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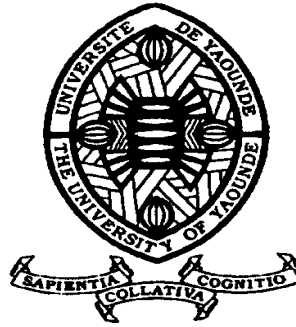
FACULTÉ DES SCIENCES DE

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*Peace – Work – Fatherland*

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UNIVERSITY OF YAOUNDE I

FACULTY OF SCIENCES OF

EDUCATION

DEPARTMENT OF OF

CURRICULUM

AND EVALUATION/MED

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## EDUCATIONAL PLANNING AND YOUTHS EMPLOYABILITY IN THE UNIVERSITY OF YAOUNDE I

A DESERTATION SUBMITTED IN PARTIAL FULFILMENT  
FOR THE REQUIREMENTS  
FOR THE AWARD OF A MASTERS DEGREE IN EDUCATIONAL  
MANAGEMENT

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DIPES I in English Modern Letters

Bachelor's Degree in English Modern Letters

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## **CERTIFICATION**

I hereby certify that this work was carried out by Fossimock Blaise Tendongmoh of the University of Yaounde I, Faculty of Education, department of Curriculum and evaluation /Management of Education.

Head of Department

President of Jury

Supervisor

Examiner of Jury

Date.....

To His Royal Majesty (H.R.M) Fon Ajamah Victor I (in blessed memory) and  
Mrs Fossimock Prostacia Zetang.

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## ABSTRACT

This study sets out to examine educational planning and youth's employability in the University of Yaoundé I. Specifically, we intend to assess the effects of government policy, University curriculum, pedagogy, personnel/man power and infrastructure in educational planning on youth's employability in the University of Yaoundé I. The problem under study emanated from the quick growing of unemployment rate among higher education graduates in Cameroon. Unemployment is a factor that militates against economic growth and retards socio-economic developmental process in the society. It has plunged most graduates into undesirable lifestyle such as theft, poverty, mysterious, cyber criminality, hunger, unconditional emigration to unknown places. This social demise could be caused by poor educational planning in the University. It is based on this backdrop that we want to investigate the extent to which educational planning affects youth's employability. Four important theories were used; the Human Capital theory, The Signal theory, the Cost-benefit theory, the Blue Print Planning theory. This study was carried out in Yaoundé and 107 graduates were selected using a convenient sampling technique to constitute a workable sample. These respondents were seeking for jobs and undergoing trainings at the National Employment Fun (NEF) Mvolye Branch and 10 lecturers, heads of 5 departments of 3 faculties in the University of Yaoundé I. The data were collected using questionnaire and interview guide. The data were analysed using the descriptive and inferential statistics. The results are presented in percentages, mean and standard deviation and the hypotheses were verified using Spearman correlation index as a statistical tool. Ha1.concerning the first hypothesis we obtained a correlation coefficient of 0.743 and p-value <0.05. Based on this we rejected the null hypothesis and retained the alternative hypothesis which states that government policy in education affect youth employability in the university of Yaoundé I. Ha2. According to the second hypothesis we obtained a correlation coefficient of 0.580 and a p-value <0.05. Thus, we rejected the null hypothesis and retained the alternative hypothesis which states that school curriculum affects youth's employability in the University of Yaoundé I. Ha3. Based on the third hypothesis, we obtained a correlation coefficient of 0.612 and a p-value of <0.05. Hence, we rejected the null hypothesis and retained the alternative hypothesis which states that pedagogy in education strongly affects youth's employability in the University of Yaoundé I. Ha4. Based on the fourth hypothesis, we obtained the correlation coefficient of 0.780 and a p-value of <0.05 therefore; we rejected the null hypothesis and retained the alternative hypothesis which states that personnel in education effects youth's employability in the University of Yaoundé I Ha5. Based on hypothesis five, we obtained the correlation coefficient of 0.69 and the p-value of <0.05 so we rejected the null hypothesis and retained the alternative hypothesis which states that infrastructure in education effects youth's employability in the University of Yaoundé I. The acceptance of the entire specific hypothesis gives us the right to retain our general hypothesis which states that there is a significant relationship between educational planning and youth's employability in the University of Yaoundé I. Based on these findings, recommendations have been made to stake holders.

**Key words: Educational Planning, Youths Employability, Higher Education.**

## RESUME

Cette étude examine les programmes académiques et l'employabilité des jeunes à l'université de Yaoundé I. Il s'agit spécifiquement d'analyser les effets de la politique gouvernementale, la pédagogie, les parcours académiques, les infrastructures et leurs incidences sur les capacités d'emplois des étudiants de l'Université de Yaoundé I. Le problème que pose notre étude est la résultante d'un constat : l'augmentation du sous emploi parmi les jeunes diplômés de l'enseignement supérieure au Cameroun. Le sous emploi est un facteur qui impact sur le processus de développement d'une société (freine la croissance économique, engendre le retard socioéconomique). La cause de ce problème sociale est liée à une mauvaise planification dans les universités. C'est dans ce contexte que s'inscrit notre investigation scientifique. Pour y parvenir, nous avons utilisés quatre théories à savoir: " *the Human Capital theory, The Signal theory, the Cost-benefit theory, the Blue Print Planning theory.*" 107 diplômés ont répondu à nos questionnaires et entretiens. Ceux sont les diplômés de quatre départements choisis dans trois facultés. Les données collectées ont été analysées et traités à partir des statistiques descriptives et inférentielles. Les résultats ont été présentés en pourcentage. Nous avons utilisé les index de corrélation et les outils statistiques pour vérifier nos hypothèses de recherche. Concernant la première hypothèse, nous avons obtenu un coefficient de corrélation de : 0,743 et la P-value de 0,05. Il en découle alors, que la politique gouvernementale en matière d'éducation affecte l'employabilité des jeunes à l'Université de Yaoundé I. Pour la seconde hypothèse, le coefficient de corrélation est de : 0,580 et la P-Value 0,05. Nous retenons ainsi que parcours académique affecte l'employabilité des jeunes à l'Université de Yaoundé I. La troisième hypothèse donne un coefficient de corrélation de : 0,612 et la P-Value 0,05. Nous retenons ainsi que le style de pédagogie affecte l'employabilité des jeunes à l'Université de Yaoundé I. La quatrième hypothèse donne un coefficient de corrélation de : 0,780 et la P-value 0,05 alors : la ressource humaine affecte l'employabilité des jeunes à l'Université de Yaoundé I. En obtenant un coefficient de corrélation de 0,69, et la P-value de 0,5, pour la cinquième hypothèse, nous concluons que les infrastructures ont des incidences sur l'employabilité des jeunes à l'université de Yaoundé I. Toute analyse faite, nous pouvons affirmer qu'il existe une relation étroite entre la planification académique et l'employabilité des jeunes à l'université de Yaoundé I. Pour palier aux insuffisances dégagées tout au long de notre étude, nous avons formulé quelques recommandations pour les parties prenantes.

**MOTS CLES : planification académique, employabilité des jeunes et enseignement supérieure.**

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## **ABBREVIATIONS**

- A.A.C.F: Addis Ababa Conference on Education
- A.D.B: African Development Bank
- C.A.M.Y.O.S.F.O.P: Cameroon Youths and Students Forum For Peace
- C.B.A: Competence Base Approach
- C.B.T: Cost Benefit Theory
- C.E.U: Cameroon Economic Update
- CITE: Classification Type de l'Education
- COSUP: Centre Pilot D'orientation Scolaire et Universitaire et Professionnelle
- D.C: Direct Cost
- D.D: Demand
- E.E.S.I: Employment and Informal Sector Survey
- EFA: Education for All
- E.P: Educational Planning
- ENAM: National School of Magistracy
- F.A.L.S.H: Faculty of Arts, Letters and Social Sciences
- F.S.E: Faculty of Science of Education
- F.S: Faculty of Science
- G.E.S.P: Group and Employment Strategic Paper
- G.D.P: Grosse Domestic Product
- H.E : Higher Education
- HIPIC: Highly Indebted Poor Countries
- H.T.C: Human Capital Theory
- H.T.T.C: Higher Teachers Training College
- H.R.F: Human Right Facts
- I.L.C: International Labour Conference
- I.L.O: International Labour Organisation
- I.M.F: International Monetary Fund
- I.O: Islamic Organisation
- IRIC: Institute of International Relations

L.M.D: Bachelors Masters Doctoral

L.S: Level of Significance

M.D.G: Millennium Development Goals

MINSUP: Ministry of Higher Education

MINESEC: Ministry of Secondary Education

MINEDUB: Ministry of Basic Education

MINEFOP: Ministry Vocational Training and Employment

MINEPAT: Ministry of State Planning and Regional Development

N.E.F: National Employment Fund

N.F.E.G.D: National Forum for Educational Governance and Development

N.G.O: Non-governmental Organisation

N.I.Y.S: National Institute of Youths and Sports

N.I.S: National Institute of Statistics.

PAJE-U: Projet D'appui à la jeunesse rurale et urbaine

PANEJ: Plan d'action National pour l'emploi de jeunes

PED: Program D'emploi Jeune

P.I.F.M.A.S: Projet d'Insertion Socio-économique des jeunes par la Création des Micro-entreprises de la fabrication du materiel Sportif

PIAASI: Program Intégré d'Appui aux Acteurs du secteur informel

P.R.S.P: Poverty Reduction Strategy Paper

PRIDES: Parole Regionaux d'Innovation et de développent Economique Solidaires

S.C.C : Spearman Correlation Coefficient

S.W.A: Sector Wide Approach

S.S: Supply

S.D.G: Sustainable Development Goals

T.D: Travaux Deriger

U.I.T: University Institute for Technology

U.B: University of Bamenda

U.B: University of BUEA

U.C: Unit Cost

U.D: University of Douala

U.Ds: University of Dschang

U.M: University of Maroua

U.N: University of Ngaundere

U.N.D.P: United Nations Development Program

UNESCO: United Nations Education Scientific and Cultural Organisation

U.N.O: United Nations Organisation

U.Y. I: University of Yaoundé I

U.Y II: University of Yaoundé Two SOA

YALI: Young African Leaders

YES: Youths Employment Service

W.B: World Bank

% : Percentage

# **CHAPTER ONE**

## **BACKGROUND TO THE STUDY**

### **Historical Background**

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

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

With respect to the mutual understanding between the church and the colonial government, educational planning became a joint concern between them. However, there existed controversy over who was really responsible for education in the colonies; the government or the missionary bodies. This instigated their home governments to dispatch missionaries to Africa for the purpose of better organization and running of schools. Amongst the many commissions sent was the Addis Ababa Conference on the development of education in Africa in 1961, which ushered a new era in the history of education in Africa (Fonkeng, 2016).

Before the 1961 independence in Cameroon, teaching/learning institutions were structured following the objectives of the then colonial masters (France and Britain) in the two Cameroons



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

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

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

- The development and transfer of knowledge.
- Develop research and training of men/women.
- Bring higher forms of culture and research to higher level.
- Maintain peace and progress.
- Facilitated access to higher education to all those who have vocation and ability.

- Contribute to support development, social and cultural promotion.

-Foster the use of bilingualism and to study the reform of curricular measures calculated to bring about the necessary harmonization of the inherited systems United Nations Education Scientific and Cultural Organisation (UNESCO), (1963). Education in this University was probably characterized by classical liberal programs with no focus on employment and market relevance.

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

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

After a series of conferences held by UNESCO, the Ministry of National Education which was created by decree n°72/381 of August 1973 saw an increase in its responsibilities and the change of concept. These led to the reorganisation by decree n°74/406 of 24<sup>th</sup> April 1964 (Fonkeng, 2006) of task and bodies to implement the new plan. According to Fonkeng, (2006), this Ministry of National Education with subsequent organizations, controlled education from the primary to the

tertiary sector and from February 1984, political organisation was separated from the ministry of higher education and scientific research was created. Higher Education in Cameroon like in any other African nation was viewed as a vehicle for training high level manpower for the new nation to consolidate its economy and as a driving force for the nation's economic development (*Comité Technique de Reflexion pour l'amélioration du System Nationale des Enseignement Superieur*, Raport, Avril 2004, as stated in Fonkeng & Tambe (2012).

Higher Education adopted new methods of planning that went operational following the creation of the University of Yaoundé I with a banal mission void of future ambitions and changes in the national and international world. The lone University institution was independent of the job market (employers) except for the few vacancies offered by the state after independence. This mismatch between higher education and the job market was exercised as the highest concentration of students was found in the Faculty of Law and Economics and the lowest in Agriculture. This is so surprising for a country in which more than 80% of the population is made up of agriculture (Fonkeng, 2006)

Educational planners faced difficulties in the projection of the fast growing youths population vis-à-vis the University's accommodation, employment and growth in population, technological changes among others. For instance, by 1992, (30 years after) the creation of the University of Yaoundé, the population reached 40,000 students whereas the school was ready for just 5000 students (Samfoga, 2012). In the same vein, (Fonkeng and Ntambe 2012) captured this geometric growth in enrolments and related its consequences in the following lines;

*This dramatic growth in student's enrolment was not accompanied by any increase in infrastructure resulting to overcrowded lecture halls and other facilities. This rendered lectures difficult with high staff-student ratio. The high enrolment equally stressed the equipment for laboratory and library. These contributed to the inefficiency of the system as they affected student's motivation and performances.*

According to the above quotation, the increase in enrolments was not followed up with infrastructures. Consequently, lecture halls became over crowded, limited facilities, most students dropped out, inefficiency and many others that limited the acquisition of knowledge in the university. These portray the institution's limitation in the ability to train the secondary school graduates as a result of poor planning.

However, Students were rescued by the creation of other state universities in Cameroon, such as the University of Yaoundé II SAO, the University of Buea, the University of Dschang, the University of Ngoundere, the University of Bamenda and the University of Maroua. This was coupled with unemployment since the education of the main University was in classical liberal programs and less employment or market relevance compared to those specialized establishments (Samfoga, 2012)

With the passage of time, new approaches to educational planning came up, the social demand approach, the man power requirement approach and cost-benefit analyses, thanks to the scientific and technical, economic and demographic, political and social changes in both developed and developing countries. Cameroon's education planners faced major challenges with the educational system as to how education was to be inserted as the main brain behind the training and supply of qualified personnel to the respective economic sectors. In this light, the Cameroon government undertook the challenge and in 1998, after the realisation of the mismatch between education and the job market, reforms were made and the University Institute of Technology (IUT) of Douala was used as an experiment and it was realised that 80% of the graduates got jobs shortly after graduation (state University.com). This experiment aided in youths employment but it seems to have been abandoned as it has never been attempted in any of the Universities, with reasons above human comprehension. This process could not go far possibly due to the state's inability to ascertain the trends of the job market vis-a-vis the number of graduates per year, the school curriculum, the teaching method and the state policy on education proved very inadequate to remedy the growing challenges. Amongst these challenges, were the wasteful imbalance within the educational system, demands far in excess of capacity, cost rising higher than revenue, known financial bottlenecks, not enough jobs for the educated and the education that differs from the employer's needs. These mishaps vividly culminate to economic, political and social austerity and frustration amongst the graduates. It must be born in mind that up to today, the two systems of education in Cameroon are still not unified because of inherent problems of harmonization particularly in terms of programs (Fonkeng, 2006). However, these dual systems share much in common like the content of certain courses or subjects, principles and practices in the selection procedures.

## **Contextual Background**

The question of unemployment (the state of graduates not having jobs) is a global concern as it affects both developed and developing countries of the world. From 1997 to 2007, prior to this crises, the number of unemployed youths increased on average by 60.000 per year. Between 2007 to 2011, the youth's unemployment increased by 4 million at the global level and in 2008, the global youth's unemployment rate stood at 0.9% (International Labour Organisation 2012).

The problem of youth's unemployment, however, manifests itself more on the underdeveloped countries of Africa, Asia and Latin America. Its manifestations in Cameroon are seen as young graduates loiter around the city doing nothing. Frustration and disappointment lure some into smoking, drunkenness, drug abuse, scamming, gay, prostitution, theft, poverty, misery and pain. This may be because planners face difficulties to match the curriculum, pedagogy, policies and infrastructure planning to the job market. Indeed, in Cameroon, the undulating unemployment rate which stood at 5.6% in 2010, 3.80% in 2011, 3.80% in 2012, 4% in 2013, 4.3% in 2014 (National Institute for Statistics -NIS).

Moreover, the Director of NIS in his report of June 2<sup>nd</sup> 2016 affirmed that Cameroon's population stands at 23.34million with an unemployment rate of 9.3% and youths between 20 to 29years are most effected, followed by women and graduates swimming in 36.5%,Cameroon tribune (June 3th 2016 Yaoundé), in view of this analyses, the Minister of State Planning and Regional Development (MINEPAT) present at the conference, expressed with regrets that “...*the University degree is no longer a passport for getting employment*”, a very problematic and disappointing status quo for graduates and also to the government in the fight for achievement of goal 4 (quality education) and goal 8 (decent work and economic growth) of the sustainable development goals. This situation is a possible stumbling block to the achievement of 2035 emergence in Cameroon if care is not taken.

This global youth's malaise is not a recent issue. It has gained unprecedented significance, calling on an in-depth investigation of its several causes in order to devise a sustainable solution. However, there has been agreement that inadequate and/ or training void of practical skills amongst others make up the underpinning causes of the predominant unemployment problems among university graduates from the University of Yaoundé I. This high unemployment in Cameroon

may be due to the curriculum used in the higher institutions. This school programs are mostly theoretical as the subjects taught are not relevant to the skills needed by employers. Consequently, there is no practical learning that can enable students do or create jobs to help themselves. Thus, graduates are bound to take odd jobs such as hawking on streets, private unskilled teachings at very low pay, truck pushing, amongst others, as a result, underemployment.

So to speak, the question of alarming underemployment undoubtedly surfaces as a result of the problem of employability that characterizes the job market. Underemployment in Cameroon is perpetrated by both the private employers and the state. Cameroon Economic Update (CEU) holds that the rate of underemployment in Cameroon stands at 70% of which graduates of course are the most affected. This paper in its struggle to review the job market in Cameroon, mentions that the private sector remains by far the greatest supplier of jobs with about 90.5% of workers from this sector. What might be most striking to know is that workers from this sector vividly demonstrate the characteristics of underemployment in a wider scale. This is demonstrated by the fact that their work positions, wages (motivation), working conditions and many others do not match with the training and academic profile. Such groups of people are more or less classified as the “working poor”. We therefore need to re-adjust the educational system, tailoring it towards the employer’s needs and aspirations so as to prepare the job market to absorb the students upon graduation.

The educational system in Cameroon is not structured to answer the question of employability. There is fragmentation in the system from primary through secondary and the higher education. The curriculum does not reflect the knowledge awaited by employer on its part, the teaching methods are void of practice and expertise. Furthermore, the policies are not youths and job oriented, as the infrastructures are not equipped to meet such challenges. There is no independent and competent body for the planning of Cameroon higher education; this makes it difficult for the system to meet with the needs of the society. According to Coombs (1970), Educational planning (EP) is the application of rational and systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs of the individual and the society. He came out with 5 different processes to be considered by education planners:

- Assess needs and demands of students and the society
- Formulate policies and set objectives
- Alternative strategies for achieving objectives
- Determine the available resources and requirements and how they can best be allocated
- Implement plan or strategy with appropriate feedback

Coom's ideology stipulates that student and society's needs should be considered during the planning process. This is a primordial method worth employing by every country. Citizens have diverse reasons why they go to school and every society (families) as well have different expectations from their children. The policies and objectives formulated do not take the rights from needs and aspirations of the students and the society (both families and employers). This creates a non-collaborative ground for both parties after training.

By this assertion, Coombs indicates that decisions on the educational system planning are based on reasons like the type of man power needed by the employers, the needs of the learners and the society rather than emotions or political influence which is the bases on which education in Cameroon is built. Most educational leaders are incompetent because they got into power through political appointment, tribalism, nepotism rather than their knowledge and know how. Politics is highly interwoven in education even to the way teachers are employed, institutions are managed and how lessons are thought.

Faced with a morose economic situation, the Cameroon Economic Update document since 2012 revealed that an underpinning factor to the mass unemployment of youths is against the backdrop of the content of education given them. Students of the Faculty of Arts Letters Social Sciences (FALSS) in the University of Yaoundé I. are taught static facts and baseless stories which are not needed in the job market giving an impression that when you graduate from these faculties, you either wait for the public exam with slim chances of success, frustrate around, manage teaching in the private sector or migrate out to different countries for greener pastures.

Higher Education (H.E) is probably a spring-board to economic growth and development, Ngwana (2003) captures and unfolds this session in the following statements.

*In sub Saharan African states, development was focus at different periods On strong national government on centralized planning, rural development And population control, income re-distribution and equality of access: economic Structural adjustment and multiparty politics, human resources and today Capacity building and stressed on sustainable development dominate the rhetoric. This changing emphasis called for direct involvement of the Universities in development programs.*

With this, Ngwana is implying that Universities (Higher Education) must be fully involved in the developmental programs of a society. The investments in these universities by both the state and private individuals make up what Becker calls “the Human Capital Development”. By this, he believes that investing on the education and health of an individual is building a strong base for the development of a country. They both agree on the fact that higher education is the spring-board behind economic development of an economy. This brings us to our study whose interest is on how higher education, specifically the university of Yaoundé I can make graduates useful by investing on the skill-based training of the students.

According to information from the World Bank 2008, Higher Education plays a pivotal role in preparing individuals to enter the labour force as well as equip them with the skills to engage in lifelong learning experience. This undoubtedly, proves that a successful education system planning collaborates with the employers or job market. In this light, the World Bank makes it clear that “planning of the educational system focusing on graduate’s employment seeks to adhere to basic cognitive and numeracy skills” (World Bank, 2008; p. 20) these skills are much waited in the job market to enable graduates employment.

These graduates will apply the skills, know-how and abilities in the jobs, improving the outputs, economic growth and their standards of living. To achieve these, school curriculum, pedagogy, states policy and resources put in are oriented towards aspirations and the needs of the job market. By so doing the school-to-job night mare would be eliminated. Unfortunately, it is probably the reverse with the planning of universities of Cameroon.

In Cameroon, there exist eight (8) state universities (Yaoundé I, Yaoundé II, University of Dschang, Buea, Ngaoundere, Douala, Maroua and Bamenda) with a handful of private universities. These universities graduate approximately 250,000 Cameroonians of working age every year



(MINESUP INFOS 2010, No 13, 18). Curiously, the latter end up being a nuisance to the society as they are seen roaming the streets, public places, markets, perpetrating high crimes, cyber criminality, brain drain among others with these certificates in their pockets. Consequently, this has become more frustrating to the individuals and the families. This regrettable circumstance betrays the Gakuladas (2012) declaration that the main reason people enter higher institution is to graduate and gain employment, get promotion or get a new employment.

It is worth noting that in Cameroon, the whole families join hands together to sponsor their children with the hope that upon graduation, they will acquire a well-paid job, through which they will in turn help both old and young people better up their living standards. Unfortunately, upon graduation from these state institutions these youths keep roaming the streets jobless and hopeless due to unemployment. Most of these unemployed youths or job seekers have attended school for varied lengths of time (Indeed most of them have obtained university degrees) but they cannot find nor create jobs that match with their skills and potential abilities (Callaway, 1971). The amount of training a person gets determines his or her efficiency and effectiveness at work. On the contrary, the more Cameroonian youths get educated, the more costly the education and the more they depend on their parents for their livelihood due to unemployment.

