skills that can render me employable				
26	I believe communication skills contribute to my employability level				
27	There is a direct relationship between employability and the job market				
28	Personal qualities such as self discipline and integrity can help me secure or maintain a job				
29	I can comfortably explore technological tools and information at any given time				
30	I am apt in resource management and preservation skills				

SECTION VI: DEMOGRAPHIC INFORMATION

Please tick (✓) in the box corresponding to your most preferred response

Year of completion of degree/ number of years stayed at home before returning

Age

21-30

31-40

41- 50

51 and above

Gender

Male

Female

Department of studies

Thanks for your assistance and collaboration.

REPUBLIQUE DU CAMEROUN
Paix – Travail - Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

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EVALUATION



REPUBLIC OF CAMEROON
Peace – Work - Fatherland

UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTEMENT OF CURRICULUM AND
EVALUATION

Interview Guide for Lecturers

SECTION A: GENERAL INFORMATION

Dear Respondent,

I am a master's student from the Faculty of Education of the University of Yaounde I. I am conducting research on Professionalization of higher education and employability of post graduate students in the university of Yaounde I. The answers you provide will be used strictly for this master's research and your privacy will be highly protected. Thanks for your participation

PREAMBLE: Permission to record, copyright waver

SECTION B: QUESTIONS

- 1- In your opinion, do you think the curriculum is tailored to meet the employability needs of your students.
- 2 Could you tell me the different teaching methods you use in teaching
- 3 Do you think internship has an influence on employability of post graduates. If yes, how
- 4 Do you have entrepreneurship education in your department and departmental courses. If yes, how effective is it in relation to employability

Appendix 2: Research Authorisation

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

DEPARTEMENT DE CURRICULA
ET EVALUATION



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

THE UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM
AND EVALUATION

Le Doyen
The Dean
N° 23/UYI/VDSSE/

AUTORISATION DE RECHERCHE

Je soussigné, Professeur BELA Cyrille Bienvenu, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que Blessing ATEM MUKETE, Matricule 21V3281, est inscrite en Master II à la Faculté des Sciences de l'Education, Département de Curricula et Evaluation Filière : Management de l'Education, Option : Administration.

L'intéressée doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Elle travaille sous la direction du Pr Maurine TANYI Son sujet est intitulé: « *Professionalization and employability of graduates in higher education* ».

Je vous saurai gré de bien vouloir la recevoir pour le stage et mettre à sa disposition toutes les informations susceptibles de l'aider dans son travail.

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



Fait à Yaoundé, le.....

Pour le Doyen et par ordre

Dr. Michel Adelf Tanyi

COMMUNAUTE URBAINE DE YAOUNDE
COMMUNES DE YAOUNDE

Echelle: 1/10 000
 Direction des Services Techniques
 Cellule de Développement Urbain
 Juin 2007

LEBOUDI I
LEBOUDI II
NKOLAFEME
MINKOAMEYOS
YAOUNDE 7
YAOUNDE 2
YAOUNDE 1
YAOUNDE 5
YAOUNDE 6
YAOUNDE 4
YAOUNDE 3

LEGENDE
 Limite des quartiers
 Lacs

Communes d'arrondissements
 YAOUNDE 1
 YAOUNDE 2
 YAOUNDE 3
 YAOUNDE 4
 YAOUNDE 5
 YAOUNDE 6
 YAOUNDE 7