The job markets increasingly need skill workers, the youths need jobs as well, but they lack conformity in terms of skills. This has increased the unemployment rate in Cameroon to 30% while underemployment rest at 70%, as stated by the International Labour Organization (ILO) report (2013). It may interest you to know that the working population in Cameroon is about 12 million and only a little over 200,000 people work in the public service. The remaining population not absorbed by the government is a call for concern. Unemployment and underemployment affect different university graduates in diverse ways such as, sex, age, marital status, ethnic group, field of study amongst others. The University of Yaoundé I comparatively is the most populated in the whole republic. Hence, they graduate thousands into the job market yearly and of course they do not fuse with the available skilled and technological oriented jobs available, thus unemployment. It must be born in mind that, graduates from these faculties turn to enrol in private institution for specialization (with a fees from 500,000 to 1,000,000 CFA per year, too costly for jobless youths) others with the ministry of employment and vocational training (National Employment Fund) from where they can make use of themselves meanwhile others escape abroad to “hustle”, some engage

in non-pedagogic teaching in private sectors with a very minimal wage from 500-700 FCFA per hour, and the weaker ones and/ most intelligent victims become drug addicts, thieves, loiters, scammers and producers of fake documents “docky men” in Bonamousadi and around the ministries in Yaoundé.

## **Theoretical Background**

The theoretical background of this study is the explanation of the phenomenon that is being studied. This explanation is grounded in the theories developed by several researchers and prominent theorist. According to Kerlinger as (cited in Amin, 2005:10), a theory is “*a predisposition that presents a systematic view of specifying the relationship amongst variables with the purpose of explaining and predicting the phenomena*”. Moreover, a theory could be seen as a set of interrelated concepts which structure a systematic view of a phenomenon for the purpose of explaining and predicting. According to Zaden (2000) and Wujungbuen (2007), a theory is a set of interrelated statements that provide an explanation for a class of events.

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

With cognizance to these definitions, educational planning has several theories guiding its functioning. For the need of a succinct elaboration of the variables, and the purpose of

contextual theories that will guide this research work, we shall advance some of the following theories depending on their relevance to our scope:

- The Human Capital Theory by Becker (1974).
- Signal Theory by Andreas Deikmann (1899).
- Cost- benefits Theory by Jean Dreze and Nicholas Stern (1982).
- The Blue Print Planning theory by Lane (1940).

It is a modern extension of Adam Smith's explanation of wage differentials by the so-called net (dis)advantages between different employments. The cost of learning a job are very different and very important components of net advantage and has led economist such as Gary S. Becker and Jacob Mincer to claim that other things being equal, personal income varies according to the amount of investment in the human capital; that is the education and training undertaken by individuals or a group of workers (Blang, 1978). The "Human Capital Theory" (HCT) postulates that individuals who invest in human capital have the advantage of reaping greater and sustainable returns than those who invest less in human capital. Amin A.A and Awund A.W (2005) used the HCT in a book titled *Economic analysis of Private Returns in Private Investment in Education in Cameroon*. In this book, they applied HCT fully and confirmed that people moved from lower paid jobs to higher paid ones as the productivity increased. Recent studies show that farmers who are educated produce on the average eight times more output than their non-educated counterpart, (World Bank, 1992). In Kenya, there have been many studies on returns to education. Some of these studies have sought to analyse factors that have affected private returns to investment in education over time. Cited in Amin and Awund (2005), Manda and Bigsten (1998) analysed the impacts of educational expansion and return to schooling in Kenya over a period, they found that private returns to secondary and tertiary education is high while it is close to zero in primary education. By this, the studies show that when individuals invest more on education by continue schooling to higher education, they become more effective and efficient in productivity with more pay than someone who ends just at the primary level. With these, they both share the same ideology of the theory which is the centre of this study.

The cost-benefit theory can be traced from some welfare economics as far back as the 19<sup>th</sup> century. The practice of the cost-benefit theory is dated from the introduction of the flood control

Act of 1936 in USA. This act determined that the control of flood waters was in the interest of the general welfare, Pearce (1974). This act, the state evaluated the benefits of the act on the society and individuals in order to permit its further decisions to be taken.

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

The Signalling theory on its part has been in use in Cameroon since 2006, thanks to the creation of the FIDES organ in the NEF over the republic. This organ under the National Employment fund has been at work though slow in actions, creating a linkage with common interest amongst related enterprises and associations in Cameroon.

Theory of the boundary less career and employability training in higher education was employed to demonstrate the fact that traditional jobs are fast becoming less popular, giving way to newer ones in the 21<sup>st</sup> century knowledge economy to reflect the shift from production to knowledge and service systems. Higher education must recognize these changing conditions, demands and the needs of multinational and large corporations that are characteristic of the knowledge economy labour markets, to be able to adjust their curricula accordingly in order to produce graduates with boundary less skills and attributes who can fit into this new professional knowledge which are boundary-less in nature. This knowledge increases their value in the labour market in terms of employability and financial return. Evidently, the students of the University of Yaoundé 1 are required to obtain these skills and knowledge through university training in order to increase their value in the job market in terms of employment and financial compensation.

The man power forecasting approach is another area of concern through which the school-to-job nightmare could be eradicated among graduates of the Yaoundé I University. Manpower

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

Job Competition model developed by Lester Thurow (1976) keeps the above argument rolling. In this theory Thurow emphasises the attributes of individuals and role of training. He argues that the marginal product resides in the job and not in the man, as it was conventional to believe. Individuals are trained into the productivity of the job they hold. Therefore, the job allocation procedure assumes a much greater importance than it does in wage competition, where an individual's skills automatically place him or her in some particular job market. The function of the labour market in such a theory is the allocation of "training slots". On-the-job training is assumed to be the cheapest, most efficient method of training. Employers' objective is minimisation of training costs, which is consistent with competitive theory assumption of profit maximising behaviour of firms.

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

Dual Labour Market theory developed by Doeringer and Piore (1980) is the simplest form of segmentation theory. The theory assumes that the labour market is composed of two sectors: Primary sector and Secondary sector. Primary sector characterised by good jobs with good wages, promotional opportunities, good working conditions, job security, powerful trade unions and consultancy style management. The secondary sector, on the contrary, is characterised by having bad insecure jobs, low wages, non-involvement of workers in the decision-making process, poor working conditions and disunion firms. Drown from this theory; the two sectors are the state and the private sectors of Cameroon. This seeks to explain why graduate job seekers like the state's

jobs more than the private sector in Cameroon. This situation is further highlighted by the number of graduates who actually wish to enter the public service each year. The number who register for the limited seats offered yearly in public examination into professional schools like Higher Teachers Training College (HTTC/ ENS), National Institute of Youths and Sport (NIYS/ INJS), and many others in Cameroon. But the mobility between the two sectors is limited, resulting in a queue for primary sector jobs. Whilst competitive forces may dominate the secondary labour market they are not completely absent from the primary sector. Primary labour markets need to attract entrants and firms in this segment face competition in the product market. These forces may be weak in the short run but cannot be ignored in the long run.

The sharp dichotomy between “good” and “bad” jobs in the dual labour market model appears too simple, and the distribution of the quality of jobs is more likely to be multi-modal rather than bi-modal. The emphasis upon the social foundation of internal labour markets, as opposed to human capital, price incentives and technical efficiency foundations, has produced additional insights into labour market behaviour.

## **Conceptual Background**

According to Miles and Huberman (1994), conceptual framework is defined as a vital or written product that explains either graphically or normatively the main things under study. They include key factors, concepts or variables and presume relationship amongst them. A conceptual framework is a structure of what has been learned to best explain the natural progression of a phenomenon that is being studied (Camp, 2001). This section will examine and explicitly elaborate on the concept of education, planning, Educational planning, employability, job market and possible relationship that exist between them.

The fundamentals of educational planning were established by UNESCO in 1967. These brought changes in practice and concepts in educational planning. Rigid mandatory and centralized planning became inappropriate. UNESCO introduced the need for data collection, evaluation of efficiency of existing programs, undertaking a wide range of studies, exploring the future and fostering a broad debate on these bases to guide educational policies and decision making (Haddad, 1967). UNESCO outlined the two concerns of educational planners in two folds: -to reach a better understanding of validity of education in its own imperially observed specific dimensions and to help define appropriate strategies for change. Here, UNESCO failed to evaluate the validity of the

educational planning through its outcomes (graduate's employability), economic growth and development.

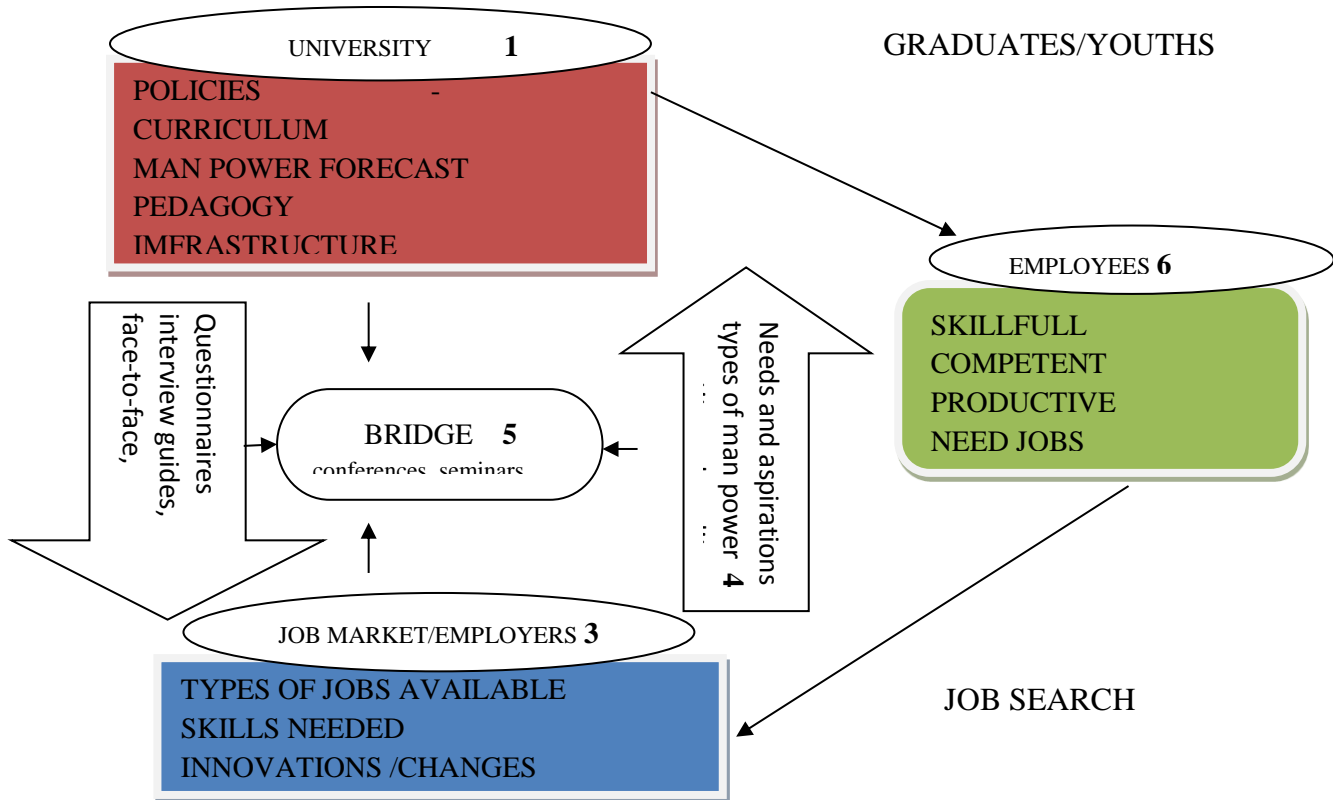
Educational planning (E.P) and the job market are practically two sides of the same coin. Apart from Coombs' definition of educational planning stated above, prominent educationist like Mbua (2002) defines E P as a process of preparing a set of decisions for actions in the future in an organization, business or individual's activity or the establishment of objectives of the organisation and determination of best ways to accomplish them. The definition entails planning with objectives and goals which are expected to be achieved in the job market. This is where the planning is done alongside the employer's needs and aspirations. By decisions, Mbua makes allusions to possible and delicate areas like the school curriculum, the pedagogy, government policy, man power (personnel) and infrastructure of the university. As Drez and Nicholas (1982) proclaim in the cost benefit analysis for good decision making, the above elements necessitates that the cost benefit experiment determent the way of application. A way which will enable graduates' employment or job creation.

Planning educational system and graduates' employability in the context of this study is elaborated using selected variables like the state's policy in education, the school curriculum, the pedagogy or teaching methods, personals or manpower forecast in education, the infrastructure of the institution and government policy on education. These elements are regarded in line with the job market. How they impact the job market, bringing possible answers to the questions; will graduates be employed after graduation? Is the curriculum used in school a reflection of the employer's needs? Are the teaching methods relevant to the job market, and so on.

Planning of an educational system for the purpose of improving the school-to-job transition amongst youths' entails analysing the individual and society's daily changes in needs and aspiration or better still seek employers' opinion as to how much and what kind of skills or labour they expect to employ in the next few years. Once determined, the planners make these needs and aspirations a priority during the planning process. This collaboration will strive to create a definite linkage between the school curriculum, the state policy, the pedagogic techniques and the resource input in order to solve the problem of youth's employability in general and specifically amongst Yaoundé I university graduates.

The general absence of external and autonomous bridging structure that links the university to social problems and job market aspirations is probably another stumbling block that has hitherto slimmed the chances of University graduates to gain or create employment. To better explain the contextual view of this research work, we shall propose a triangular diagram to ease understanding and application. The diagram describes from a holistic perspective the kind of framework that can enhance planning of the University of Yaoundé I that meets up with the demands of the job market which should lead to youth's employment. The University head invites employers, contacts them face-to-face, use interviews or questionnaires and create corporations where they could unanimously elaborate on a possible multiphase educational plan for the faculty such that graduates will have focus, skills and competences desired by the job market. Given that education of a country is based on that country depending on the needs and aspirations of the youths and the type of man power the employer's needs, education cannot be cut off from the people's desire. The supply of an educational system that enhances fast employment and job creation amongst graduates is highly demanded by the citizens. This always leads to more investment in education (human capital).

**Figure 1: The educational planning and job market integrated pathway.**



Source: Adapted from Pascal Samfoga, 2012, 125



The diagram above labelled 1 to 6 is the grounded technique that facilitates the possible correlations that exist between educational planning and youth's employability. This diagram indicates the possible means through which the school-to-job nightmare that graduates face in most educational systems can be tackled. The University has the autonomy to manage its system to give learners a better future through employment. In order to achieve this urge, the university visits the employers/job market constantly to ascertain the realities and changes in the society. Together with the employers, students and the community for which it is due, map out a succinct curriculum, tailor contextual policies, make provision for relevant infrastructures, instil a practical pedagogic practice and determine the type and quantity of man power to dictates of the students (who need employment), the society and the job market in general. With a training period punctuated by constant internship and practical work, the learners should acquire competencies, skills, know-how and self-confidence within the time-frame allocated for education. Upon graduation, the graduates will fit in the various fields of training thus high employment among University graduates. This will permit them take care of themselves, their families and the general society (positive externalities) thereby improving living standards, economic growth and development.

In an educational system like the Cameroon higher education where practical skills are minimal, graduate's faith is indeterminate in the job market. It is probably disappointing in the job market, due to high level of unemployment leading to poverty, famine, theft amongst others. Researchers have observed that University graduates in Cameroon are somewhat victims of educational mismatch and social malaise. The mismatch originates from the fact that the knowledge learned does not fully tie with knowledge needed in the job market. From high school, students enrol in universities wherein, they are schooled on static facts, theoretical base education, and education void of orientation and at times obligatory. After three years of such practices, the students are faced with the need to work to improve living standards, to eliminate poverty in their families, for growth and development. Unfortunately, the job market presents the type of skills they need to employ, plunging these youths to confusion and hopelessness. Unemployment becomes their next home, poverty, misery, juvenile delinquency, low standards of living and many others.

## **The school curriculum**

The school curriculum is one of the vital tools that facilitate the bridge between the university and the job market in every nation. It is a written document intended to be used in schools as the primary point of departure for teaching in the schools. It is much more than a time table and a description of subject matter to be thought. It lays down the principal objectives of teaching, the attitudes to be developed in the learners, the skills, and the organization of teaching (Henchey,1989)

In educational planning in Cameroon Universities, the various subjects implemented and taught to the learners are decided following the objectives and goals of the policy makers, which possibly have a political influence. According to Fonkeng (2006; p. 297) Most often, it is a one round political ideology purporting to bring about change in a yet politically conditioned school system. The influence of politics in Cameroon's educational system is glaring due to the fact that ministers who decide on these policies are politically appointed. Tanyi (2016) affirms this fact in the following words

*The greatest influence on our educational system is that which is brought about by the dogmatic attitudes of our educational planners through educational system which is based more on the socio-political activities. That is, the appointment of new ministers brings a new policy on education and the dismissal ends also with that policy. Most of the time the appointed minister are not from the teaching cohort and so they hardly know the problem of education. (Tanyi, 2016).*

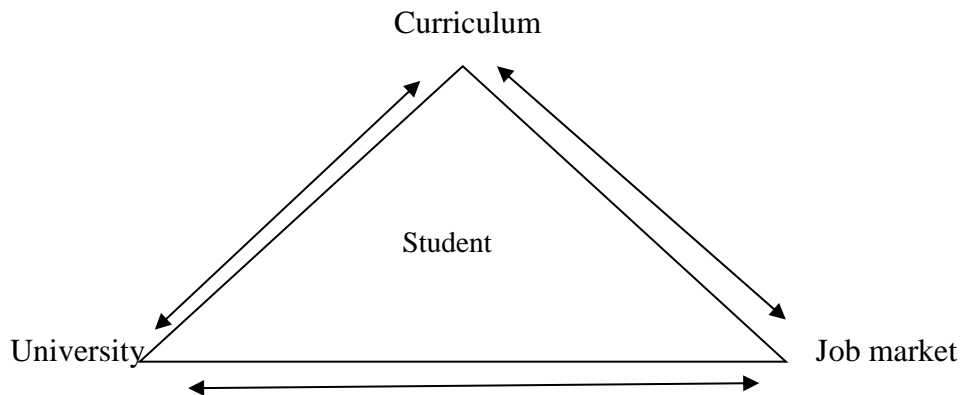
This fragmented planning of the education system has a negative influence on the policies, curriculum, pedagogy, personnel and even infrastructure of the institution. This possibly affects the ethical values and attitudes of both the teaching core and the learners.

Moreover, poor knowledge transfer due to the absence of lecturer's training institution on how to teach in a University or an examination of aptitude to test the lecturer's ability, negligence of school infrastructure (a University without an I.T space nowadays, flushing toilets, very limited portable water points and so on), thus creating an adverse ground for quality and skill learning. This has recently masterminded school dropouts, poor quality learning and unemployment as stated by World Bank (2007). This phenomenon is so frustrating in the Cameroon context wherein

families seem to joint their limited resources to send children to higher education bearing in mind that they shall become the family's saviour. Unfortunately, the subjects studied in the higher education are less skilled and job oriented, the policies put in are on papers not practical, the infrastructure is neglected, upon graduation; the children cannot acquire jobs to respond to the needs of their families.

The subjects studied in the higher education are not tailored to the job market. This is done through cooperation between the job market (employers), the state (the policy makers) and the Universities, with the learners at the centre of all decisions. This can be demonstrated in fig 2 below.

**Figure 2: University-curriculum-job market cooperation**



*Source: Adapted from (Samfoga 2012)*

According to the diagram above, the state is the overall controller of all decisions for the economy. In education planning, the policy makers consult employers either through a face-to-face discussion, interview or questionnaire in order to understand the changes, the needs, the aspirations of the job market at a particular period. This practice is still at the premature stage in Cameroon.

Because of the absence of the collaboration between university planners and the employers, graduates have difficulties getting employment or creating one. The Cameroon government in the struggle to fight youth's unemployment, in 2006 created the National Employment Fund (NEF). This body has as objectives to serve as an intermediary between employers and job seekers, financing of training, support to the creation of micro-enterprises and

to disseminate information on the job market. NEF created the Graduates Employment Program (GEP) or PED in its French acronym. Created in 2007, PED is a pre-employment program that aims at integrations in the production domain of graduates without skills or work experience, in search for jobs. This program trains graduates in different fields for 12 months with allowances, after which NEF follows up and ensure that the candidate trained is employed. ([www.fnecm.org](http://www.fnecm.org)). It must be noted that there is no direct partnership between the NEF and the University of Yaoundé I, this therefore does not immediately solve graduates problem because NEF does not care what University produces or educates on, its only partner is the job market. If there was that NEF-University collaboration, the skills that NEF needs or the job market need would be included direction during planning and within the three years University studies, graduates will be filed with skills for jobs that NEF will make available as an intermediary.

In addition, the School, University and Vocational Counselling Pilot Centre/ Centre Pilote D'Orientation Scolaire et universitaire et Professionnelle (COSUP) created a body known in its French acronym as PRIDES (Parole Regionaux d'Innovation et de Development Economique Solidaires) whose role is to regroup small and medium size enterprises, research libraries, training centres, associations and economic vacations with the same vies and area of focus. Through these jobs will be created and possibilities will be made for youths to train for the available jobs This program is either slow or immature to effectively impact universities, which unfortunately graduates in large scale. This is probably why the program is not felt and the rate of unemployment keeps rising among University graduates in Cameroon.

As concerning the higher education of Cameroon, the policy makers probably never concerted the job market (employers) to know and include in the planning the recent changes such as the technological changes that has described this century as 'the android generation' and devise a means to make graduates from this faculties test a bit of technological skills as well as other skills like problem solving skills, managerial skills, communication and creativity skills, pedagogic skills, just to name a few. Without these skills graduates cannot pick jobs or create jobs on their own. This keeps increasing unemployment rates in Cameroon, promoting underemployment and implanting a blur future to the young generation who are being used as experiments by ordinary degree holders and school drop outs in the name of 'teaching'. This

phenomenon is rampant in the private institutions due to unemployment and state institution through 25,000 mass employments carried out in 2012 in the National territory.

It must be noted that the job market in Cameroon involves both the state and the private sector. Therefore, the state is largely involved in the employment of citizens in Cameroon thus there should be involved in the consultation process. The state forecasts on the type of developmental project to be carried out in the nearest future and the youths are never trained on that area, experts are imported from abroad at neck breaking prices to the detriment of Cameroonians. For instance, the construction of the hydroelectric dams at Loum, M'Evele, Lom pangar and Menchum, stadia in Limbe, Douala, bridges and many others are handled by these expensive outsiders who would have been done by trained Cameroonians at moderate prices. Graduates are left to serve them, work like second class citizens in their country just because they could not be thought the skills and practice at school.

The idea of E-learning (online learning), E-business (online business), E-banking (online banking), and the use of computer is neither issues of luxury nor science incline. Every breathing being of the present century needs these technological skills. These skills scarcely exist in the curricula of Universities; unemployment is bound to own the day.

## **Pedagogy**

Pedagogy can be defined as the science and art of teaching. It is a field of studies that is concern with the teaching of teachers how to teach people effectively Nicodamus (2007). Pedagogy is another important tool for educational planners to exploit. The teaching methods used in the universities are possibly a contributing factor to the dilemma at hand. This implies that the theoretical base teachings void of practical lessons fail to meet up with the challenges brought by curriculum as lectures and practice (TD) seem elongating the gap that exist between the curriculum and the job market. In this case, Pedagogy seeks to explore the problem of how to teach, who to teach, when to teach and why teach. This is fostered by the fact that there is no institution that teaches university teachers how to teach in Cameroon. Therefore, the absence of pedagogic skills, ethics or deontology highly limits teachers work in these institutions. As cited by (Pegg et al. 2012) effective pedagogy demands consistent policy framework with support for learning for diverse students as their main focus. Policies at government, systems, institutions and

organizational levels need to recognize the fundamental importance of individual's and team learning. Policies should be designed to create and effective and an equitable learning environments for all students to benefit socially and economically (TLRP; 2010, p 14)

Peggs et al. consider pedagogy as an integral part of the educational policy, meaning that a vision in policy that prioritizes graduates' employability does not work in isolation; it involves the pedagogy of that institution in order to achieve the vision. Moreover, the pedagogy of a University institution is interwoven with the concept of employability defined as a set of achievements-skills, understanding and personal attributes that makes graduates more likely to gain employment and be successful in their chosen occupations which benefits themselves, the workforce, the community and the economy, (ESECT based on Yorke 2006). It may interest you to know that employability is more than about developing attributes, techniques or experience just to enable a student get a job or to progress within a current career. It is about learning and the emphasis is even less on 'employ' and more on 'ability'. In essence, the emphasis on developing critical, reflective, ability with a view of empowering and enhancing the learner (Harvey, 2013)

The Competence Base Approach (CBA) is the probably the ideal method to be used in university teachings in developing countries, unfortunately there is no avenue for training lecturers on how to teach and evaluate CBA in the universities. The university which carries a large majority of youths, family heads and job seekers are not being thought on the competences. These brings a lot of doubts as to how will these youths at the higher education ever meet up with skills demanding life. Students seem to study for three years without practice, nor internship in any field. At the end they cannot answer the question; what can I do? They find themselves wanting with the burning need of a particular skill in order to fit in the needs of the job market. This is probably why most graduates enrol in vocational trainings in different fields and institutions like Youths Employment Service (YES) Cameroon, Young African Leaders (YALI) Cameroon amongst others. It must be mentioned here that these institutions are far more costly than these poor youths can afford, making it an affair for the rich.

The need for vocational training in Cameroon to enable youth's employment motivated the political decision of the creation of the ministry of vocational training and employment. This ministry has created of the (Projetd' Apuis a la Jeunesse Rural et Ubaine (PAJE-U), PIFMAS, NEF, PIAASI to train graduates on how to help themselves in life. These bodies and projects seem much

costly to the individual and the state than to evaluate the concept of educational planning and the job markets in order to create direct employment upon graduation.

## **Government Policy on Education**

Educational policy is defined relatively to the time, place and conditions of the country. For the purpose of this study, educational policy will be defined functionally as; an explicit or implicit single decision or a group of decisions which may set out directives for guiding future decisions, initiate or retard actions or guide implementation of previous decisions, (Haddad 1995). Policy making is the probably the first step in any planning circles and planners must appreciate the dynamics of policy formation before they can design, implement and evaluate procedures effectively, (UNESCO, 1995). Haddad's definition above centres on our focus in a broad sense that, the government formulate implicit and explicit policies whose results will be seen in the future. These decisions are taken considering the population's socio-political welfare.

The government of Cameroon since independence have formulated and applied diverse internal and external policies on the educational system of Cameroon and higher education in particular, amongst which are;-

- The Law of Orientation in education (LO) in 1998
- The poverty reduction strategy paper (PRSP) in 2003
- The Sector Wide Approach (SWA) in 2005.
- The Millennium Development Goals (MDG) IN 2000
- Education for All by UNESCO IN 2000
- The Sustainable Development Goals (SDG) in 2015
- Higher Education Act no 110/2009. Coll.
- The Licence-Masters-Doctoral (LMD) of 2008.

These policies have masterminded the progress of higher education in Cameroon and have more or less given the desired results. It must be admitted that the above policies hardly approach the system from its planning. Moreover, they are mostly paper work and not experienced in the field.

However, state policies hold a key role in the educational planning and youth's employability in every nation. The decisions taken in an educational system are influential enough to either deform or construct the system for economic growth and development. The state decides on when school begins and ends; what type of education for the particular generation, what type of teachers, the resources to put in, which subject and how it should be thought. These are most delicate decisions because they influence the whole nation and at times for a very long period of time therefore, care should be taken on the type of policy implemented in an educational system. Technology today has an imposing control over this generation in all aspects. This idea is captured by Lieberman (2013) and he expresses it thus;

*Nowadays, university lecturers seem to have difficulties with the educational world because most students are distracted by the growing technology. Naturally, the students don't see it that way. It wasn't their choice to get endless instruction on topics that don't seem relevant to them. They desperately want to learn, but what they want to learn about is their social world—how it works and how they can secure a place in it that will maximize their social rewards and minimize the social pain they feel. Their brains are built to feel these strong social motivations and to use the mentalising system to help them along. Evolutionarily, the social interest of youths is no distraction. Rather, it is the most important thing they can learn well, develop usable and applicable skills and own jobs for life betterment (Lieberman, 2013: 282)*

A keen observation and experienced have proven that policies in Cameroon education are driven by politics. Educational policies follow political maps. This entanglement of education into politics mangles the sense of education. Politically appointed leaders are mostly incompetent and careless; there is loss of skills and ability as the wrong persons are in the right places in the system.

### **Problem Statement**

The economic recession that plagued the world in the mid-1980s greatly paralysed the Cameroonian economy per se. As a result, many people lost their jobs, companies were shut down, and this eventually led to mass unemployment across every level of the country. This was followed by rapid population growth. Thus, higher number of children graduated from secondary schools



leading to unprecedented and obligatory high intake into state Universities in Cameroon, the mother University was not left out. For 80% of these graduates, learning was theoretical, based on memorisation and rotation which do not provide the capacity to solve problems of daily life in their immediate environment (Fonkeng 2006). The planning of this mother University (The University of Yaoundé I) does not impact the job market for the graduates, this implies that there is growing unemployment amongst graduates from this faculties due to the inability of the planning system to meet up with student's and job market demands.

Furthermore, after the bitter experiences of the economic crises, a number of minds began questioning the relevance of education in Cameroon. How is education related to the realities of the society in terms of development of the technological skills and resources and how the application of these improves the livelihood of individuals (job acquisition and /or job creation) (Fonkeng, 2006). Due to poor planning, graduates from this Higher Institution are victims of unemployment problems, they venture into all minor jobs like pineapple hawking, truck pushing, call box operators, moto-taxi drivers to no avail. This has plunged them unconditionally into unavoidable poverty, misery, and related crimes like cyber criminality, theft, drug addiction and many others. This is because the certificate they acquired cannot fetch them jobs that they desired before under taking higher education expenses. Both the Graduates and their families are tempted to understand that all the money and time put in went into fiasco because they can neither find jobs with the training nor can they create jobs for themselves.

It is worth mentioning that upon all the Faculties that exist in this University, FALSH admits a good majority yearly. For instance the annual statistic report for 2014/2015 shows FALSH registered a total of 25141 students, Faculty of Science registered 23102 students, more than a professional school like ENS Yaoundé with 3493 students. After three years of university teachings, the rising number of graduates continually outpaced the strength of the Cameroon economy to absorb them (the government paid jobs), or provide productive jobs at an acceptable wage or salary in the private sector because their knowledge cannot answer the question "what can you do" from employers. The educational system which focuses mainly on theories and abstract concepts with little or no training in technology and professional skill development can be viewed as a determinant of a paralyzed job market in Cameroon. To be more precise, the university curricular does not match with the needs and aspirations of the job market. Moreover, university

pedagogy still leaves much to be desired, to talk of developing potential skills for job compensation by graduates, the government policies are juicy but suspended in paper rather on the ground and there is considerable lack of modern technological infrastructure in the institutions to enhance renovations.

In addition, the educational policy laid down by the government and digested by the University office is a fiasco due to lack of ground work which make provisions for obtaining a job upon graduation by students of the University of Yaoundé I. It may interest you to know that the 2012 International Labour Conference (ILC), p.20 declared that unemployment of educated youths and especially that of graduates from tertiary institutions is a major challenge that is emerging in different countries and regions. It raises concern because of its perverse outcomes: it contradicts the assumption and the evidence that higher education and training increase the productivity and employability of young people. It is wasteful because of the high cost of investment in higher education (both direct and indirect in terms of foregone earnings) incurred by both individuals and the government as it instigates zero social returns from unemployed graduates.

Unemployment amongst graduates is also potentially disruptive given the personal standpoint of the unemployed graduates themselves, the frustration and resentment being denied the promised reward for their effort and sacrifice are understandably interns. The educated unemployed advance varied reasons for unemployment: is it due to deterioration of the quality of tertiary education and the degrading of the diplomas obtained? Or is it about the skills mismatch and the non-marketable skills acquired? Or is it due to the lack of ground work on the government's educational policy? Or is it due to the resource input in education? Whatever the reason may be, this condition is fast increasing and needs to be checked. It is based on the above indicators and related problems affecting graduates that this study sets out to examine the fall outs of educational planning on a paralyzed job market in Cameroon or better still to examine why graduates from the University of Yaoundé I are not easily employed.

It must equally be mentioned that the problem of graduate's unemployment is fast becoming a hard-knot to untie in Cameroon and in a more special way. The state's efforts are faced with obstacles like the 1990 economic crises, the educational system which is theory incline,

abstract concepts with little or no training in technology and entrepreneurship, low quality jobs, skills miss match, the work experience trap, lack of access to capital, little or no entrepreneurship and business training, limited youths participation, social discrimination and corruption, frustration and discouragement amongst others.

The above circumstances characterized the educational planning in the University of Yaoundé I and the job market where the graduates dangle in the middle with an uncertain fate. Touched by this situation, experience, observation and research, this research work became eminent to the researcher, the government policy makers, higher institutional managers and school program planners, students and the employers in the society.

## **Research Objectives**

This study is guided by general and specific objectives:

### **General objective**

To find out the link between educational planning and youth's employability in the University of Yaoundé I.

### **Specific Objectives**

- To assess the effects of government's policy on youths employability
- To investigate the relationship between University's curriculum and graduate employability.
- To find out the link between pedagogic issues and youth's employability in the University of Yaoundé I.
- To investigate the influence of personnel or manpower planning on youth's employability in the University of Yaoundé I.
- To study the relationship between infrastructural facilities and youth's employability.

## **Research Questions**

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

## **General research question**

- To what extent does educational planning in the University of Yaoundé I impact youth's employability?

## **Specific research question**

- How does government's policy on higher education (University of Yaoundé I) impact youth's employability?
- Is there any relationship between curriculum planning and youth's employability in University of Yaoundé I?
- How does pedagogy in University of Yaoundé I affect youth's employability?
- What is the link between manpower or personnel planning and youth's employability in the University of Yaoundé I?
- How does the infrastructure planning influence youth's employability in the University of Yaoundé I?

## **Research Hypotheses**

### **General hypothesis**

**Ha:** There is a relationship between Educational planning and youth's employability.

### **Specific Hypotheses**

**Ha<sub>1</sub>:** There is a relationship between government policy on education and youth's employability.

**Ha<sub>2</sub>:** There is a connection between school Curriculum and youth's employability.

**Ha<sub>3</sub>:** There is an association between pedagogy and youth's employability

**Ha<sub>4</sub>:** There is a relationship between personnel/manpower planning and youths employability.

**Ha<sub>5</sub>:** There is an affiliation between infrastructure and youth's employability

## **The Scope of the Study**

From a geographical perspective, this research endeavour is limited to Cameroon, specifically the centre region-Yaoundé and in Mfoundi division. It will also be limited to the graduates with a bachelors' degree from the University of Yaoundé I (UYI), who are in the job

searching process. This work concentrates on the population of graduates from the UY I “loitering around town” and those who are receiving training in the National Employment Fund Mvolye-Yaoundé, policy makers in the Ministry of Higher Education and some selected lecturers/administrators of this University.

Conceptually, this work concentrates on the domains of educational planning in relation to graduates employability, how the products of this educational system impact the job market and how the job market treats them. Do they fuse with the job market or they are victims of unemployment, underemployment, structural unemployment, cyclical unemployment or they remain in frictional unemployment zone.

On a specific note, this study equally examines the relevance of programs taught in this university as to the job market, also if the teaching approach equips graduates with relevant skills to face the challenges of the job market, and finally the provisions made by educational policy orientations to answer the questions of “what can you do?” And not simply showcasing their certificates. It is in this light that policy instruments like the Bachelor’s-Masters-Doctorate (BMD/LMD), the growth and employment strategy paper (GESP), the Poverty Reduction Strategy Paper (PRSP), the 2035 Vision, Education for Sustainable Development, just to name these few shall have an underpinning position in explaining the stakes surrounding educational planning and the job market.

## **Significances of the Study**

The pertinence of this study is sub-divided into three sections: The thematic, theoretical and contextual views.

### **Thematic significance**

The researcher resorts to the variables on educational planning and youth’s employability because we wanted to x-ray the impact or influence educational planning has on the job market that could help in graduates from higher education to gain employment or create jobs.

### **Contextual Significance**

Contextually, this study looks at the alarming rate at which graduates from the University of Yaoundé I find themselves in a helpless situation in the job market upon graduation. As the popular

idiom states, “ *a stitch in time serves nile*”. With this, this research work is timely as the Republic of Cameroon and the ministries of Education are fully at work on the professionalization of the higher education in Cameroon. This idea is backed by the 15<sup>th</sup> objective of the Cameroon Emergent vision of 2035, (well trained youths, exalting merit and country’s expertise) (Vision 2035)

The main purpose of this research work is for the examination of the increasing unemployment phenomenon amongst University graduates whose root cause is this growing unemployment rate amongst graduates and its related consequences; as well as how to intervene and ameliorate the condition in order to ensure graduates employability is assured.

This study will facilitate the University’s process of tailoring the curriculum and teaching methods to realise the aspirations of youths in line with the job market. The study will equally unfold the curtain of higher education and x-ray a clear image of educational forecasting. This will be a guide to planners vis-a vis the job market thus making the state, the University of Yaoundé I and youths to benefit from the study. With the above considerations, this study becomes an indispensable weapon needed to disseminate the school-to-work mystery among Cameroonian youths.

Furthermore, this study will practically unfold the job market situation in the Mfoundi division and outline the possible means of cooperation that the planners of the University of Yaoundé I should implement in order to save the graduates from the unemployment crisis that they undergo by ensuring their needs to available solutions. Moreover, this research work will enhance the achievement of goal-four of the Millennium development goals (MDG) ‘Quality education’ which is en vogue with the Cameroon government today. A deductive method will be applied here by the state and the entire higher educational sector in Cameroon will benefit from such a gesture. Moreover, this study will serve as a guide for readjustment and reorganisation of the educational system, giving priority to practical job oriented subjects which will inevitably ensure youth’s employment.

### **Theoretical Significance**

From a theoretical perspective, this study is imperative because it will help to bring out related works of authors or concepts that are related to the study. The main theory that upholds the dictates of this work is the Human Capital theory while other theories that help in the explanation of these

two variables are; the signalling theory and the cost benefit theory. These theories are important in the study and understanding of this work.

### **Justification of the Study**

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

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

It may interest someone to know that the planning of an educational system is a determiner to the skilful readiness of human resources (manpower) which the employers most desire. Today, with the fast growing nature of technology and renovations in various sectors, any educational system that exists independent of the economic sector of that country is bound to remain poor with constant increase in unemployment rate. When you move around the streets of Yaoundé (Mfoundi division), you meet bachelor degree holders roaming the streets hopelessly. Some have engaged into various criminal activities like becoming cyber criminals, others prefer to become gays, thieves and all sorts of crimes in the society in the guise of putting food on the table. Others have turned to escape to other countries to struggle just to make ends meet. Many confess that after graduation, they could not find jobs to do, as jobs demanded specific skills which they lacked.

This study is timely and contextually relevant as it seeks to ascertain why this high rate of unemployment amongst graduates from the University of Yaoundé I keep growing geometrically. The investments (cost) on education are high and returns upon completion are low or does not

exist. These expected gains range from employments (well-paid jobs), meeting basic needs, self-fulfilment and actualisation etc. In the case where these aspects cannot be achieved, such a system is a failure. Research has shown that the educational system applied in Cameroon Universities is a call for concern using the mother university, the University of Yaoundé I as a point of departure. These concerns should more or less capitalise on the school-to-job relationship which is the main purpose for which young Cameroonians enrol in higher education.

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



## CHAPTER TWO

### LITERATURE REVIEW

Literature review has to do with revisiting works of other scholars which are related to what you are writing about to see where research had been done and areas open for further research. The works of these scholars can either be published or unpublished. This chapter examines related works of different authors who express their views on educational planning and youth's employability. This will begin with the definition of concepts, followed by the literature review, theoretical review and job market review. These are x-rayed through a review of related literature based on the variables of the study and relevant theories.

#### **Definition of Concepts**

##### **Education**

The word "Education" originated in the 16<sup>th</sup> century from two Latin words "*educatio*" ("A breeding, a bringing up, a rearing") from "*ēdūcō*" ("I educate, I train") and later "*educare*". It is from these Latin's names that the English word 'education' came into lime light. Tambo, (2003:4) defines education as the sum total of person's experiences during his/her lifetime. According to Stronge (2003), education is a set of information, knowledge, messages and representations that are conveyed to young and adult individuals of the society either through established institutions as schools or through non formal educational programs and the media. According to Amin, (2005, p.23) education can be defined as "the process that involves acquiring and imparting knowledge, skills, and values which society needs and utilize". This definition by Amin centres on our research focus which is how educational system can be planned to enhance youth's employability. Drawing from this definition, the teaching learning process becomes a chain. The staff is trained and they in turn train the students ensuring that the knowledge transferred is relevant to the demands of the job market. It is in the bases of its returns that the education is tested, invested upon or demanded. Also, Mbua, (2002, p.2) defines education as "the process by which every society attempts to preserve and upgrade the accumulated knowledge, skills and attitudes, its cultural settings and heritage in order to continue the well-being of mankind." Mbua's definition is somewhat important

in this study as it recommends skills and attitudes to keep up the well-being of mankind. This in other words implies the ability to utilize the direct and indirect returns of education to improve living standards and good health, which is my view of the concept of educational planning and youth's employability.

The last definition may be comparatively the most appropriate having the connotation for this research struggle. It upholds the notion of teaching and learning to improve knowledge and develop skills and knowledge, ideas shared by Amin. Skills in every area of life that can permit a graduate boast of what he or she can do that can win them jobs. Skill is what the job market requires from young graduates without which they have no place in the job market and are bound to remain unemployed. That is why most youths in Cameroon have turned to the National Employment Fund for advice and training on specific skills to enhance employability. On this note, the researcher is tempted to think that every educational system that is not skill-based nowadays is probably a waste of resources and time thus detrimental to economic growth and development.

## **Planning**

The word plan (v) that becomes planning in its present continuous and gerund form when used as a subject in the sentence came to light in the 17<sup>th</sup> century. It was coined from a French word “*plant*”, which implied ground plan, plane surface. The sense of the word comes from an Italian word “*piñata*” which means ‘plan of a building.’ Over time, the word has been used by different authors and experts in diverse fields as planning. The Oxford Advance Learners Dictionary (8<sup>th</sup> ed.) defines planning as the act of making plans for something. Anderson, and Bowman (1967) define planning as “*a process of preparing a set of decisions for actions in the future*” Mbua (2002).

Dror, (1963) defines planning as “*the process of preparing a set of decision for actions in the future aimed at achieving goals by optimal means*” Mbua, (2002). Dror's definition of planning shares the same view with that of Anderson which holds that planning means preparing a set of decisions for future actions. However Dror differs in its manner of achieving the goals. He thinks that it is achieved through an optimal means. This definition goes hand in glove with our focus. When there is enough investment in human capital, the graduates exercise optimal job acquisition, productivity and economic growth. In less developed countries where the growing struggle is in all areas at the same time, the state ensures a close communication and collaboration among the

different departments in order to enable economic growth. This is typical of the economic and education.

## **Educational planning**

Mbua (2002) defines educational planning as “the process of preparing a set of decision for actions in the future in an organization, business or individual activity or the establishment of objectives and determination of best ways to accomplish them. In a related sphere, Coombs (1970) defines Educational planning (EP) as the application of rational and systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs of the individual and the society. This definition although historical, lays the underpinning and ideal ideas that every educational system should consider before and during the planning process. Planning should be given the possibility for rational and systematic development of education with prior aim of achieving or responding to learners, employer’s and the general society’s needs. In our context, focus is on how educational planning can respond to the needs of the individual.

According to Farrel (2013), there are three ways in which the government can help improve the education-to-employment system of the country. Such ways like; to collect and disseminate data about graduates outcomes such as success in finding jobs, their starting salaries and so on, second by initiation of sector-wide collaboration amongst the elements that make up the society and thirdly by creating an education-to-employment system integrator. This makes up the practical steps needed to apply in the planning process in order to respond to the needs of the individual which is the development of knowledge, skills and employment.

## **Job**

The word ‘job’ has no specific origin. It came into use in 1960 as a piece of work done for pay. *The Oxford Advanced Learner’s Dictionary* defines a job as “*work for which you receive regular payment*”. In relation to our context of study, studies have shown the need for a good and lucrative job. In this light, the only green light to meet up with this most desired state of young people in Cameroon, the state needs to tailor education towards the demands of the job market. Encourage skill base education as opposed to theories and static facts.

## **Market**

The word market originates from two Latin words known as “*merx*” which means merchandise and the “*mercari*” which means to trade. The combination of these two words forms the word market. These two sources are traced to Italian root “*merk*” meaning aspects of commerce. Different nations have different appellations that refer to the same word such as Italian “*mercato*”, Danish “*marked*”, German “*Markt*” and Spanish/Portuguese “*Mercado*”.

*The Oxford Advance Learner’s Dictionary* 8<sup>th</sup> ed. defines a market as “*an occasion when people buy and sell goods; the open area or building where they meet to this*”. This definition is the most accurate to our context of study wherein the graduates enter the job market to sell their skills mean while the employers need to buy the skills. The employer needs to buy a skill worker and experience worker rather than a worker who has no skills but theories on his lips. It is in this connection that the labour force of a country should be trained on base on the skill needed by the job market and employers so that their skills can be bought and they become employed.

## **The job market**

The job market can be defined as the total number of vacant jobs open to those seeking employment. The job market is the situation in which employers search for employees and employees search for jobs, (<http://www.investipodia.com>). The job market is not a physical place as much as concept demonstrating the competition and the interplay between different labour forces. The job market can grow or shrink due to the amount of labour demand and supply within the overall economy, specific industries with specific education levels or specific work functions. In the global respective countries, the education and training of the labour force impacts the job market mean while the job market determines the employment rate, the unemployment rate and the underemployment rate of the economy. In our context, employees are expected to be armed with skills given that the employers need specific skills for specific jobs. This implies that the educational system must be skilled base, coined to meet the needs of the individual and the job market. This will guarantee lucrative jobs for graduates upon graduation; hence they will possess what the job market need.

## **Employability**

Employability is a set of achievements-skills, understanding and personal attributes that makes graduates more likely to gain employment and be successful in their occupation which benefits themselves, the work force, the community and the economy (Yorke, 2006). Employability as defined above is our area of focus. It plays the leading role in this research work. The researcher struggles to see why it is difficult for graduates to acquire employment or create one. It is in this light that employability becomes the researcher's point of attraction.

## **Employment**

The word "employment" originated from old French "*emploire*", from Latin "*implicare*" to entangle, to engage (<http://www.investipodia.com>). *The Oxford Advance Learner's Dictionary* 8<sup>th</sup> ed. Defines employment as work, especially when it is done to earn money; the state of being employed. This definition goes in line with this study's essence of an attempt of creating a link between education and the job market. This linkage strives to make it possible that graduates moving into the job market should all find jobs and be able their needs and those of their families.

## **Pedagogy**

The word "pedagogy" originated from a Greek word "*paidagopia*" meaning "I lead". Johann Friedrich Herbart (4 May 1776 – 14 August 1841) is the founding father of the conceptualization of pedagogy, or, the theory of education. Herbart's educational philosophy and pedagogy highlighted the correlation between personal development and the resulting benefits to society. Pedagogy can be defined as the science and art of teaching. It is a field of studies that is concern with the teaching of teachers how to teach people effectively Nicodamus (2007; p.1).The Oxford Advance Dictionary defines pedagogy as the study of teaching methods. According to Nicodamus (2007), the main idea is "to teach teachers how to teach". Research holds that the problem of how to teach is much rampant amongst university teachers in most developing countries as there are no specialised institutions where in University teachers take professional training on how to train University students. In this regards, the absence of pedagogy, ethics and deontology probably limits teacher's professional explorations in these institutions. This problem more or less makes up a considerable cause of unemployment amongst graduates from the University of Yaoundé I given that the same theories and stories are transferred to the students without skill base

modifications. This teaching problem seems eminent and glaring in this University given that lecturers are not given a chance to learn pedagogic skill, some were even taken by surprise through the 25000 employment policy of 2011, corruption relegates more trained and experienced PHD holders to private universities. The problem of teaching method, training the teachers to teach operation in the universities is another born of contention that warrants quick reaction from the system.

## **Curriculum**

The word “curriculum” comes from a Latin “curere” which means ‘a race’ or ‘the course of a race’ (which in turn derives from the verb “currere” meaning to run/to proceed). According to the Association for the Development of Africa (ADA) (2008; p. 122), curriculum is a political and technical process that express and reflects the values, attitudes and feelings of a society towards its own well-being and development. The term curriculum can be referred to as the lessons and academic content taught in a school or in a specific course or program. *The Oxford Advance Learner’s Dictionary* 8<sup>th</sup> ed. defines curriculum as the subjects that are included in a course of study or thought in school or college

This dictionary’s definition is vital and relevant to the issue at stake in this research endeavour. The subjects included in the course of study in the faculties of the University of Yaoundé I seem more theory based accompanied by static facts. Students read same stories year in and out without any skills activated. Reading stories in novels for entertainment and rehearsing Shakespeare’s language for pronunciation and probably fluency in speech can hardly solve basic problems without additional skills like information and communication skills, critical thinking, public speaking, for the Languages departments meanwhile in other departments, channels of skills acquisition like management, pedagogy, technology and others should be put in place to enhance skills in the theory base studies. These skills are vital in complementing the specialty in order to facilitate the job search amongst graduates.

## **Educational planning**

According to Fonkeng (2006), every educational system is planned; that is decisions are taken for future actions in the domain of education in order to render it more efficient and effective. During this process, needs are identified, set objectives and organize the necessary human and material

resources to achieve these needs. This notwithstanding, educational planning in Cameroon has been regarded as an activity beyond the educational system. The absence of planning in the system is the genesis of graduate's inability to get jobs or create jobs. This is because the necessary inputs and processes have not been tailored to meet the needs, aspirations and challenges of the fast technologically changing job market. Fonken (2006) analyses this fact in the except below;

*“In Cameroon where planning and implementation are not closely linked, where planners in high offices reserve themselves to data collection, preparation of statistics on school enrolments and materials and the construction of quality plans on idealized educational programs which are hardly relevant to the realities of the society, most often it is a single person's imagination” Fonkeng (2006).*

He adds here that planning and implementation in Cameroon's educational system do not match. This is mostly because the planners are only responsible for political interest of those in power or ready to give in to the whims and caprices of politicians, with no direct involvement in the milieu in which education takes place, there is bound to be a vacuum. The above observations eminently place a doubt on the effectiveness, relevance and reliability of the plans put forward to achieve the professionalisation of higher institutions in Cameroon. The offices are though present, but seem to be doing the wrong thing, reason why the out puts of higher education in Cameroon are found wanted. This situation is common all over the country due to its centralised system of governance.

## **Curriculum**

Higher education is the gate way for employment world wild. The more you train, the more effective and efficient you are at the job side. People further their education not just for prestigious reasons but also to guarantee a well-paid and stable job in their areas of specialisation. In this light, the school curriculum becomes an indispensable tool through which the teachers can objectively train the students in preparation for the job market. School curriculum is the subjects that are included in a course of study or taught in a school, college and many others, (*Oxford Advance Dictionary 9<sup>th</sup>ed.*). According to the Association for the Development of Africa (ADA) (2008; p. 122), curriculum is “a political and technical processes that express and reflects the values, attitudes and feelings of a society towards its own well-being and development”. Here it is

portrayed as a means that permits the educational system to adapt to the needs of the society at a given time in history.

The Regional Preparatory Conference of the 48<sup>th</sup> Session of the International Conference of Education, ICE (2008) holds that a curriculum is at the same time a political and technical issue very much embedded in a complex interface between a society, politics and education involving a wide range of institutions and actors. Thus, it is a dense and flexible contract between educational planning and the society/job market. In the same light, Machabo (2008, p. 16) states that ; « *Le curriculum s'incruste dans les réalités sociales, culturelles, économiques, éthiques et sociales des régions et des pays dans lesquelles ils sont amenés à orienter le système, un curriculum ne porte pas, il se construit localement* ». Therefore, educational planners and curriculum specialists have to consider primarily the ever-changing society and individual's expectations and demands on the one hand, and the fast technological growing type of manpower the job market is employing and will employ in the nearest future. The school curriculum is viewed as a brainchild behind every graduate's possible infiltration into the job market as the determinant of his or her ability to render the services that the employers need.

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

According to Fonkeng, (2006; p.231), the educational law no 98/004 of April 1998 that laid down education in Cameroon stipulates in section 4 that “*the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration into the society, bearing in mind the smooth prevailing economic, socio-cultural, political and moral factors*”. Though these involved the whole system from primary to tertiary, the purpose of curriculum for employability still has much to be desired in the higher education system. It makes no headway for the system's collaboration with the job opportunities which was already identified in 1985 as poor link with the economic environment being a major problem identified in higher education (Fonkeng, 2006; p.240)



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

The management of the University of Yaoundé I lacks integrated pathway with the job market. Pathways combine basic practical skills that hitherto strengthen career technical instruction in a single curriculum, offering career training from first year in the university to the third year, and providing comprehensive academic and personal support service to increase student's success both in school and at the work place. This should be maintained for the next generation. Wilson captures this idea in the following lines;

*For integrated partway program to continue, State and colleges needs to identify high demand industries. And occupations and prepare students for high value credentials in those industries. Doing so requires close cooperation with industry as well as public workforce agencies to ensure that pathway and supporting curricular and instructions are closely aligned with the labour market (Wilson, 2015; p.2).*

His vision in this context is most applicable to the experiences of the Cameroon education system. With the change of time accompanied by the high enrolments in the University of Yaoundé 1, pathway or partnership between schools and job markets should be dynamic in order to meet up with the changes in the society and education.

Research and observation has shown that the UY I may be suffering from inadequacy between the study program and the needs of the productive system on the one hand, and the required skills relevant for employment or job creation on the other hand, from its maladjustment to scientific and technological evolution. This could possibly explain why products of the system

find it difficult to integrate into the production sector. This state of things call for the revision of the program with the hope of rendering them more professional in order to meet up with the country's economic needs and options and to enable a harmonious social integration from the product of the educational system, (The Sector Wild Approach) .

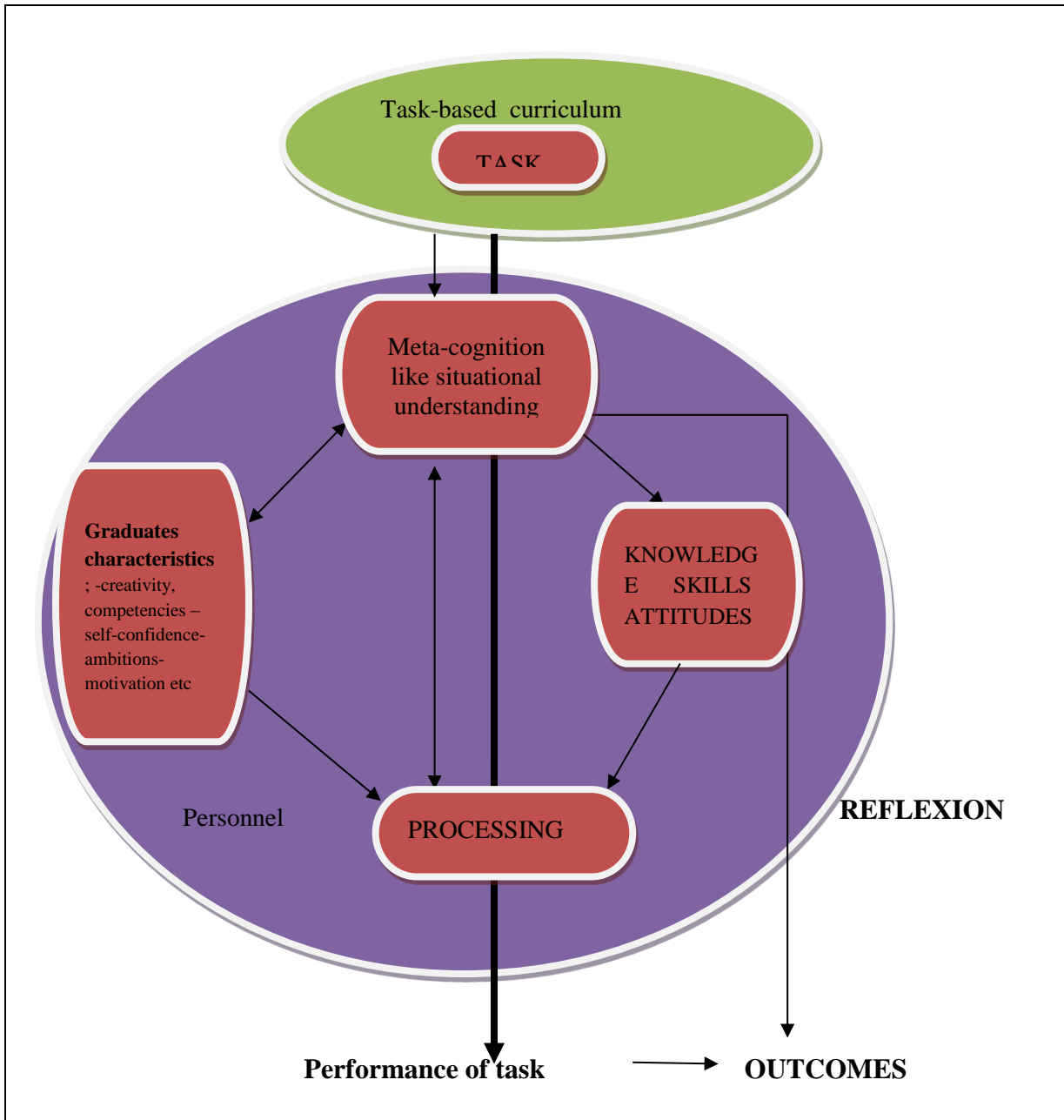
## **Competence-Based Curriculum**

In Kouwenhoven (2009), Miller (1990) cited by the philosopher Alfred North Whitehead who stated that '*there is nothing more useless than a merely well informed man*'. This implies education should not just be made up of theories without practical skills, education should not just be a successful application or reproduction of the same knowledge (Knubben, 1993). It is in this vein that Kearns, (2001) stipulates that important developments in the societies in the past decades have led to a different view of knowledge accompanied by an increase attention for acquisition of competencies and competence-base education and training. This assertion is spiced by the fact that acquisition of knowledge in itself is not the major aim of education and training, but what can be done with the knowledge.

Gibbons (1998) talks of two 'modes' of knowledge production; mode 1 refers to the knowledge of the discipline-base type typically produced in the 'classical' Universities. Mode 2 knowledge developments are the production of knowledge in the context of application, that is, it arises in the process of solving particular complex problems in collaborative trans-disciplinary terms and partnership.

Competence base curriculum can be conceptualised in a model as the ability to choose and use (apply) integrated combination of knowledge and skills and attitude with intension to realise a task. It can be seen as the ability to realise "*up to standard*" the key occupational task that characterise a job or profession. The model is instigated by an open interrogation that "*what drives a satisfactory or excellent performance?*" It describes what goes on in the head, your cognitive level after a task is realised. Competence base curriculum can instigate in learners the ability to perform key occupational task as demonstrated in the model below;

**Figure 3: A model of cognitive aspect of graduate’s task based performance**



Source: Adapted from Kouwenhaven (2009)

This model was adapted from Kouwenhoven (2009), Competence-base curriculum development in higher education: a globalised concept. According to the model above, based on competence-base well thought and assimilated curriculum, the performance of a task becomes an ‘intentional action’ activity involving knowledge, skills and attitudes which are consciously

planned, monitored and regulated can be used in varying degrees depending on the occupation or job. The researcher wishes to deploy this model to the realities of the faculties of the University of Yaoundé I in the context of this research work. The model is applicable to both disciplines irrespective of scientific or not. If the faculty's objective centres on employment of graduates from these faculties, the curriculum will be revised and such a model could be coined to enhance the objective.

## **Pedagogy**

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

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

Research and observation have shown that probably most higher education teachers in Cameroon schools are masters in their subject matter and not in pedagogy. Some who gained employment through the contract employment policy of 25000 by President of the Republic of Cameroon in 2011 take students for experiments. This lack of pedagogical knowledge amongst University teachers greatly hampers the training of students in different skills that give them the possibility of responding to the question of, 'what can I do?' in the job market. The teachers

transfer the same theories they have in store to the children even more narrowly and passively because of the quest to hunt money from several institutions at the same time.

As Nicodemus (2007) affirms, the view that knowledge of subject matter (that is if not all, a majority of Lecturers in the University of Yaoundé I embrace), is the most important factor in teacher's work has let many Universities in Cameroon into the mistake of recruiting people who appear to know a lot, but are in reality failures as teachers. With respect to the decision for 25000 employment of youths in Cameroon and the need to have skilful and effective teachers who can groom the students to meet their needs and fit in the job market in Cameroon and the University of Yaoundé I specifically, students could be thought basic skills such as pedagogy, management, technology, problem solving, military skills and many others alongside the theories of subject of specialisation so that they may have the skills to teach students effectively and efficiently for those who will be lucky to fall in the next general employment decree and as well gain employments upon graduation for the improvement of individual's and family's standard of living and enhance Cameroon's economic growth and development.

### **Employability**

The concept of employability affects both individuals and the society at large. It has been subjected to many studies and it is at the centre of this study. There are many recent studies in this area, among which we have; Kight & Yorke, 2004 Pool & Sewell, 2008. This shows clearly that the concept is nothing new and has been subjected to several studies during last five decades. Although this concept has been under study for the last five decades, researchers and educationist seem to be "flogging a dead horse" because youths unemployment rate keep increasing especially in developing countries. A majority of these studies were based on case studies approach and findings could not be generalised mainly because they lacked quantitative evidence and gave only prescriptive advice (Wickramasinghe & Parara, 2010) and most planners and employers seem to understand this concept differently, this makes this study timely and relevant to the Cameroonian society.

According to Macrothink Institute (2015), in a *Journal of Studies in Education* (2015, vol.5), many governments, Universities, Employers and other stakeholders have given suggestions on increasing graduates employability. Despite this extensive developments and evidence of

innovative practices to increase employability within universities, employability still remains to be a complex problematic area without much clarity or complete direction (Rae, 2007). According to Cotton's model, employability skills were recognised into three types: basic skills, higher order thinking skills, effective skills and traits. Skills models is considered by many as one of the earliest models of employability which is based on the notion that employability depends on the notion that skills level of the individual without any mention of factors such as attitude, behaviour and experience will limits its broad usage (Catton, 1993). However, overreliance on skills has been criticized as the main weakness of employability, that skill models are not adequate for meaningful employment (Knight & Yorke, 2004)

According to Holmas (2001), since most employability studies are based on skills approach, there is an alternative approach that recognises the complexity of human behaviour. This identity approach for employability leads to a suggestion that undergraduate curriculum must be enhanced. The series of studies done by Knight and Yorke (2002) was instrumental in shaping the concept of employability from its early ideas. According to "Skill plus" employability is a far more complicated than just key skills as proposed by many academics and is clearly different from graduate employment (Knight & Yorke, 2002).

The criticisms of Skill model led to the discovery of the USEM model which is widely considered as a major development in employability research since for the first time employability was conceptualised in relation to other constructs such as skills, subject understanding, meta-cognition and personal qualities. But the model too was seen as highly theoretical and lacked research evidence which did not allowed practical use of this model to explain the concept to parents and students (Pool & Sewel, 2007). This criticism also gave a way for the birth of the Career EDGE model which combined all the factors of USEM and employability skills model while bringing much needed clarity and simplicity. The model explains how the five other lower like: career development learning, experience, degree subject knowledge understanding, generic skills and emotional intelligence that allow students to reflect and evaluate these experiences, and the complex interactions with social concepts such as self-esteems, self-efficacy and self-confidence (Pool and Sowel, 2007). The CareerEDGE also suffered the limitations as was considered as a snap-short view of employability that limits its application (Smith et al. 2014).

Other notable employability model include the Journey of Employment (JET) proposed by Copps & Clummer, (2013) that states that employment processes is not linear and many factors contributes towards it. It is mentioned that since everyone's journey is different, there is no guarantee that one single factor will ensure employability for all. The JET model agrees with the satisfying definition of employability presented by Harvey (2010) and states that the job outcome does not just represents getting and sustaining employability, it also include the quality of work and satisfaction gained (Copps and Plommer, 2013).

In the review of literature on graduates employability reveals that the concept has several interpretations based on stakeholder's perception of employability. Employability depends not just on the individual graduates such as subject knowledge, experience, skills and personality traits but also on the university, policy, curriculum, pedagogy, personnel and infrastructure in the school system and also on the employers who hire the graduates and their expectations. That notwithstanding, the four operational factors of employability proposed by Finch et al., (2013) like: soft skills, problem solving skills, pre-graduation experience and academic reputation were not taken for granted.

This is because it played a principal role in the establishment of the confirmatory factors analysis used to measure the provenance and utility of six factors namely: life-long learning, professional practice and standards, informed decision making, commencement readiness collaboration, collaboration and integration of theory and practice (Smith et al., 2014), which appear to bring new ideas about employability which confirms our idea that there should be clear communication and consensus amongst stake holders in employability in order to successfully promote as a worthwhile and useful outcome of higher education, Macrothink Institute, (2015).

### **Measuring employability**

According to Knight & Yorke (2002). The concepts of employment and employability are not interchangeable. To them, when we talk of employability, we are just concert with employment or just talking about developing the skills that many employers want to see in graduates recruited. In addition, Hallet (2012) says that, employability is involved with a much broader development of students into graduates who feel ready to prepare for what life holds for them beyond University, "it is refreshing to think that life might grow into something broader than a particular set of skills

and competences into a richer idea of graduate readiness....(p.30). Meanwhile, employment is mostly the relationship between two parties usually based on contract where work is paid for, where one party is which may be a corporation, for profit, not-for-profit, organisation, co-operative or other entities is the employer and the other is the employee. Employability is best measured in terms of outcome of the recent graduate's employment rates and as an institutional achievement. Individual employability implies the propensity for a graduate to get a job. According to (Flanders, 1995), as cited by Harvey (2000), this involves different indicators like;

- The job type: this entails graduate job. For others, it implies getting a graduate-level job. They may be referred to as 'fulfilling work', or as a job that 'requires graduate skills and abilities' or as a 'career-oriented' job.
- Timing: Here, employability is signalled by getting a job within a specified time after graduating, or by doing so before there is any need for retraining.
- Graduates attributes: this implies that graduates have and are able to demonstrate these attributes in order to get a job and the employers are fully aware of the effective attributes that are necessary for effective functioning of their organisations (Harvey, 2001)

Institutions are ranked in terms of the employability rate of its graduates. Higher institutions can do no more than play their part, through the experience they provide for their students, in encouraging and enabling students to become employable. In some institutions or parts of institutions this employability development is explicit and integral to the education provided and in others it is not. Faculties like Medicine, journalism and initial teacher training have programmes of study closely linked to learning in practice settings that are directly related to future employment. Most philosophy, literature, and social science programmes, on the other hand, tend not to be closely linked with specific employment. Nevertheless, in those areas that do not include statutory professional practice employability is, in some cases, built into programmes through devices such as placement opportunities, employer-linked projects, visits and work-shadowing.

In employability measurement, the following indicators are most appropriate; Institutional effectiveness (by the proportion of graduates who gain employment), institutional effectiveness might be indicated by an audit of developmental opportunities of the institution, the survey of graduates satisfaction with their program of study and the extent to which it prepares them for the job market (Harvey et al. 1996).



Employability is also measured at the level of employers. Harvey assumes that graduates recruitment procedure may be based on rational appraisal of rational attributes of the individual-by-individual bases in which case the employment of graduates may superficially be seen as an indicator of graduate's employability and rather tenuously of the indicative of the employability enhancement activities of the institution. This however may be influenced by some factors which mediate employment such as; type of higher education institution, mode of study, students location and mobility, subject of study, previous work experience, age, gender, ethnicity and social class ( Brennan et al. 1996). These indicators either enhance or discourage graduates employment by the employer.

### **Planning for Inclusive Education**

According to the United Nations Relieve Workers Agency (UNRWA) inclusive education as a right based approach to education, is one which appreciates the diversity of all learners and caters for their needs, placing particular emphasis on the children vulnerable to exclusion and marginalisation (UNRWA 2013). In this light, United Nations Organisation (UNO) in 2013 created an inclusive educational policy. Article 4.3 for instance states '*inclusive education is a continuous process of improving the educational system: it is about changing classroom practice and empowering schools and teachers to be more responsive and flexible to meet the needs of all children*'. This policy was adopted and applied in most of the member state countries. But the improvements in the University of Yaoundé I are still very minimal as the physically challenged students don't have access to most classes. The nature of benches does not favour their accessibility to education in most part of this institution. This gives an impression that the 1999 degree no 90/1516 of November 26<sup>th</sup> 1990, which states, amongst others mentioned in the law the need to provide special needs students with special teachers and didactic material adapted to their need was theoretical and never practiced.

According to Tanyi (2016), the number of children especially the handicaps found in regular schools is on the increase since 2005. This is firstly because of the 1995 Cameroon Educational Reform that stressed on Education For All (EFA) by the year 2015. Secondly, because of the United Nations Educational policy on inclusive education of January 2013, which has diverse effects on learning environment, the psycho-social and professional attitude on both

teachers and special needs children in regular schools. In her article, Tanyi affirms that teachers lack specialised training to teach special needs students, Tanyi (2016). This makes it difficult for teachers to meet the psycho-social demands of special needs children in terms of attitude as UN disability convention exhibited in the classroom. As cited in Tanyi (2016), (Mifsud 1999 & Ezeocha 1985) explained that training and experience are the prerequisites for a teacher to enhance classroom management.

This teacher's lack of skills makes life even miserable for graduates with special need. This is because they won't easily find jobs. This becomes more complicated as their nature seem not so flexible enough to engage into any kind of jobs like truck pushing, fruits hawking, bike riding and so on to earn a living. This has a negative impact on both the graduate and the society as the cost of investment in education is far much more than both the private and social returns the child makes. This is confirmed by Wolfenden (2011) in his article entitled '*Africans Need New Solutions to its Education*' where he categorically stressed that amongst other difficulties involved in educating handicaps, parents financial and psychological factors are primordial because educating one handicap child is worth educating two normal children (Tanyi, 2016)

### **Pedagogy for employability**

Employability is a set of achievements-skills, understanding and personal attributes that makes graduates more likely to gain employment and be successful in their occupation which benefits themselves, the work force, the community and the economy Yorke (2006). Employability is not just about getting a job. Conversely, not just because a student is on vocational course does not mean that somehow employability is automatic. Employability is more than developing attributes, techniques or experience just to enable a student gain a job or to progress within a current career. It is about learning and the emphasis is less on "employ" and more on ability. In essence, the emphasis is on developing critical, reflexive abilities with a view to empowering and enhancing the learner Harvey (2003).

The issue of graduate's employability should be at the centre of planning the economic, geographical, social, political and environmental activities of the faculties. According to HEFCE (2006) embedding employability into the core of higher education should be a key priority of the government, universities, colleges and employers. This will bring significant private and public

benefits demonstrating higher education broader role in contributing to economic growth as well as its vital role in social and cultural development. The key challenge the university system is facing is how can the university best integrate and balance the different ways of teaching and learning that underpins both effective learning and employability for students.

The quality of pedagogy needed to be enhanced in: the quality of delivery, how to deliver (both theory and practice), personnel qualification and mastery of subject matter, learner's assessment vis-a-vis available jobs for employment in variety of settings and disciplines (Pegg et al. 2006) there is possibly the need to restructure the pedagogy, the practices of teaching learning in direct interaction with students, bracketing on initiatives like: faire access to the profession, widening participation in higher education, development of employer/university partnership, credit per course 40% theory and 60% practice, application of competence base approach (CBA) basing on the culture of Cameroon.

Furthermore, pedagogy is an indispensable medium through which employability can be developed amongst diverse university students. Emphasis evolving around personal development planning tools and career advice to assist students in making connections between their career intentions and their learning, working, curricular and extra-curricular activities. This approach connects labour market opportunities, personal development and aspirations, skill development, career management and learning to support and inform students about the possibilities that exist for them.

The widening rate at which the young people are entering the higher education with the primary aim of obtaining a well-paid job upon graduation is alarming and should be put to check. The need for greater gains is at the core of youth's high enrolments and enormous sacrifice (on the forgone activities and finance) put in suggest that; competence base approach (CBA) order skill and competences needed for the job market should be accompanied by the ability to articulate learning and raising confidence, self-esteem and aspirations (Little, 2011). All these depend largely on the teaching method. If the lecturers are trained on a unique approach that chains up theory with practice, with focus on the learners (competence and the job market, the problem of youth's unemployment would be tackled positively.

According to Wilson (2015), through pedagogy, there should be capacity building where both educators and employers will respond to one another's needs. While Universities should provide customise training and skilled job candidates to the job market, the employers should assist with equipment, space, loan employees and other supports to the college. Employers lecture and even teach an adjunct course in the college while college instructors bring courses to worksite.

Kolb (1984) develops the experiential learning theory to describe how pedagogy and didactics should be undertaken in the university during knowledge transmission and training. To David Kolb, useful learning mostly takes place through experience in terms of work related situations, and simulations in teaching learning process. Importantly, examples of best practices are to be provided in class work so as to instigate the happenings of a job market in the students. In the University of Yaoundé I, teaching learning should be rendered more practical and experiential so as to equip the learners with necessary skills to be absorbed by the job market.

## **Government Educational Policies and reforms**

For every nation to adhere to economic growth and development, the government's policies on economic, political and socio-cultural domains are of primordial importance. Higher education (HE) in Cameroon is steered by policies and conditions which overlap at the national and international levels (Samfoga 2012). For over the years, the government of Cameroon has strived to meet up with the challenges of higher education and youth's employability in the country. Cameroon uses national and international policies principally and has as well solidified her status as an active member of the international community with the signing of many international cooperation and solidarity conventions in the educational sector with the World Bank, The United Nations Development Program (UNDP), the International Monetary Fund (IMF) the African Development Bank (ADB), United Nations Education and Cultural Organisation (UNESCO) and United Nations Organisation (UNO) which have been most resourceful in promoting HE in Cameroon.

According to Callaway (1971) educational policy warrants that policy makers and educational planners of every country should know more about the culture, believes and peculiarities of that society, the work force, the job-seekers, (young people in ages, sex, level and types of education, needs, positions in families, background and living condition, migratory

movements, aspirations), unemployment, as well as incidence of underemployment in different parts of the country. This declaration matches indiscriminately with the urge to have citizens educated in higher institutions, acquire the skills and own a job each. The rate of youths (graduates) unemployment from state Universities in Cameroon has increasing kept policy makers thinking and has as well triggered a good number of policies since 1990s to roll back the surging trend (Samfoga, 2012). In this vain, very meaningful and life-changing national and international policies have recently been adapted to the higher educational in Cameroon with the aim of bringing more meaning to higher education and creating a responsive outlet to graduates employment possibility.

### **The poverty reduction strategy paper of 2003-2007 and the Growth and Employment Strategy Paper 2010/2020**

Poverty is probably one of the well-known and oldest aspects of life that effect humanity. Although well known, it has different meanings and affects different people in different ways and different places and defined in different ways. Samfoga (2012) stipulates that a down-to-earth understanding of its holistic character can be obtained by highlighting some key words that pervade the different dimensions of poverty among which ‘lack’, ‘insufficiency’ and ‘deprivation’. These connotations depict both material (absolute or relative lack of or insufficient to meet basic needs) and immaterial dimension (relating to psychological and political aspect in terms of lack of respect, self-esteem, trust and power representation) which every unemployed citizens stands to face. Human Right Facts (HRF) (2009) categorise poverty in three main dimensions as “*absolute*”, (the lack of basic necessities like clean and fresh water, health care, food, clothing and housing) “*relative*” (having few resources than others in the same society), and “*psychological*” (the state of mind or your life style) HRF (2009). Other forms of poverty may relate to deprivation in political and regulatory characterised by restrictions in political decisions and access to factors of productions such as land and financial service (World Bank 1992, UN 1995). There is also the social dimension of poverty in terms of education, health and work. All these dimensions feature in the United Nations (UN) definition of ‘overall poverty’ as stated in Samfoga (2012) thus;

*Lack of income and production resources to ensure sustainable livelihoods; hunger and malnutrition; ill health, limited or lack of access to education and other basic*

*services; increases mobility and mortality from illness, homelessness and inadequate housing, unsafe environment and social discrimination and exclusion, (UN, 1995).*

This definition elaborates poverty in all dimensions of livelihood and can possibly be explained further as lack of participation in decisions making, and the civil and socio-cultural life. In addition, poverty can also be seen as a social and economic stigma that affects individuals and groups irrespective of the area of origin, (Nji, 2004.). This definition highlights the socio-economic aspect of life which is indeed the platform of life as it involves education and economic activities. This matches in connection with our focus which in its deeper analysis holds that education and economic activities and two interwoven terms that enhance growth and development of the nation. Indeed if there is a mismatch between these two concepts, economic growth will be low, poverty among school graduates, low living standards and low income.

The adaptation of the Poverty Reduction Strategy Paper (PRSP) in higher education by educational planners from 2003 to 2007 (IMF2003; 2006) of Cameroon was a milestone in the reformation process carried out in Cameroon since October 2000 when Cameroon reached the decision of the enhanced initiative for Heavily Indebted Poor Countries (HIPC). This policy was set up with the strict determination to significantly reduce poverty with strong and sustainable economic growth. This very meaningful document was created using an open and participatory process which involved the population at the grass roots level, civil society, private sector, development partners and government and the public administration. This four-chapter poverty reduction tool placed the fight against poverty at the centre of all government's development policies, served as the reference for all government actions and coordinating donor's and also guide Cameroon's efforts in achieving higher economic growth. That notwithstanding, according to Samfoga, (2012) "the general growth profile was not substantial enough to eradicate poverty... the three-year of the paper was insufficient to effect any change in the higher education in Cameroon". These loopholes in this policy gave rise to the Growth and Employment Strategy Paper (GESP) for a period of ten years, 2010-2020, the first face of the vision 2035. The GESP stipulates that higher education must bring pertinent responses to the project challenges of economic growth, play a leading role for Cameroon to become an emergent nation and sustainable development and a long term vision 2035 (SPD 2010).

The two policies above were highly criticized as seen in (Nji, 2004) who holds that the policies were highly theoretical. This is based on the traditional consistency of the macroeconomic analysis regarding how growth and development are interpreted whereby it is assumed that economic growth precede development and poverty reduction (Dollar and Kray 2002). Section (3.3 GESP 2009) shows certain urgent reforms in higher education; investment in teaching staff, diversification of technology, professional and more market-friendly components of higher education system, develop partnership between the university and more related productive sector, develop a framework for recognition of skilled experiences, implement and use the new information and communication technology (ICT), setting up a higher education area for engineers and technicians amongst others (GESP 2009).

### **The sector Wide Approach (SWA)**

The educational system and graduates in Cameroon were embarrassed by the morose economic situation, higher demographic growth and the rapid increase in international technology in the job market where graduates could not be situated. The system became compelled to modernisation and professionalization in order to meet up with the challenges. In this regards, the different ministries of education unanimously came out with strategies to face these challenges. It was for this reason why the Ministry of Higher Education (MINSUP), Ministry of Secondary Education (MINESEC), Ministry of Basic Education (MINEDUB) and Ministry of Vocational Training and Employment (MINEFOP) came out with the SWA in February 2005 which reflected a common and coherent vision of education in Cameroon.

The SWA was one of the national approaches taken on education in Cameroon in 2005 as a means to implement the dispositions of the constitution, the laws of orientation on higher education, the major orientations of the PRSP, (SWA 2005). Through this medium, the government showcased her interest in enhancing the internationalism and vocational training in education. SWA 2005 states that; there is a need for vocational training as a means for professionalising the teaching profession, of developing human resources and putting into place a mechanism for regulating the flux at the end of each academic level and as well enhance school-to-job phenomenon by integrating graduates into the production system.

This approach also came as a means to ease government's preoccupation to train the youths to become active and responsible citizenship. Today, this objective is the base of the implementation of vast programs for reforms in the entire education sector. Basically, the SWA is a framework that integrates educational development actions in relations to the objectives of national development and for consultation with the civil society and partners in development. These frameworks are glaring in our specific born of contention per-say. The University of Yaoundé I has as an obligation to integrate the curriculum, pedagogy, policies and infrastructure with the needs and aspirations of the job market if they want to enable graduates employment. Specifically, the policy makers, Head of Departments, rector and the University council create a collaborative and communicative link with the civil society, partners and employers on which best ways to plan the faculties in UY I so that graduates should possess required skills which will employ them, thus economic growth, development and peace in the country.

Studies have indicated that the SWA approach as any other approach in Cameroon has loopholes that limits its influence or impact for the purpose for which it was adopted. The succinct elaboration of this approach which is hardly grounded in practical fields gives an impression that it is out to please the international bodies to uphold an image and continually receive funding. This aspect is more heightened in the SWA (2005, p, 8) "it is only through such a program that any national or foreign financial support can produce investment and bring out development", by this, the government hope to put in place a reactive educational system with the assistance of technical and financial partners. That is why several methods are capture and implemented in the Cameroon educational system without considerations of the socio-economic, political, social specifications of the society.

## **International policies**

### **The millennium development goals (MDG)**

H.E in Cameroon since the year 2000 welcomed other policies known as the Millennium Development Goals (MDG). Although the policy was not quite influential on HE, it has a pivotal role to play thanks to article 2 which advocated for primary Education For All (EFA). The EFA process as initiated by UNESCO for member countries advocated for free primary education in developing countries in order to promote literacy rate. Immediately, Cameroon declared free



primary education in the academic year 2000/2001 (which of course was /is of good faith) since then, this has relatively increased school enrolments in primary schools and next in secondary school moving to the tertiary.

The gross increase in enrolment rates was estimated at 99%, access rate 95% and completion rate at 56%, the net ratio at 78%, MINEDUB as stated by PRSP p. 75. With this increase in enrolments, the government possibly failed to forecast the future of this children in higher education, thus no major efforts were made to mitigate the constraints associated with demand for higher education and subsequently the demand for jobs. This high increase in HE enrolments became a big challenge to the system in providing the infrastructure, qualified personnel and necessary modifications to welcome them. The FALSH of the UY I of experienced extraordinary enrolments few years after the MDG and since then have been managing to roll them out of the system irrespective of their faith in the job market. Today, it must be emphasised that the level of graduate's unemployment is becoming unbearable and demands immediate intervention with sustainable solution.

### **The sustainable development goals (SDG)**

The MDG steered the progress of Cameroon in its stipulated domains up to the year 2015 as initially previewed. The international bodies accompanied by Cameroon after the evaluation of the achievements and the fallouts of this policy, they initiated another policy to modify, correct and ensure the growth of the member economies known as the sustainable development goals. Goal (4) "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

The Faculty of Arts letters and Social Science (FALSS/FALSH) of the University of Yaoundé I seem still very far from the idea of inclusive education, quality education, lifelong learning opportunities. This is x-rayed by the alarming unemployment rates that characterises the graduates from these faculties. The learning conditions, congested lecture rooms and mobility around these faculties do not permit the impaired person to freely access lectures. The level of quality education is still highly questionable because studies have shown that graduates still cannot answer the "what can you do?" question posed by the job market. Initially, when we talk of quality education, we mean skill base, enhance useful competences and many others. This is still absent

in the Yaoundé I University. Lifelong learning opportunities in the UY I is also farfetched. This is shown is the number which practically escapes to the quarters to “hussle”.

The Cameroon government upon reunification virtually took over the definition of missions of higher education in Cameroon and on the 22<sup>nd</sup> July 1962 the University of Yaoundé was created with the mission to train man-power for the public service for the newly independent Cameroon (Njeuma et al. 1999).

### **The 1998 law on education**

The recommendations of the national forum on education inspired the creation of the law on education of April 14<sup>th</sup> 1998, decree n°98/004 that organised education, laid down the guide lines or general legal framework of education in Cameroon (Fonkeng, 2006). This law assigned new orientations to Cameroon educational system. It centred on the full development of the faculties and potentials of young Cameroonians for their well-being on one hand, and to serve as factors of economic growth on the other hand. This mission is defined by politicians and handed over to the ministries of education (basic, secondary, higher and vocational) for implementation. As an independent state, actions in this university depend on what the state bureaucracy prescribed given that the mission of higher education could not be separated from that of the state (Ajayi, Goma & Johnson, 1996). The same article stipulated this university as bilingual, with French and English as the two languages of study. It is from this backdrop that article 5 of the Law no 005 of 16 April 2001 to *guide higher education* stipulates that “in higher education, the state shall ensue that bilingualism is a factor for unity and national integration”. This very vital element seems not to have a rule in relating education and the job market instead, the states policy attach a very banal and somewhat bias rule to the bilingualism advantage the university enjoys. The University of Yaoundé I is by policy the first bilingual University in Cameroon, but it must be stated that graduates from this end are usually not bilingual enough to convince the employers that they can serve in both languages.

This law however remains the main document for educational policy in Cameroon. It is as well disappointing to know that it applies mainly to nursery, primary, secondary grammar and technical education as well as teacher training (Fonkeng 2006). It keeps researchers thinking as to what concretely is the base of higher education policies. It gives impression that policies and

reforms are made for higher education out by chance or luck. This is tangible enough to explain the difficulties faced by university policies to create impacts on the system.

## **Professionalisation of higher education**

In Africa and elsewhere, university systems face challenges of professionalism. Some of these challenges recently are being tackled disproportionately depending on the region and country concern. The challenges of higher education in Cameroon are at the crossroads of profound transformation, shaped by the theatre political, economic, cultural and social changes. This is viewed through soaring number of graduates associated with quality and relevance of training needs of the job market. This is why the ministry of higher education in Cameroon embarked on the program to professionalise Cameroon higher education in a bit to modernise and render it competitive and performant, Cameroon tribune, 12<sup>th</sup> October 2016, a conference on professionalisation of higher education of 11<sup>th</sup> October 2016, the “higher education and social demands”.

### **The higher education law of 16 April 2016; the emphasis of higher education in Cameroon.**

While little or no planning was done on how the higher education influences the job market and vice-versa, higher education law no 005 of 16<sup>th</sup> April 2016 emphasises on the objectives of higher education in Cameroon in article 6, it says “social promotion with the participation of competent national bodies and socio professional circles especially as concerns the drawing-up of programmes as well as the organisation of theoretical courses, practical and internship”.

This timely and accurate policy is more or less in active. If this was actually practiced, the job-to-market transition in this university would have been regularised. The policies are generally stated theoretically, no effective follow up is made to ensure the policies are applied to the schools.

On the contrary to the dictates of the above policies, there is no clear connection between these policies and student’s job market relationship. This is because the state does not consider employer’s engagements during the educational planning and policy making process. R. Wilson stipulates 5 levels of employer’s role to harness the cooperation between schools and the labour market. He advanced: advising, capacity building, co-designing, convening and leading.

### **Other recent efforts through conferences and meetings**

Despite the continual reorganisation of the governmental departments especially during the appointment of members of government after the December 08<sup>th</sup> (2004) presidential election that sets up the ministries of youth's affairs and ministry of employment and vocational training in order to improve the situation of the unemployed graduates in Cameroon.

It is worth noting that improvements were made in stepping down surging youth's unemployment in Cameroon such as Conferences, meetings and unions are held to question why employability of graduates from state University specifically the University of Yaoundé I is fast becoming farfetched in the society. An example of such conferences is the four days forum organised by the minister of Higher Education (H.E) and partners like UNESCO and the Islamic Organisation (I.O) led by Dr Seydou Cisse, Science and Culture in Yaoundé on the 11<sup>th</sup> May 2015, aimed at giving impetus to university governance and development in terms of funding, quality learning, infrastructure and professionalization

During this forum, the Higher education minister opened a National Forum for Educational Governance and Development (N.F.E.G.D). He reported that the government has been improving the sector over the years in terms of facilities, teaching, research and administration. He equally cited President Paul Biya's insisting that the University education must meet the needs of ordinary people. (Cameroon Tribune may 2015.). These are possible stakes and thoughts that could better the Cameroon education but with very limited interest in creating a balance between education and employers. They missed the pivot of the problem that propagates unemployment among graduates in Cameroon. They did not think of creating cooperation between education and the employers with students and employability at the centre. Meanwhile, development can only be achieved when schools train and the society employs. With the absence of this cooperation, researchers doubt if a country with constant increase in graduate's unemployment can develop.

In the same fight, on the 11<sup>th</sup> of October 2016 the (MINSUP) Fame Ndogo conveyed experts for another conference in Yaoundé for the professionalization of higher education in Cameroon. Professionalising higher education without involving the employers at the job market keeps a blur future for the learners. The youths of Cameroon are trained to wait for the state's employment and this has more or less plunged the state into a decree of mass employment of the citizens prior to the decision to recruit 25,000 young Cameroonians by the president of the republic on the 10<sup>th</sup> February 2011 (National Institute of statistics 2011) in all the area of work. This decision also came as an effort to implement the second pillar of the Growth and Employment Strategy Paper (GESP) created in 2009 which gives priority to employment. Most unfortunately, thousands were employed as teachers, lecturers without pedagogy or skills to enhance the professionalization effort most preached these days in Cameroon.

The policy of professionalization of education in Cameroon recently launched has experienced considerable changes in the higher education nation wild. Apart from the creation of specialised technological institutions elsewhere in the country, the University of Yaoundé I has witnessed the creation of some faculties like the Faculty of Education (FE/ FSE) with much professional programs. This also instituted the Bachelors-Masters-Doctoral (BMD/LMD) system where in the system trains learners towards employability.

Moreover, the H.E in Cameroon since the year 2000 welcomed other policies known as the Millennium Development Goals (MDG) and Education for All (EFA). Although the two policies were not quite influential on HE, it has a role to play. The policy of EFA as initiated by UNESCO advocated for free primary education in developing countries in order to promote literacy rate. Cameroon declared free primary education in the year 2000/2001 and this has progressively let to increase in school enrolments in both primary and secondary schools. The gross enrolment rates in primary education was estimated at 99%, access rate 95% and completion rate at 56%, the net ratio at 78%, MINEDUB as stated by PRSP p. 75. Despite this increase in enrolments, the government failed to forecast the future of this children in higher education, thus no major efforts were made to mitigate the constraints associated with demand for higher education and subsequently the demand for jobs. This high increase in HE enrolments in the University of Yaoundé I became a big challenge to the faculties in providing the infrastructure (classrooms, Information and Communication (IT) space) personnel and necessary modifications to welcome

them. The Cameroon government upon reunification virtually took over the definition of missions of higher education in Cameroon and on the 22<sup>nd</sup> July 1962 the University of Yaoundé was created with the mission to train man-power for the public service for the newly independent Cameroon (Njeuma et al. 1999 p. 2).

Another national policy that aimed at reshaping higher education in Cameroon was; the law on education of April 4<sup>th</sup>1998. This law assigned new orientations to Cameroon educational system. The law centred on the full development of the faculties and potentials of young Cameroonians for their well-being on the one hand, and to serve as factors of economic growth on the other hand. This mission is defined by politicians and handed over to the ministries of education (basic, secondary, higher and vocational) for implementation.

As an independent state, actions in this university depend on what the state bureaucracy prescribed given that the mission of higher education could not be separated from that of the state (Ajayi, Goma & Johnson, 1996. P. 188). The same article stipulated this university as bilingual, with French and English as the two languages of study. It is from this backdrop that article 5 of the Law no 005 of 16 April 2001 to *guide higher education* stipulates that “*in higher education, the state shall ensue that bilingualism is a factor for unity and national integration*”. This very vital element seems not to have a rule in relating education and the job market instead, the states policy attach a very banal and somewhat bias rule to the bilingualism advantage the university enjoys. The University of Yaoundé I is by policy the lone bilingual University in Cameroon, but it must be stated that graduates from this end are usually not bilingual enough to convince the employers that they can serve in both languages.

While little or no planning was done on how the higher education influences the job market and vice-versa, higher education law no 005 of 16<sup>th</sup> April 2016 emphasises on the objectives of higher education in Cameroon in article 6, it says “*social promotion with the participation of competent national bodies and socio-professional circles especially as concerns the drawing-up of programmes as well as the organisation of theoretical courses, practical and internship*”. This timely and accurate policy is more or less in active. If this was actually practiced, the job-to-market transition in this university would have been regularised. The policies are generally stated in theory; no effective follow up is made to ensure the policies are applied to the schools.

On the contrary to the dictates of the above policies, there is no clear connection between these policies and student's job market relationship. This is because the state does not consider employer's engagements during the educational planning and policy making process. R. Wilson stipulates 5 levels of employer's role to harness the cooperation between schools and the labour market. He advanced: advising, capacity building, co-designing, convening and leading.

### **Private sector employers and government cooperation**

At this initial level of engagement, the university consult employers about their hiring needs, skills and competences required for specific occupation and the dynamics of labour supply (SS) and demand (DD). This may take the form of one-on-one interview, focus groups, surveys and presentations or better still the officials get out of offices and meet employers on their own field of specialisation. Education ministers and stake holders should hold joint meetings with employers; allow time for non-workforce topics of interest to participants such as finance, supply chains or technology. Continuous conversation with the employers helps to fine-tune curriculum or pathway designs to current market condition. Wilson (2015) added the following potential questions to ask employers:

- What contributes to your company's growth?
- What policies most affect the industries?
- What are persistent skills gap and why?

Basically, educational planners are supposed to constantly pose the above questions as stipulated by Wilson before any step is taken on education. Researchers are still very indeterminate to the fact that the university of Yaoundé I planners and policy makers consider the above strategy. It is a very hard knot-to-untie owing to the prevailing fact that the rate of mismatch between education and the job market is constantly rising. Graduates from the University of Yaoundé I particularly are unemployed, who is to be blamed?

### **Manpower/personnel**

The increasing inability to find jobs by graduates from the University of Yaoundé I is an on-going issue that deserves a closer look. Securing a lucrative job as a means of livelihood is the dream of

every young Cameroonian that seeks higher education, unfortunately, a good majority of these graduates who undoubtedly form the manpower group for the economic activities rather cannot find jobs in the job market. Although unemployment of young people is not a recent issue, it has gained unprecedented significance calling for an in-depth study of the facets to be dealt with in order to address the matter and determine the adequate solution (Youths unemployment and joblessness 2012). Manpower forecast implies the attempt to cope with the uncertainty of the future, relying mostly on the data from past and present and analysis of trends. It starts with certain assumption base on the management experience, knowledge and judgments projected into the coming year(s) using methods like; box-Jenkins model, moving average, regression analysis and trends projection. (Hyndman JR & Opulos GA, 2016)

Manpower forecast is one of the inevitable elements that every educational planner should employ in order to ensure graduates employment. The most significant and complicated new dimension nowadays facing most developing or third world countries concerns the balance between educational system and the rest of the society especially with the integration of the educational planning with the manpower needs and the resource limitation of the national economy (Mbua 2002; p.12). This imbalance between the educational system and the rest of the society occasions skills mismatch from the curriculum of studies in schools thereby creating a gap between the graduate's knowledge and employer's needed skills, hence high unemployment amongst graduates.

Employability and education are closely interwoven in every society where development is being lobbied to meet the standards (like Cameroon struggling for 2035). This close tied is of most importance for two main reasons; financial resources are limited and it is desirable that the educational effort in responds to the aspirations of the community for enlightenment should be reconciled as closely as possible with the possibilities of feeling the type of employment which are desirable for economic growth. Secondly, teachers constitute high proportion of high and medium level man power; the demand for education means the demand for manpower in competition with other sectors of the economy (Lyons RF 1967) 6<sup>th</sup>ed.

This statement x-rays the supposed contact that determines the two axes. Limited resources warrant that education should produce quality experts needed for economic growth. In



addition, education is a consumer of its product as the teachers who trained in the system intern serve the system as well. Thus education system merits to produce manpower at all levels and field of economic activity in order to ensure employment. In order to plan in the light of manpower needs, the planners should determine an inventory as the number of students enrolled, teachers and their qualifications, the quantity and quality of school infrastructure and equipment, the situation of graduates in the field. Meanwhile an appraisal should as well be made on the existing labour force, high demands of manpower distributed by sectors. With these, the educational planners will be able to make a possible accurate consensus between the employers and the graduates from this University.

The notion of manpower forecast is a whole model used in the education-to-job market situation. In 1962, Pernse developed a man power planning model on the bases of input-output bases of the economy. According to Pernes, this model focus on the fixe coefficients which are used in the forecasting models to translate economic development into employment differentiated by training and occupation and on its mechanical concept of market. The education system is supposed to be adequately informed on the job market situation so as to permit a transparent view by the students before taking a course or by others investing in education. This transparency will enable the supply of labour to be more responsive to changes in the labour market. Moreover, the labour-market forecast gives employers an indication of future risk of labour recruitment problems for the various skill categories which enable them to anticipate for future shortages. (Frank. & Maud. 2004)

The demand and supply of manpower in a society is based on two main areas (education and economic) and they are influenced by some additional issues and constrains. When there is an agreement between the educational system and the job market, the students level of employability increases. Hallage and Pollard (1998) viewed employability as having the capability to gain initial employment, maintaining employment and obtaining new jobs if required. To these authors, individuals are required to obtain asserts in terms of knowledge, skills and attitudes, once this knowledge is a product of the two principal aspect of development (economic and education) the unemployment nightmare will be erased.

Coopers and Lybrand (1998) believe that, citizens can obtain skills for lucrative jobs if the educational plan in terms of programs, modes of teaching, policies is well developed to respond to the needs of the job market. These authors think that higher education curricular is a variable which requires more attention when it is being developed. More to this, the BMD/LMD (Bachelor's-Masters-Doctorate) was signed by Cameroon universities from the Bologna pact (1991) harmonising university training in 29 European countries. This policy had as objective to train graduates for immediate integration by the job market.

## **The Infrastructure Review**

According to the Cambridge advanced learners dictionary infrastructure is the basic systems and services such as transport and power supplies that an organization uses in order to work effectively. The physical structure or facilities of any teaching-learning institution consist of buildings, furniture, transport and technological integrated structures. Soobrayan (2012) outlined in his introduction to an article “Guideline Relating to Public Schools Infrastructure”

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

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

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

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

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

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

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

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

## **Theoretical framework**

This part of the work presents the theoretical framework of this study. That is, bringing out theories from books that are related to the work and interpreting them to suite the context of this work. Mbua (2003:589) defined a theory as “a set of interrelated concepts, assumptions and organisations that systematically describe and explain regularities in behaviour in educational organisation”.

Moreover, Amin (2005:79) defined a theory as “a generalisation or a series of generalisations by which the researcher attempts to explain, understand and predict some phenomenon in a systematic manner”. According to Kerlinger, (1973) as cited in Amin (2005:10), a theory is “a predisposition that presents a systematic view of specifying the relationship amongst variables with the purpose of explaining and predicting the phenomena”. According to Zaden (2000) and Wujungbuen (2007), a theory is a set of interrelated statements that provide an explanation for a class of events. With cognizance to these definitions, educational planning has several theories guiding its functioning. For the need of a succinct elaboration of the variables in this study, the following theories would be used in this work.

- The Human capital theory by Becker (1974).
- Signal theory by Andreas Deikmann( 1899 ).
- Cost- benefits theory by Jean Dreze and Nicholas Stern in (1982).
- The blue print planning by Lane (1940).

### **The Human Capital Theory**

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

According to Becker, expenditure on schooling and medical care and lectures on the virtues of punctuality and honesty are human capital. This is because it raise they raise earnings, improve health and add to a person’s good habits in the society. They are called human capital because people cannot be separated from their knowledge, skills, health or values in the way they can be separated from financial and material assets. In contribution to this, Allan Fisher in 1946 emphasised on the economic dimension of educational policy and the need to consider as an instrument of economic policy. In his argument, he considers that human progress has been too

much handicap by the neglect of human capital, visibly in the limitation of imperfect system of education. This has created bottlenecks in the economic process due to scarcity of skill labour. Lack of skill labour is tantamount to unemployment and thus a fall in economic growth.

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

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

- Firstly, consider the long period behaviour of the capital-income ratio. Schultz cancels the old believe that a country which amasses more reproductive capital relative to its land and labour would employ such capital in greater extend because of its growing abundance and cheapness. He proclaims that the estimates now available shows that less of such capital turns to be employed relative to income as economic growth proceeds.
- Secondly, why national income has risen more than the combination of land, persons-hours worked and the stock of human capital. The explanation to this lies in the return to scale to improve equality of input particularly the improvement of human capital to produce goods and services.

- He combined the two ideologies above to construct the third one known as the essentially unexplained large increase in real earnings of workers. He puzzled that can it be a windfall? Or a quitrent pending the arrangement of labour supply? Or a pure rent reflecting a fix amount of labour. One is made to understand here that it seems to represent the return on investment made on human beings.

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

### **Outcomes of Human Capital Theory**

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

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

Externalities according to Mchon (2000) is the consequences of investments or an industry or any commercial activity which affects other parties without being reflected on the market price, for instance, pollution of the environment. It is also the cost or benefit that affects a party who did not chose to incur that cost or benefit. The government always prefers that companies should "internalize" all externalities so that the cost and benefits will affect mostly parties who chose to incur them. These externalities in H.C.T becomes more glaring in our society as its shows principally on the rate of unemployment amongst University graduates, the consequences of

poverty in our society as a result of unemployment, the inability of both the state and individuals to invest on H.C, the fall in Economic growth and GDP of the country and many others.

### **Significance of the theory to the study**

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

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

This theory is also significant to this study as the economics of H.C will bring about particular dramatic changes in the incentives for more women to invest in H.E in Cameroon. It must not be only through women education but also through outside school training of workers,



on the job training and even formal or informal training programs. Moreover, we cannot omit the influence of families on the knowledge, skills, health, values, and habits of their children. Parents affect educational attainment, marital stability, propensities to smoke and to get to work on time, and many other dimensions of their children's lives.

### **Cost Benefit Theory by Jean Andreze and Nicholas Tern in 1930**

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

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

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

‘policy’. This implies a rule which associates a state of the economy with each public production plan.

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

### **Significance of the Theory to the Study**

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

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

**Unit cost (UC):** defined as the amount put in by the state to educate an individual.

**Direct cost (DC):** It is the amount of money put in by parents and the state to purchase educational goods and services. Other types of costs indirect cost (IC) social direct cost, private direct cost. The cost incurred should be encouraged by the gains from education which involves employment, prestige, position in the society etc. By this theory, the headers of the UY I ensues that graduates are either employed or can create jobs for themselves. This will help them gain from the education they have had. They create alumni through which students are monitored to ascertain if the system of training used enable the graduates from this University to gain employment.

### **The Signalling Theory by Andreas Deikmann in 1899**

Another significant theory that stands its grounds to enhance educational planning and the job market is the “Signalling Theory” founded by Andreas Diekmann. According to this theory, one

party (the agent) credibly conveys some information about himself/herself such as; the type of skills needed, the quantity and quality of personnel's, to another party (the principal) who organizes the training system towards those specifications. In Cameroon, signalling theory is more or less used either consciously or unconsciously in some institutions like National Employment Fund (NEF) and some private enterprises. Since 2006, NEF created special program known as (*Parole Regionauxd'innovation et de developement economique Solidaires (PIDES)*). This is a regional network program which regroups enterprises like the very small enterprise and small and medium size enterprise (TPE) *très petite entreprise et (PME) petite et moyenne Entreprises* respectively), research libraries, training centres, associations and economic vocations working with the same focus, same field and same market. This network develops collaborative projects and put in place innovative services for their members.

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

### **Assumptions of the Signalling Theory.**

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

### **Significance of the theory to the study**

This theory fits squarely with our study as it determines how the job market should initially signal the University of Yaoundé I in relation to the skills and workers needed (quality and quantity), the changes and aspirations of the employers for an initial transformation or adaptation of policies, curriculum, pedagogy, infrastructure and the man power towards these employers and Learner's

needs. These signals serve as a focus for the academic planning process for the university so that, graduates will fit in the tenets of the job market to guarantee a job each. This practice seems to be a farfetched venture to the educational planners in the University of Yaoundé I, the school-to-job transition would have been settled.

Following this transformation, graduates with skills who need jobs could play along with this theory by sending their profiles to the job market through application during the job search process for instance, Michael Spence applied this theory on education as “job market signalling model” (JMSM). According to him, potential employees send signals about their abilities, competencies and levels to the employer through their education credentials. This could be realistic in developed countries or to Faculties with practical skills.

To be more explicit, employers upon demand from the University, send signal on the type of manpower required by the job market of a country to the educational planners (as demonstrated in figure 1) for readjustments to meet up the needs of the target group in the society. The University governing body receives signals on what type, how many and when does the job market need to employ. This will help them tailor the planning to balance these needs by modifying the curriculum, the teaching methods and the infrastructure towards that employability so that upon graduation, youths will easily get employed. Prior to the above insight, signalling theory is obviously indispensable to the elaboration of this research piece.

### **The Blue Print Planning Theory**

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

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

- The evaluation of means against ends.

Theories are a catalyst to any life process as it gives assumptions and possibilities to tackle different situations for understanding. Lane through this theory brings to light the idea that, the environment (job market, political stability and healthy conditions) should be a point of concern. This is because it will determine the graduate's ability to fit in the environment either through employment or through job creation. Evaluate means against ends and ensure alternative policy options. This idea shows that multiples policies that affect social welfare should be for the benefits of the population.

### **Significance of the theory to the study**

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

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

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

## **The Job Market Review**

The job market is the situation in which employers search for employees and employees search for jobs, (<http://www.investipodia.com>). The job market is not a physical place as much as concept demonstrating the competition and the interplay between different labour forces. The job market can grow or shrink due to the amount of labour demand and supply within the overall economy, specific industries with specific education levels or specific work functions. In the global respective countries, the education and training of the labour force impacts the job market mean while the job market determines the employment rate, the unemployment rate and the underemployment rate of the economy. It should be noted that, the higher the unemployment rate in the society, the greater the supply of labour in the overall job market and a fall in wages, thus underemployment. When employers have a larger pool of applicants to choose from, they can be pickier or force down wages. As the unemployment rate drops employers are forced to compete more heavily for available workers, which has the effect of increasing wages, a rise in employment.

The job market world wild has its indicators and specificities through which researchers, policy makers, job seekers and many others can be able to determine its functioning, capacity, growth, needs and aspirations. The ILO (2014, p.11, 8<sup>th</sup> ed.) since 1999 came up with eighteen key indicators of the labour market thus;

- Labour force participation rate
- Employment-to-population ratio
- Status in unemployment
- Employment by sector
- Employment by occupation
- Part time workers
- Hours of work
- Employment in the informal economy
- Unemployment
- Youth unemployment
- Long-term unemployment
- Time-related unemployment

- Inactivity
- Education attainment and illiteracy
- Skills mismatch
- Wages and compensation cost
- Labour productivity
- Poverty, income distribution, employment by economic class and working poverty.

These indicators apply to both the public and the private sectors. When there is cooperation between the policy makers, employers and the graduates, the above indicators will be used as a guide in setting up faculties which trains youths to readily respond to the job market. The graduates will go into the job market well skillful both manually, technologically, and psychologically to boom the economic growth of the nation.

With the context of sub regional integration, job markets overly exist both national and international. This aspect is viewed via the cases of international employments mostly by private sectors world wide for instance, many worker leave Cameroon and work in other countries. This notion of intercontinental employment was championed by the poverty reduction strategy paper signed in Cameroon in 2003. Article 3.6.5 (labour market) state ‘convinced that sub regional integration is an effective strategy for its insertion into an increasing global economy. Cameroon and other economic community of central African state (CEMAC) zone members states agreed to accelerate a number of actions including the immediate introduction of the CEMAC passport and the elimination of all impediments to the free movements of persons, goods, services and capital’, (PRST p. 68). This opened more chances for employment of university graduates, however, the graduates of the University of Yaoundé I seem to be left behind, they lack the necessary skills to compete for cross boundary jobs.

In Cameroon, two main job markets exist; the government jobs (civil service) and the private sector. Down history lane, from the 1998 law of orientation on the education of Cameroon, citizens have been psychologically conditioned to acknowledge the state as the only source of employment in Cameroon. This stigma is however largely emphasised in Universities via the type of curriculum, pedagogy, state policies in the institutions it is further cemented by the fact that graduates from the said system are generally jobless or do not have the skills to pick neither a

national nor an international job in the private sector except otherwise, they undergo vocational training or specialization in private University.

The Cameroon government possesses several sectors in which graduates are employed annually. Such sectors like the Higher Teacher's Training College, (ENS,/HTTC), Government Teacher's Training College (GTTC), National School of Magistracy (ENAM), the Army core and a host of others. These bodies launch and employ a considerable number of youths annually; access into these institutions of professionalisation is strictly by merit although with some irregularities (bribery and corruption) within the system however, the state remains a favourable job supplier. Undoubtedly, for the reasons of job security, the majority of the unemployed youths especially those of secondary and higher education level preferred paid jobs from the public service NIS (2011).

The state definitely is highly concern with the issue of graduate's unemployment in Cameroon. In this light, she has been making several efforts in this domain to keep the youths employed. Several reforms have been registered and have resulted in the reduction of poverty trends since independence. Since independence, Cameroon focused its policy on the implementation of a five-year plan. This plan was satisfactorily achieved thanks to a conducive international environment, as a result, per-capital income doubled between 1960 and 1980, living conditions of the population greatly improved and several infrastructure were developed which are today considered as the basis of economic activity and social promotion (Vision 2035, 2009; p.8)

In 2003, the government founded the Poverty Reduction Strategy Paper (PRSP) in which the issue of unemployment was cardinal. This paper went applicable up to 2007, having huge successes and failures. The vision 2035 took off from 2006, a twenty-five-year agenda, with a more committed mission on the fight against youth's unemployment. In order to sufficiently enhance this most respected mission, for the first face, the Cameroon government created the Growth and Employment Strategy Paper (GESP) for the period of 2010/2020 period so as to have a clear view and practical evaluation possibilities.

The (GESP 2010/2020) holds that the state is poised to reduce the underemployment rate from 75.8% to less than 50% in 2020 by creating some ten thousand formal positions per year over the next ten year. Moreover, the government is aware that to become rich, the major way to poverty



reduction, it should seek to have high employment rate. Thus growth will be achieved with a proper tackling of unemployment. The government intends to redress this situation by integrating actors of the informal sector into the formal sector and the idea is generally to reduce the share taken up by the informal sector in national economic activity. At the same time, the government hope to create about ten thousand employment opportunities per year in the formal sector through its implementation of this strategy.

Matching words with actions, the Cameroon government engaged in the mass employment process where in, the decision to employ 25,000 young Cameroonians taken by the president of the republic of Cameroon on the 10<sup>th</sup> February, 2011 (NIS, 2011) went a long way to inculcate a new and positive momentum in the Cameroon's job market and huge relieve on the few who met the conditions. This presidential decision was highly applauded by the society and most especially by the unemployed graduates who have been lavishing in some private jobs and joblessness. This was because it intervened in a socioeconomic context where there was a strong employment demand for job market (unemployment rate at 5.6%). This decision covered just 10% of the employment as stated by Employment and Informal sector Survey (EESI 2) in Cameroon and the private sector carries the burden.

The portion of the age group targeted was 17 to 40 years old. By this recruitment constitute an important demographic weight which account for about 37.4 % making 7.257,881 people of the whole population in 2010, comprising of 50.4% of women and 49.6% of men. This population of this age group is more in Yaoundé amounting to 48.3%, 70.7% graduates (EESI 2) stated by the (NIS, 2011). Within this age group, unemployment is alarming especially in the metropolitan towns of Douala and Yaoundé, Higher education graduates hitherto being the most affected by unemployment and underemployment for those who are employed, a chunk of them were consumed into the most cherished public service. Undoubtedly, for the evident reasons of job security, the majority of unemployed youths especially those of the secondary and higher education prefer jobs in the public service or the modern private sector (NIS, 2011).

Some government created organs like PAJE-U, PIFMAS (*Projet d'insertion socio-economique des jeunes par la creation des Micro-entreprises de fabrication du materiel Sportif*), created in November 2007 by MINJEC, PIAASI (*Program Intégré d'appui aux Acteurs du Secteur*

*Informel*) created in 2014 by the Ministry of Employment and vocational training. These organs were created by the respective ministries to train young Cameroonians on different areas of experience, projects that accompany them in the achievement process as a means to reduce unemployment amongst youths in Cameroon. Apart from the traditional launching of public exams in Cameroon yearly, another set of 400,000 jobs were created and launched in 2016 to employ the youths. The state is the most appropriate job market in Cameroon.

But on the other hand, this decision has resented drawbacks in the economy of Cameroon. A good number of youths taken into the job market do not have basic skills, they are saturated with theories and baseless facts. Moreover, those taken from University and pumped into schools as teachers simply have the mission to either ‘unteach’ or derail the young generation. They have no idea on pedagogy, ethics and deontology of a teacher.

With this decision, bachelor’s degree holders are taken and send to colleges to teach and masters students are as well incorporated into the university system to teach with neither a lesson nor seminar on pedagogy, lesson plan, ethics and deontology needed by every teacher. It must interest you to know that the coming of new and complicated methods like the Competence Base Approach (CBA) whose aim is to inculcate basic skills into the students which can permit them solve basic problems on daily bases happen to be a very hard knot to untie by many trained teachers talk less of these teachers who have never had the time and or opportunity to be schooled on that. They carry the same theory to class and implant on the next generation.

This crisis is suffered by the secondary and University students as the teacher’s inability to master the pedagogy of teaching and curriculum constantly plunge them into the mess of joblessness due to the lack of skills. The probability is high that the state might be planting a very bad seed on the Cameroon economy. What will become of tomorrow if the young generations are handled by untrained personnel as such? The same unskilled knowledge will be carried along and the same problem of unemployment and fragile economy will resurface.

Teachers taken by mass employment opportunity to teach in both secondary and University should take obligatory remedial classes, seminars, conferences by the various schools, sub-division or division, or the whole region with specific lessons on pedagogy, ethics and deontology of the job before handing over the young generation to them.

The private or informal sector is another platform which is faced by the unemployment problem in Cameroon. This sector is made up of industries (Brasseries of Cameroon, firms, enterprises, Non-governmental organisation (NGO), parastatals (Camair-co, ENEO,) farming, and the list is endless giving the rich natural endowments of the country that baptised her as “Africa in miniature”. Although Cameroon is endowed with abundant natural resources, steady economic growth and a key location in central Africa, the investment climate in Cameroon is plagued by endemic corruption and a heavy handed and slow bureaucracy. The private sector is characterised by cost minimisation and profit maximisation. This means that, they are consciously or unconsciously pruned to low wages and poor working conditions, especially in our context where there is no active labour law.

Despite all these, the private sector serves as a remarkable job market to young graduates in Cameroon in diverse fields. It is worth noting that they face many difficulties in selecting the skills available when they launch a vacancy. Difficulties stem from lack of skills by the applicants, skills mismatch, limited capital and limited number of applicants, poor trading conditions, and high taxes amongst others. This is explained by the fact that, the University’s teachings are more or less contrary to the needs of the job market.

### **Case study of the University of Yaoundé I**

The university of Yaoundé I is a state owned bilingual university created in Cameroon by the presidential decree n° 93/026 of 19<sup>th</sup> January 1993 and was organised by decree n° 93/036 of 29<sup>th</sup> January 1993 (Annual Statistics 2015) MINSUP.

Today the University of Yaoundé I. has 03 campuses (Ngoa-Ekelle, District of the municipal lake and Nkolbisson). It covers a total surface area of 105.37 hectares. It is a bilingual institution (French/English) with 7 faculties/schools, 4 specialised centres, 02 virtual universities and 65 laboratory of research. 64major courses in 54 departments, served by 1121 permanent lecturers and 604 administrative and supporting staff (<http://www.uyl.uninet.cm>), (University Annual statistics, 2015).

**Table 1: Evolution of Student's enrolment in the University of Yaoundé I from 2010-2015**

No	Departments / Schools	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	FALSH	18576	20588	20875	22507	25141
2	FS	15419	14337	17803	19803	23102
3	ENS	4076	4076	3918	3516	3483
4	ENSEP	1189	1274	1404	1369	1007
5	FMSB	1686	1777	1977	1726	1771
6	IUT Bois Mbalmayo	0	30	117	211	181
7	FSE				1274	155
8	Virtual University				217	217
	Total	41615	42466	46094	50624	55767
	Percentage growth	-3.45%	2.04%	2.5%	8.14%	10.16%

**Source; Annual statistics of University of Yaoundé I (2015).**

Looking at the table above, the faculty of Science (FS) and the faculty of Arts, Letters and Social Sciences (FALSH), present a disturbing situation as the fast growth in these faculties is not relative to the University's capacity to welcome them.

**Table 2: Administrative personnel of the University of Yaoundé I.**

no	Departments and special centres	Personnel		Total
		Permanent lectures	Administrative Staff	
1	FALSH	220	40	260
2	FS	354	52	406
3	ENS	197	34	231

4	ENSB	92	33	125
5	FMSB	157	52	209
6	IUT bois	36	-	36
7	FSE	65	-	65
8	Centre services	-	361	361
9	Virtual University	-	-	-
	TOTAL	1121	572	193

**Source: Annual Statistics of the University of Yaoundé I, 2014-2015**

The mission of this mother University according to article 2 of the decree no 98/036 of 29 January 1993, is limited to:

- The development and transfer of knowledge.
- Develop research and training of men.
- Bring higher forms of culture and research to higher level.
- Maintain peace and progress.
- Facilitated access to higher education to all those who have vocation and ability.
- Contribute to support development, social and cultural promotion.
- Foster the use of bilingualism and to study the reform of curricular measures calculated to bring about the necessary harmonization of the inherited systems (UNESCO, 1963).

## **Conclusion**

Above is the review of the works of other scholars and related works both published and the unpublished works. The exercise above has been apprehended via three main areas; contextual, theoretical and job market as umbrella terms using selected indicators to unfold relevant ideas from other researcher's works bringing out criticisms and appreciations where necessary. With this, we have accomplished chapter two, thus paving a way into chapter three

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

This chapter describes the methods and instruments used to collect information for this study. It treats the type of study or, research design, the area of study, population of study, the sample and sampling techniques, instruments used for data collection, techniques of data analysis, variables, indicators and recapitulative table.

#### **Research Design**

According to Luma et al (1999), a research design refers to all procedures selected by researchers to aid in the understanding of questions or hypothesis. According to Amin (2005) a research design is the conceptual structure within which the quantitative research is conducted and constitutes the blue-print for the measurement of variables collection and analysis of data. .This study was carried out using the combined quantitative and qualitative research approach or triangular research approach. These research methods were used in order to investigate the cause and effect relationships, the need for a perfect control of the variables. For these reasons, the researcher proceeded to collect and threat the information in this work with both quantitative and qualitative instruments (questionnaires and interview guide). It was this research design that enabled the researcher to describe the state of affairs of the social phenomenon by establishing relationship between variable, collecting data and verifying hypothesis to either confirm or deny their opinions on the state of affairs prescribed.

#### **Area of Study / Site**

The focus of this study is on Educational planning and youths employability in the University of Yaoundé I. The University of Yaoundé I is found in Cameroon, central region-Yaoundé, Mfoundi-division. It has 03 campuses; Ngoa-Ekelle, District of the municipal lake and Nkolbisson. It covers a total surface area of 105.37 hectares. It is a bilingual institution (French/English) with 5 faculties/schools, 4 specialised centres, 02 virtual universities and 65 laboratory of research. 64major courses in 54 departments, served by 1042 teachers and 884 administrative and supporting

staff (<http://www.uy1.uninet.com>). According to (Njeuma et al.1999) as stated in Marcellus (2014) The lone Federal University which became the University of Yaoundé I was created on the 26<sup>th</sup> July, 1962 with 529 students Njeuma et al. (1999). All registered in the Faculty of Arts and Social Sciences (FALSH), the faculty of Science and the Faculty of Law and Economics. In the addition of the three faculties, specialized schools or des Grandes écoles attached to the University and other professional institutions of higher learning to prepare graduates for professional career. Particularly prominent among these specialized institutions attached to the University were the School of Medicines (CUSS) created in 1969, the Institute of International Relation (IRIC), the school of Engineering ( ENSP) created in 1971 and the school of journalism (ESIY) created in 1970 and host of others Fonkeng & Tambe ( 2009).

### **Target Population**

A target population is the population to which the researcher intends to carry out its research. The target population of this study consisted of graduates (both male and females) from the university of Yaoundé I who are registered and taking training at the National Employment Fund (NEF) Mvolye centre, higher Education administrators and lecturers. This population was suitable for this study because this research work is aimed at investigating how educational planning impacts youth's employability in the University of Yaoundé I. Moreover, the sample population was available and could give out their experiences just as the situation is. Moreover, the researcher preferred the NEF because it is an organised independent body that regulates job market and job seekers. Therefore the researcher took this institution because most unemployed graduates depend on NEF for employment and would always be present there in their numbers, thus make up a convenient ground for such a study.

**Table 3: number of graduates from 2011 to 2015 from some faculties of the University of Yaoundé I.**

Academic year	Number of graduates per faculty and gender.						
Faculty	FALSH		Faculty of sciences		FMBS		
Sex	males	female	Male	female	male	female	total
2011-2012	2003	2071	1101	1212	173	132	6692
2012-2013	1620	2424	1877	901	202	148	7172
2013-2014	1674	2716	2285	1172	199	149	8195
2014-2015	2141	2976	2465	1429	179	125	10425

Source: Adapted from Yearly statistics 2011-1015 MINESUP

## Sampling Technique

A sample according to Amin (2005) is a portion of the population whose results can be generalised to the entire population. Sampling is the process of selecting elements from a population in such a way that sampled elements represent the population. A convenient sampling involves selecting whoever is available at a given moment for a researcher conducting the study.

The convenient sampling technique was used to obtain a sample size of 107 job seekers at the National employment fund. We used this sampling technique based on the fact that the researcher couldn't meet all the student at once and at the same time. This population is made up of graduates from the University of Yaoundé I, those who had registered with and were receiving training in the National Employment Fund Yaoundé (Mvolye), A total of 107 graduated students were selected. Qualitative data was obtained from 10 lecturers, Heads of 5 departments of 3 faculties of the University of Yaoundé I.

## Research Instruments

Two instruments were used to collect data for this study; the questionnaire and interview guide. A questionnaire can be defined as a rigorous instrument prepared by the researcher about the research



problem under investigation which is to be used to collect information from respondents. Our questionnaire is divided into four main parts. The third part includes background information. The second part deals with questions constructed from the indicators of the independent variable. The third part enhances questions from the indicators of the dependent variable. The questionnaire was used to facilitate data collection and economise time. In order to compliment data collected from questionnaires, an interview guide was used. This was also done to ensure their veracity of information collected. Here, we obtained information through a one to one interaction with interviewees

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

<b>HYPOTHESES</b>	<b>ITEMS</b>
Government policy	06-11
School curriculum	12-17
Pedagogy	18-21
Manpower	22-25
Infrastructure	26-30
Youth employability	31-37

The questionnaires was used to collect data from the student population receiving training with the National Employment Fund, and those around town while the interview guides was used to collect information from University lecturers, policy makers and administrators.

### **The interview**

The information from lecturers and the university administrator and policy maker's interview was aimed at conforming the results from the questionnaire and to give the opportunity for them to give their opinions. To meet the interviewee, several visits were made to their offices due to their very busy schedule. Out of the 10 lecturers and 5 administrators targeted, 3 complained of time, thus only 7 granted the interview and 2 administrators also were not available and 3 granted the interview and in at the with policy makers, 3 out of five granted the interview. At the higher

education, 3 of the policy makers granted the interview out of their offices. The information got from the interview was being noted down by the researcher on a piece of paper and some on a tape recorder which were later transcribe for presentation of the findings.

**Table 5: Distribution of participants in the interview.**

<b>Respondents</b>	<b>Targeted number</b>	<b>Number which took part</b>	<b>Percentage participants</b>
Lecturers	10	7	70%
Administrators	5	3	60%
policy makers	5	3	60%
<b>Total</b>	<b>20</b>	<b>13</b>	<b>65%</b>

### **Establishing Content Validity of Research Instrument**

Validity refers to the accuracy with which an instrument measures what it intends to measure (Mbua, 2003). Or validity could be seen as the extent to which a measurement instrument measures what it purports for. The questionnaires/interview guide of this study was constructed from indicators after analysing the variables. In this study, these instruments were subjected to content validity. To calculate the content validity, the instruments was distributed to four expert judges who did their evaluation of the instrument. The inter-judge validity index was calculated to obtain the content validity index.

**Table 6: Calculating content validity**

<b>Items</b>	<b>J1</b>	<b>J2</b>	<b>J3</b>	<b>J4</b>	<b>IVI</b>	<b>CVI</b>
9	✓	✓	x	✓	3/4	0.75
10	✓	✓	✓	✓	4	1
11	✓	✓	✓	x	3/4	0.75
12	x	x	✓	✓	2/4	0.5
13	✓	✓	✓	✓	4	1

14	✓	✓	✓	✓	4	1
15	✓	✓	✓	✓	4	1
16	x	x	✓	✓	2/4	0.5
17	✓	✓	x	✓	3/4	0.75
18	✓	✓	✓	✓	4	1
19	✓	✓	✓	x	3/4	0.75
20	✓	✓	✓	✓	4	1
21	✓	x	x	✓	2/4	0.5
22	✓	✓	✓	✓	4	1
23	✓	✓	✓	✓	4	1
24	x	✓	x	✓	2/4	0.5
25	✓	x	✓	✓	3/4	0.75
26	✓	✓	✓	x	3/4	0.75
27	✓	✓	✓	✓	4	1
28	✓	✓	x	✓	3/4	0.75
29	✓	✓	✓	x	3/4	0.75
30	✓	✓	✓	✓	4	1
31	✓	x	✓	✓	3/4	0.75
32	✓	✓	x	✓	3/4	0.75
33	✓	x	x	✓	2/4	0.75
34	✓	✓	x	✓	3/4	0.75
35	x	✓	✓	✓	3/4	0.75
36	✓	✓	✓	✓	4	1
<b>Total</b>			<b>CVI =</b>			<b>0.8</b>

Based on the calculations above our content validity index is 0.8; indicating that our instruments is valid.

### **Administration of the Instrument**

The researcher obtained permission from the head of department and the Dean of the Faculty before going to the field at the NEF regional Centre Mvolye. This centre was created in 2015. The number of registered graduates who come in search of jobs and vocational training are as follows:

**Table 7: May 2015 to March 2017 NEF number of youths in search for jobs, training and counseling.**

<b>YEAR</b>	<b>YOUTH POPULATION</b>
May-December 2015	1247
January to December 2016	1503
January to March 2017	413

**Sources; Yearly Statistics NEF Mvolye (2016).**

In these centre, we met graduates from the University of Yaoundé I in search of jobs who participated in responding to the questionnaires. For the interview, we met interviewee in different places following different appointments, where they responded to the interviews.

### **Data Preparation and Analysis.**

The inferential and Descriptive statistics were used to analyse the data collected from the field with the use of questionnaires and interview guide. The descriptive data was applied using tables and chats. Concerning inferential statistics, the spearman correlation index was used to test research hypotheses. We used the statistics in order to ascertain the relationship between Educational Planning and Youths Employability. This description gave us the frequencies and the percentages while inferential data determined the nature of correlations and magnitudes of the relationship between educational planning and the Youths Employability.

## Statistical Procedures Used

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

The formula is described as:

Spearman Correlation is expressed as:

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

Where:

$\Sigma$  = sum

D is the difference between the ranks of X and the corresponding ranks of Y

n= the number of paired ranks.

**Table 8: Recapitulative Table of Variables and their Indicators.**

<b>G.H</b>	<b>Specific hypothesis</b>	<b>Independent variable</b>	<b>Indicators</b>	<b>Dependent variable</b>	<b>Indicators</b>	<b>Modality</b>	<b>Items</b>	<b>Statistical tool</b>
There is a link between Educational Planning and Youths Employability	Ha1: There is a significant relationship between government policy on Education and youth's employability.	Government Policy on Education	<ul style="list-style-type: none"> <li>-LMD efficiency</li> <li>-professionalism</li> <li>-students employability</li> <li>-Reduction of poverty</li> <li>- the Growth and employment strategy paper</li> <li>-Sector Wide Approach</li> </ul>	Youths Employability.	<ul style="list-style-type: none"> <li>-Employment skills</li> <li>-Competencies/ effectiveness.</li> <li>-Job accessibility</li> <li>-Efficiency and returns in education.</li> <li>-Job satiation</li> </ul>	Agree, Strongly Agree, Disagree, Strongly Disagree	9-15	Spearman correlation
	Ha2: There is significant relationship between school curriculum and youths employability.	School curriculum	<ul style="list-style-type: none"> <li>-skill based curriculum</li> <li>-Stake holders participate curriculum designs</li> <li>-curriculum considers employers demands</li> <li>-Curriculum focuses on job market demands</li> <li>-Curriculum partners with economic environments</li> </ul>					

Ha3: There is a significant relationship between pedagogy and Youths Employability.	Pedagogy	<ul style="list-style-type: none"> <li>-competence based approach</li> <li>-internship</li> <li>-Students centred pedagogic</li> <li>-Teaching is more practical</li> </ul>			Agree, Strongly Agree, Disagree, Strongly Disagree	22-25	Spearman correlation
Ha4: There is a strong relationship between personnel/ manpower and youths employability.	Personnel/ Manpower	<ul style="list-style-type: none"> <li>-staff quality</li> <li>-mastery of the LMD</li> <li>-professional growth</li> </ul>			Agree, Strongly Agree, Disagree, Strongly Disagree	26-31	Spearman correlation
H5: There is a strong relationship between infrastructure and youths employability.	Infrastructure	<ul style="list-style-type: none"> <li>-Library quality</li> <li>-Learning environments</li> <li>-adequate laboratories etc</li> </ul>			Agree, Strongly Agree, Disagree, Strongly Disagree	31-36	Spearman correlation

## **Variables of Study**

Elmes et al (1995) states that, 'variables are what make experiments run'. This study is based on two main variables;- the independent variable and the dependent variable. In this study, the independent variable is educational planning; the dependent variable is youth's employability.

### **Independent Variable**

According to Asytabong (1998), an independent variable is that 'that which can be manipulated upon by the researcher'. They may be called predictor variables they can predict or are responsible for the status of other variables. The researcher manipulates in order to determine a relationship with the observed state of affairs. The independent variable for this study is Educational Planning.

Indicators of independent variable are;

- Government policy in education
- School curriculum
- Pedagogy
- Personnel
- School infrastructure

### **Dependent Variable**

In the view of Luma et al (1999) a dependent variable is 'the characteristics that are used when the statement of the hypothesis are mad'. According to Asutang (1998), dependent variables are variables in which 'receive the effects of independent variable'. The dependent variable in this study is youth's employability. Employability comprises of graduates acquire or create jobs, gain return to investment, skills acquire, demand and supply of educational services.

### **Indicators**

An indicator which could be seen as a true representation of a variable, are in both independent and dependent variable. In this study, the indicators of the independent variable (educational planning) are: Curriculum, Government policy on education, pedagogy, personal/manpower and infrastructure, while the dependent variable (youth's employability) indicators are: employment, job creation, returns in education, economic growth, skill, and decision making.



## **Conclusion**

This chapter of research methodology deals with the research design, the area of study, population of study, the sample and sampling techniques, instruments used for data collection techniques of data analysis, variables, indicators (operationalisation of the variables) and recapitulative table. The critical examination of this chapter as seen above serves as a stepping stone for the presentation of results and analysis of data collected from the field that makes up chapter five.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DATA ANALYSIS

#### Introduction

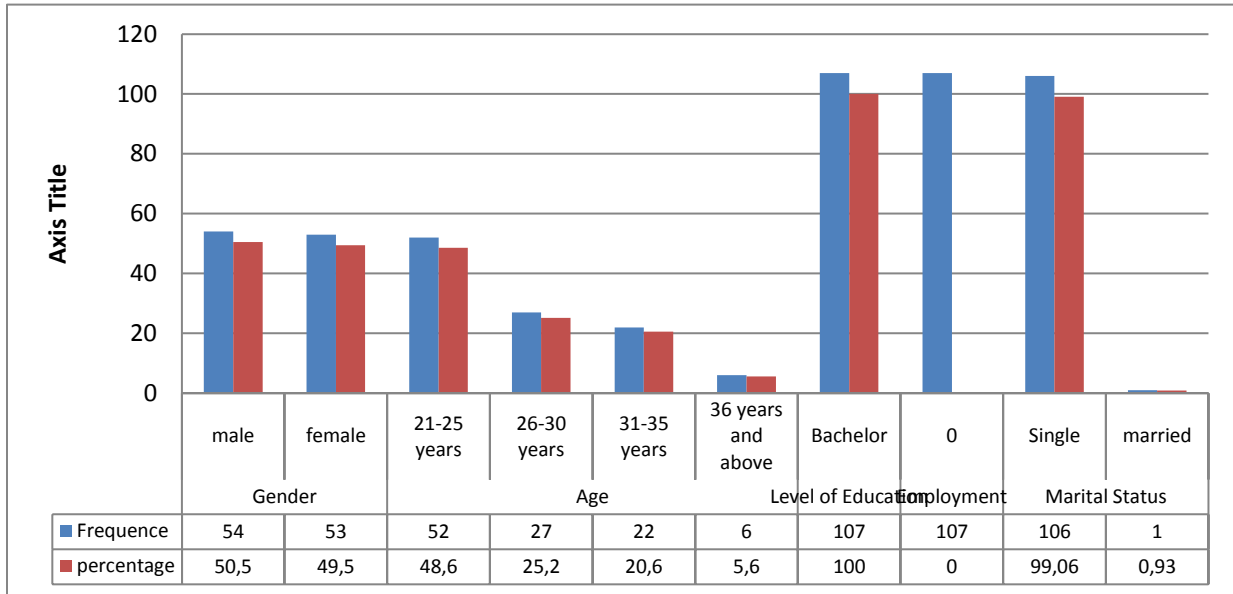
This chapter deals with the presentation of results and analysis of data collected from the field. This is by means of tables, charts, frequency and percentage. This section comprised of the descriptive analysis of identification characteristics while the next one talks about verification of hypotheses.

#### Descriptive statistics

**Table 9: Presentation of respondent's demographic information**

Items	Modalities	Frequency	Percentage %
Gender	male	54	50,5
	female	53	49,5
Age range	21-25 years	52	48,6
	26-30years	27	25,2
	31-35 years	22	20,6
	36 years and above	6	5,6
Level of Education	Bachelor	107	100
Employment	00	107	00
marital Status	Single	106	99.06
	Married	01	0.93

**Figure 4: Presentation of respondent’s demographic information.**



The table and chart above shows the presentation of respondent’s personal information. The first item was gender with two modalities (Male and Female). According to the table and chart above, male respondents were 54 representing 50.5 of the total respondents, meanwhile female were 53 representing 49.5 % of the total respondent. These respondents strived to maintain gender balance as well upheld a balance in the sample population, thus was declared valid giving that the cumulative percentage is 100%.

Furthermore, the item “age range” was classified from 21-25, 25-30, 31-35, and 36years and above. According to the table and chart above, 21-25 respondents were 52, with a percentage of 48.6%, the range 26-30 had 27 respondents, being a percentage of 23.2%, meanwhile the range 31-36 were 22 respondents with a percentage of 20.6 and the last range 36 and above had 6 respondents representing 5.6 %. These percentages give a cumulative percentage of 100% and a total number of respondents was 107 thus, were considered valid. Based on the table and chat above, the majority of graduates are between 21 and 25 and reduces as the range progresses.

Level of education was the next modality. From the table and chart the number of respondents with bachelor’s degree was 107 having a percentage of 100. Giving a percentage of 100 therefore was considered valid.

Moreover, employment had two modalities (yes or no), from the table and chart above, 107 respondents were unemployed giving a percentage of 100, meanwhile the number of

respondent who were employed were 00 making a percentage of 00. These make up a cumulative percentage of 100%, meaning that this item was valid.

And marital status was divided into two modalities (married, single). From the table and chart above, Respondents who answered single were 106, making a percentage of 99.06, married respondent was just 01, making a percentage of 0.06. These gave a cumulative percentage of 100%, therefore it was valid.

**Table 10: Distribution of respondent on Government policy in Education.**

	N	Minimum	Maximum	Mean	Std. Deviation
Growth and employment strategy paper brings professionalism in university studies	107	1,00	4,00	3,0000	,21115
The LMD system permits one man one job upon graduation	107	1,00	4,00	3,2897	,01124
The 2001 university governance policy is well implemented in the university for students employability	103	2,00	4,00	2,9126	,31547
The 1998 education orientation law is more effective in Yaoundé I	107	2,00	4,00	3,1682	,19345
The policy of professionalism is effectively applied in the university	107	1,00	22,00	3,4860	,07324
The poverty -reduction strategic paper in universities help to reduce poverty among graduates	107	1,00	4,00	3,9907	,49543
Valid No (list wise)	103				

The table above shows that the indicator government policy on education has six items. The first item is growth and employment strategy paper with the number of respondent 107, the minimum was 1.00 and maximum was 4, 00 on the scale. The mean was 3.0000, showing that the majority of the respondents disagreed with the statement that the growth and employment strategy brings professionalization in university studies.

The standard deviation was 0, 21115, thus very slim chance of making any error with the respondent choice. This is explained by the fact that three years to the end of the ten years agenda

for poverty reduction strategy paper nothing substantial is visible among the stated urgent issues. For instance, under higher education, they state was to invest on teaching staff, one thought employment and training of more staff for the university, yet today the university of Yaoundé I still lack teachers. They were to implement and use ITC in higher education, seven years into the ten years agenda, the mother University has neither an IT space nor a digital library. Moreover, they were to develop partnership between the Universities with more related productive sector. This too has been in a very low pace and insignificant. Also, the whole policies were theoretical (Nji, 2006); these and more reason justify the respondents rejection of the GESP as a tool for educational professionalization applicable in the University of Yaoundé I.

The second item is the statement that the LMD system permits one man one job upon graduation. According to the table above, the number of respondents were 107, the minimum was 1.00, the maximum was 4.00, while the mean was 3.2897, meaning that a majority of the respondent disagreed with the statement that LMD system permits one man one job in Cameroon. The standard deviation was 0, 01124, showing that there were no possibility of any error with the respondents choice.

The third item is the statement that the 2001 University governance policy is well implemented for student's employability. With the 107 respondents, the minimum was 2, 00, maximum was 4, 00 and the mean was 2.9126. This mean shows that most respondents disagreed with the statement. The standard deviation of 0, 31547 show just the were little chance for any error on the respondents choice.

The fourth item was the statement that the University Governance policy is well implemented in the University for Students Employability. The number who responded was 103, the minimum was 2, 00, the maximum was 4.00 and the mean was 2.9126, very closer to 3 which is disagree. Therefore more respondents view was disagree. The standard deviation was 0.31547 for lower that 5, therefore, there are very limited chances for any error on the respondent choice.

The fifth item was the statement that the 1998 education orientation law is more effective in Yaoundé I University. The number of respondents was 107, minimum 2.00, maximum 4, 00. The mean was 3,1682, showing that a majority of the respondents disagreed with the statement that 1998 law of orientation is not effective in the university of Yaoundé I. The standard deviation was 0.9345, thus strongly showing that there are small chances for any error in the choice of the

respondents. This policy does not really orientate higher education (Fonkeng, 2006). It is theoretical and void of professionalization skills.

The next was the statement that the policy of professionalisation is effectively applied in the University. This item had 107 respondent, 1.00 as minimum and 4.00 as maximum. The mean was 3.4860. This implies that most respondents disagreed on the statement. The standard deviation was 0, 07324, thus showing a few or slim chances of any error.

The sixth item on this indicator was the statement that poverty reduction strategy paper in University helps in reducing poverty amongst graduates. This item according to the table above was responded by 107 respondents, 1.00 as minimum and 4.00 as maximum. The mean was 3.9907. this means that the majority disagreed with the statement with low chances of making an error as the standard deviation was 0,49543 lower than 5.

## Descriptive Statistics

**Table 11: Distribution of respondents according to the University Curriculum.**

	N	Minimum	Maximum	Mean	Std. Deviation
The curriculum of Yaoundé I university is skill based	107	1,00	4,00	3,0841	,39148
There is more practical work than theory. (70:30)	107	1,00	4,00	3,0748	,54452
Both policy makers employees, parents and students participate during curriculum planning of the university	107	1,00	4,00	3,0000	,47703
Curriculum planning is based on significant partnership with the economic environments	103	1,00	4,00	3,6117	,13488
The curriculum is match with job market demands	103	1,00	4,00	3,2155	,24711
The curriculum is planned according to employers demands	103	1,00	4,00	3,1359	,72826
Valid N (list wise)	105				

The distribution of respondents according to the statement that the curriculum of the University of Yaoundé I is skill based as shown on the table above. There were five items; the first one was that; The Curriculum of the University of Yaoundé I is skill based. It had 107 respondents, minimum of 1.00 and maximum 4.00. The mean is 3.0841 showing that most respondents disagreed with the statement. The standard deviation 0, 39148 meaning there were very slim chances of any error in the respondents choice.

The second item on the above table was the statement that there is more practical work than theory (70:30). There were 107 respondents, 1, 0 minimum and 4.00 maximum in the scale.

The mean was 3.0748 showing that more respondents disagreed with the statement. Standard deviation was 0, 54452 shows that there were very limited chances of making any error in the respondents choice.

The third item was that; policy makers, employees and students participate during curriculum planning of the University. The total number of respondents was 107, on the scale, the minimum was 1.00, maximum was 4.00 and the mean was 3.000. This implies that more respondents disagreed on the statement. It had a standard deviation of 0.47703 of chances of any error in the choice of the respondent.

The fourth item was the statement curriculum planning is based on significant partnership with the economic environment. This was responded by 103 respondents with minimum of 1.00 and maximum of 4.00 on the scale. The mean was 3.6117, which shows that the majority of the respondents disagreed on the statement. The standard deviation was 0.13488, meaning that there were very slim chances of making a mistake on the respondent's choice.

The fifth; curriculum is match with the job market on the table above has was responded by 103 respondents. The minimum in the scale was 1, 00 and the maximum was 4.00, with a mean of 3.2155 demonstrating that most respondent disagreed on the statement. This had a standard deviation of 0.24711 thus showing the limited chances of committing any error on the respondent's choice.

The sixth item on this indicator was the statement that the curriculum is planned according to employer's demands. This item was also responded by 103 respondents. The minimum was 1.00 and the maximum was 4.00. The mean was 3.1359. This mean showed that most respondents disagreed on the statement. Having a standard deviation of 0.72826 thus a very slim probability of committing an error.



**Table 12: Distribution of respondents according to pedagogy in the University.**

	N	Minimum	Maximum	Mean	Std. Deviation
The competence based approach is used in the university	103	1,00	4,00	3,1748	,16803
Teaching is more practical than theory in the university of Yaoundé I.	103	1,00	4,00	3,0971	,48022
Students are part of pedagogic planning in the university	103	1,00	4,00	3,2524	,23639
Students go for internship and workshops training in employment agencies or enterprises during training	103	1,00	4,00	3,0777	,33609
Valid N (listwise)	103				

According to the table above, the statement that the competence based approach is used in the University of Yaoundé I was responded by 103 respondents. On the scale, the minimum was 1,00 and the maximum was 4.00. The mean was 3.1748, meaning that a good majority disagreed with the statement. This had a standard deviation of 0.6803 showing that there are few chances of making errors in the respondent choice.

The statement; teaching is more practical than theory in the University of Yaoundé I was responded by 103 respondents, a minimum Of 1, 00 and a maximum of 4.00 on the scale. The mean was 3.0971 showing that a majority of the respondents disagreed with the statement. This also had a standard deviation of 0, 48022 showing that there are very limited chances for any error in the respondent's choice.

According to the table above, the item; students are part of the pedagogic planning in the University was responded by 103 respondents. On the scale, the minimum was 1.00 and the maximum was 4.00. The mean was 3.2524, this shows that a majority of the respondents disagreed

with the statement. The standard deviation was 0, 23639 thus give very limited chances of errors in the respondent's choice.

On the table above, the statement above states that students go for internship and workshop training in enterprises during training in the University of Yaoundé I. This was responded by 103 people with a minimum of 1, 00 and a maximum of 4.00 on the scale. The mean was 3.077. This means that more a majority of respondents disagreed with the statement. The standard deviation is 0.33609, thus a very limited chance of errors at the respondent's choice.

**Table 13: Distribution of respondents according to personnel/manpower planning.**

	N	Minimum	Maximum	Mean	Std. Deviation
University graduates from U Y I make up a strong man power for economic growth	103	1,00	4,00	3,1359	,35232
There are enough pedagogical trained teachers in all departments	103	1,00	4,00	2,9806	,25382
All staff are employed through academic competences	103	1,00	4,00	2,9641	,02945
All staff master apply the LMD system	103	1,00	4,00	2,9903	,00484
Valid N (listwise)	104				

The statement in the table above; the University graduates make up a strong man power for economic growth was responded by 103. On the scale, the minimum was 1,00 and the maximum was 4.00. The mean was 3.1359 showing that most respondents disagreed with the statement. The standard deviation is 0.35232 meaning that there are very limited chances for errors in the respondent's choice.

From the table above, the statement; there are enough pedagogically trained teachers in all the departments. This statement was responded by 103 respondents, with a minimum of 1.00 and a maximum of 4.00 on the scale. The mean was 2.9806, show that a majority of the respondents

disagreed with the statement. This also had a 0, 25382 showing that there is low probability of an error to exist in the respondent's choice.

All staff is employed through academic competence. This is a statement for another item according to the table. 103 respondents responded to the statement. On the scale, the minimum was 1.00 while maximum was 4.00. The mean was 2.964, closer to 3, meaning that the majority of respondents disagreed with the statement. Whereas the standard deviation was 0,029, meaning that there were very slim chances of errors on the respondents choice.

The last item on this indicator was that; all staff master and apply the LMD system. 103 respondents responded to the statement. On the scale, the minimum was 1,00, maximum was 4,00 and the mean was 2,9903. This means that most respondents disagreed with the statement. The standard deviation was 0.00484.

**Table 14: Distribution of respondent according to University infrastructure.**

	N	Minimum	Maximum	Mean	Std. Deviation
The library is modern and equipped with latest books	103	1,00	4,00	3,0777	,38217
The environment/halls are accessible to all even, handicaps	103	1,00	4,00	3,0485	,97396
Lecture halls are modern, spacious with good lighting systems	103	1,00	4,00	3,2524	,18249
There is free and permanent internet connection in the university campus	103	1,00	4,00	3,2816	,24503
There are workshops for practical work in campus	103	1,00	4,00	3,0777	,89321
Valid N (listwise)	103				

From the able above, the statement that the library is modern and well equipped with latest books. 103 respondents respondent to the statement, on the scale the minimum is 1.00 while 4.00.

The mean was 3, 0777 which means the majority of the respondent disagreed with the statement. The standard deviation was 0, 38217 showing that the chances of an error in the respondent's choice is very slim.

The environment and lecture halls are accessible to all even the handicaps. From the table above, this item was responded by 103 respondents. The minimum was 1, 00 and maximum was 4, 00, the mean was 3.0485. This implies that a majority of the respondents disagreed with the statement. The standard deviation was 0, 97396, showing that the chance of making an error is very minimal.

From the table above the item lecture halls are modern, specious with good lighting systems was responded by 103 respondent, on the scale, the minimum was 1.00, the maximum was 4.00 while the mean was 3, 2524 meaning that a majority of the respondent disagreed with the statement. The standard deviation was 0.18249; this implies that the chances for making error are very slim.

The table above shows that the item that there is free and permanent internet connection in the University campus was responded by 103 and on the scale, the minimum was 1,00, the maximum was 4,00 and the mean was 3,2816 meaning that the majority of the respondent disagree with the statement. The standard deviation was 0, 24503 which showed that there are very few chances of making any error in the respondent's choice.

On the table above, the item that states that there are workshops for practical work in campus was responded by 103 respondents. On the scale, the minimum was 1.00 while the maximum was 4.00 and the mean was 3.0777. This mean shows that a majority of the respondents disagreed with the statement. The standard deviation was 0, 89321 which implies that there are very slim chances for any error to occur.

**Table 15: Distribution of respondents according to youth's employability.**

	N	Minimum	Maximum	Mean	Std. Deviation
Employment is based on the competences of employee	103	1,00	4,00	1,3689	,28010
Workers without skills are victims of unemployment	103	1,00	4,00	1,0194	,03829
As a graduate, i have the skills needed by employers	106	1,00	4,00	3,3495	,45988
Skilled workers do well paid jobs	103	1,00	4,00	2,0874	,31936
I need a professional training before i can be employed	103	1,00	4,00	1,8932	,13915
The need for a job made you to enrol in higher education	103	1,00	4,00	2,0485	,02706
As a graduate, i have achieved my goal in securing a job.	103	1,00	4,00	3,4757	,34811
Valid N (list wise)	103				

From the table above, the item that states that employment is based on the competences of employee was answered by 103, on the scale, the minimum was 1, 00 and the maximum was 4.00 meanwhile the mean was 1.3689.

### **Inferential statistics and test of hypothesis**

Ha1: There is a relationship between Government policy and Youths Employability.

Ho1: There is no relationship between Government policy and Youths Employability.

**Table 16: Testing hypothesis I**

**Correlations**

			Governance policy in Education	Youth Employability
Spearman's rho	Governance policy in Education	Correlation Coefficient	1,000	,743**
		Sig. (2-tailed)	.	,000
		N	107	107
	Youth Employability	Correlation Coefficient	,743**	1,000
		Sig. (2-tailed)	,000	.
		N	107	107

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

From the correlation table above we see that there is a significant relationship between Governance policy and Youth Employability. This is based on the fact that the level of significance is 0.00 thus lesser than 0.05 which is the alpha and the standard error margin. Alternatively looking at the spearman rank correlation index is 0.7 indicating that the link is positive and strong.

Ha2: There is a relationship between Curriculum implementation and Youth Employability

Ho2: There is no relationship between Curriculum implementation and Youths Employability

**Table 17: Testing hypothesis 2.**

**Correlations**

			Curriculum implementation	Youth Employability
Spearman's rho	Curriculum implementation	Correlation Coefficient	1,000	,580**
		Sig. (2-tailed)	.	,000
		N	107	107
	Youth Employability	Correlation Coefficient	,580**	1,000
		Sig. (2-tailed)	,000	.
		N	107	107

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

The correlation table above reveals that there is a significant relationship between Curriculum implementation and Youth Employability. The level of significance is 0.00 thus lesser than 0.05 which is the alpha and the standard error margin. The correlation coefficient of 0.5 indicates that the link is positive and moderate.

Ha3: There is a relationship between Pedagogic Activities and Youth Employability.

Ho3: There is no relationship between Pedagogy Activities and Youths Employability.

**Table 18: Testing hypothesis 3**

**Correlations**

			Pedagogic Activities	Youth Employability
Spearman's rho	Pedagogic Activities	Correlation Coefficient	1,000	,612**
		Sig. (2-tailed)	.	,000
		N	107	107
	Youth Employability	Correlation Coefficient	,612**	1,000
		Sig. (2-tailed)	,000	.
		N	107	107

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

The correlation table above reveals that there is a significant relationship between Pedagogic Activities and Youth Employability. The level of significance is 0.00 thus lesser than 0.05 which is the alpha and the standard error margin. The correlation coefficient of 0.5 indicates that the link is positive and moderate.

Ha4: There is a relationship between personnel/man power planning and Youth Employability

Ho4: There is no relationship between personnel/man power planning and Youths Employability.

**Table 19: Testing hypothesis 4.**

**Correlations**

			Man Power planning	Youth Employability
Spearman's rho	Man Power planning	Correlation Coefficient	1,000	,780**
		Sig. (2-tailed)	.	,000
		N	107	107
	Youth Employability	Correlation Coefficient	,780**	1,000
		Sig. (2-tailed)	,000	.
		N	107	107

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

From the correlation table above we see that there is a significant relationship between Man Power planning and Youth Employability. This is based on the fact that the level of significance is 0.00 thus lesser than 0.05 which is the alpha and the standard error margin. Alternatively looking at the spearman rank correlation index is 0.7 indicating that the link is positive and strong.

Ha5: There is a relationship between infrastructures and youth employability.

Ho5: There is a no relationship between infrastructure and youths employability.



**Table 20: Testing hypothesis 5**

**Correlations**

			Infrastructures	Youth Employability
Spearman's rho	Infrastructures	Correlation Coefficient	1,000	,692**
		Sig. (2-tailed)	.	,000
		N	107	107
	Youth Employability	Correlation Coefficient	,692**	1,000
		Sig. (2-tailed)	,000	.
		N	107	107

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

The correlation table above reveals that there is a significant relationship between university Infrastructures and Youth Employability. The level of significance is 0.00 thus lesser than 0.05 which is the alpha and the standard error margin. The correlation coefficient of 0.6 indicates that the link is positive and moderate.

**Table 21: Recapitulative table of results**

Hypotheses	Alpha	Level of significance	Correlation coefficient	Decision
Ha1			,743	Ha retained while Ho rejected
Ha2			,580	Ha retained while Ho rejected
Ha3			,612	Ha retained while Ho rejected

Ha4	0.05	0.00	,780	Ha retained while Ho rejected
Ha5			,692	Ha retained while Ho rejected

From the table above, it is evident that Educational planning has a very significant relationship on Youths Employability in the University of Yaounde I. This is valid because the level of significance for all our five hypotheses is  $0.00 < 0.05$ , indicating that that we have no chance of making an error if we accept the alternative hypotheses. Thus government policy on higher education, the school curriculum, the pedagogy, personnel and the infrastructure significantly influence graduates employability in the University of Yaoundé I.

### Summary of Findings

This study was aimed at investigating the impacts of Educational Planning on Youths Employability. Five research hypotheses were formulated to carry out this study alongside five research questions to guide the investigations. Questionnaires and interview guide were the research instruments used. The data collected was analysed using the descriptive and referential statistic, from the analysis, the following were obtained.

- Educational Planning through the use of government policy on education has a significant relationship on Youths Employability.
- Education Planning through the use of school curriculum has significant relationship on Youths Employability.
- Educational Planning through the use of pedagogy has a significant relationship on Youths Employability.
- Education Planning through the use of personnel / man power has a significant relationship on Youths Employability.
- Educational Planning through the use of infrastructure has a significant relationship on Youths Employability.

## **Conclusion**

Based on the results presented and the data analysed from the field with the use of descriptive and inferential statistics, the hypothesis were verified and proven valid. Given that the above aspects were properly examined, it gave the researcher a green light for the interpretation of results and discussion of findings in chapter five.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

This section describes each hypothesis based on findings, backed by the views of other authors and with reference to the relevant theories and perception of the researcher. These findings shall be proven valid or invalid depending on the results from the research instruments.

#### **Educational Planning through the use of government policy on education has a Significant relationship on Youths Employability**

According to the results from the items tabulated in the above chapter, the indicator; government policy on education has significant influence over the youth's employability. As seen in the results above, the minimum was 1.00. The maximum was between 22.00 and 4.00 and the mean ranged between 2.9126 and 3.00. Meanwhile the standard deviation ranged from 0.01124 and 0.49543. These confirm that educational planning has a significant relationship on youth's employability.

The findings acknowledge the fact that educational planning through the use of government Policy on education has a significant relationship on youth's employability. This walks in line with the creation of SWA in February 2005 where the government showed interest in professionalisation and the inclusion of vocational training in education. According to SWA (2005), the government concluded that there is the need for vocational training as a means of professionalising the teaching profession, development of human resources and putting into place a mechanism for regulating the flux at the end of each academic level and as well enhance the job-to-market phenomenon by integrating graduates into the production system. These paper work was not superficially done, by this, we make allusion to the 2011 presidential decree of general employment of 25 thousand youths. Even at that, a good majority is still unemployed and the number of graduates from higher institutions is constantly increasing. Things becomes unbearable when graduates from the Government teachers training college (GTTC) make up a good number of the unemployed, this makes a big blow on the graduates faces and eminently plunge the graduates to all sorts of social ills. This takes us to Becker's capital theory where he advocates that; individuals who invest in human capital have the advantages of reaping greater and sustainable returns as compared to those who invest less in human capital. On the contrary, this

situation is not the same with the Cameroon educational system. This is explained by fact that there is educational-job market mismatch, the students are thought plane theories, the policies made are more of paper work than practice and most at times copied from more developed countries, irrespective of the culture, norms, and the belief of Cameroon. In addition, investing on human being and health is primordial for economic development. The nature of schooling and unemployment among youths in Cameroon does not determine a better future for the country. The S.D.G of 2015 that preceded the M.D.G upheld the need for quality education. Quality in education is achieved through the ability of its product's performance in the job market and in changing the society in general. It becomes a problem as the products of these institutions cannot even have where to perform their capacities and moreover, the jobs may exist but the graduates lack the skills, given that they were thought more of theories. The policy of professionalisation of education in Cameroon came to fulfil the same aim. All these policies are very relevant but are hardly realised. The Cameroon tribune of 22 October 2014 postulated G. Bella's opinion that every institution of higher learning has to designed courses to the needs of the job market. This could have made a platform for the institution of boundariless employability in Cameroon. Boundariless employability is highly needed in Cameroon to replace the traditional jobs which are fast becoming unpopular. At this point in time, the researcher is tempted to believe that if all the courses are not designed to meet the needs of individuals and the job market, the rate of unemployment among university graduates will reach it apex in less than no time. The 1992-1993 reform began the new era of professionalization of studies in university education, make universities more professional and responsive to market force. These old reform is yet to be fully realised. Other reforms have been added to it as the political leaders of that department change.

The Human Capital Theory founded by Becker in 1974 aimed primarily to facilitate the higher education policies. it was based on this view that Knight & Yorke (2014) affirmed that the development of employability in graduates has become a significant expectation that governments around the world have to varying extend impose on national higher education systems, this could only be achieved through the type of policies applied in the system. This came to confirm Fisher (1946) who earlier emphasised on the economic dimension of educational policies and the need to consider it as an instrument of economic growth. Tafah et al. (2012) argue that H.C is an important source of growth and the authority needs to adopt policies to develop H.C in order to achieve the growing ambition of the country. From the views above, one can confirm beyond all reasonable

doubts that policy on education is a prerequisite for youth employability. The decisions the state take and implement determine the nature and the future of the youths and the whole nation.

In Cameroon, higher education is steered by policies, through these policies; the state has strived to meet up with the challenges of youth's employability through higher education. This struggle put in place both national and international policies, in this efforts, Cameroon became member to international organisations such as I.M.F, U.N.D.P,A.B.D, UNESCO amongst others, in the struggle to make the higher education competitive and productive. This however seems incomplete as most decisions and conclusions are theoretical, or at times may not correspond with the society's characteristics. Callaway (1971) shares this view as he proclaims that educational planners should know more about the peculiarities, the believes and culture of the society.

It must be noted that some of the policies put in place are short live, this becomes very impossible for them to be realised. A case is that of the P.R.S.P of 2003-2007 that preceeded the G.E.S.P. These few years could have been too short to its objectives to be attained, as Smfoga (2012) puts it, *"the three years of the paper was insufficient to affect any changes in higher education in Cameroon.* This surely made up one of the reasons why the state came up with the G.E.S.P for the present period of 10 years, which will set an objective face to the accomplishment of 2035 vision. It worth noting that GESP is largely theoretical and paper work. Nji (2004) shares this view base on the traditional consistency of macroeconomic analyses regarding how growth and development are interpreted whereby it is assumed that economic growth precede development and poverty reduction.

Section 3.3 of GESP postulates some urgent in higher education; diversification of technology, investment in teaching staff, professional and more market-friendly components of higher education system and many others that up to today are not yet functional meanwhile we have lived the greater part of the 10years period.

On the SWA, the policy is not only political but somewhat ironical. The SWA is out to please mostly the international bodies. This fact is highlighted in SWP (2005 P.8) *"it is only through such a program that any national or foreign financial support can produce investment and bring out development"* this view sabotages its role on education and the other sectors.

## **Educational planning through the use of university curriculum has a significant relationship on youth's employability**

According to the findings tabulated in the above chapter, the indicator; school curriculum was responded mostly by 107 respondents and 10 missing responses. In the results, the lowest minimum was 1.00, the maximum was 4.00, the mean ranged between 3.00 and 3.6117. Meanwhile the standard deviation 0.13488 and 0.72826. these results confirmed that there is a significant relationship between educational planning and youth's employability.

These findings approved that educational planning through the school curriculum has a significant relationship with youth's employability. These findings confirm the signalling theory which holds that one party (agent) signals the other (principal) on the existing abilities and skills and qualities. This theory holds that; A has an unobservable quality (reproductive success, health, trustworthiness, ability amongst others).

- A benefits from an interaction with B
- B benefits with an interaction with A in case the quality is high (type A+) but B experiences a lose if quality is low (A-)

A is able to send a costly signal to B to advertise its quality. This helps to improve employability when the system collaborates in this light to create a common curriculum for the students and the employers. This seems to be farfetched in the Cameroon higher education. The employers and students are never involved in the planning of the courses learned in higher institutions of Cameroon. In this case, not only will the employers not be certain with the student's ability to perform their task, the system lacks employers helpful guidance on the type of skills needed. This is why, the country keep on paying huge sums to experts from different countries for their expertise in their developmental projects while the Cameroon experts take the second bench. This curriculum serves as prerequisite for youths employment since the job market already recognise the skills the graduates possess.

Moreover, UNESCO (2005) declaration goes in line with the proclamations of signalling theory above as UNESCO stated that curriculum is one of the major tools to facilitate and harness the school-to-job transition amongst graduates. School curriculum must take into consideration the different abilities (consider inclusive education) and needs of both the students and the employers.

Moreover, kouwenhoven spiced it with competence base curriculum where he advocates that education should not just be made up of theories without practical skills, and Knubben (1993) added that education should not just be a successful application or reproduction of the same knowledge. All these fall in line with the type of programs incorporated in the curriculum for students to learn and be productive. The University of Yaoundé I is yet to realise that it is not the quantity but the quality that matters. To remedy this, the SWA calls for the revision of the program with the hope of rendering them more professional in order to meet up with the country's economic needs and options and to enable a harmonious social integration from the product of the educational system. These views show as well that school curriculum is closely related to graduates employability.

The idea is confirmed in Fonkeng (2006) where he invokes the 1998 law of orientation in which section 4 holds that *“the general purpose of education shall be to train children for their intellectual, physical, civic and moral development and their smooth integration into the society, bearing in mind the smooth prevailing economic, socio-cultural, political and moral factors”*. In this section, the economic, socio-cultural and political factors are considered in a very low extent. This is because the educational system does not take economic factors serious. This is seen in the inability for the products to yield output. Graduates are not employed and even if employed, they lack the skills to perform their duty. This is why after the most graduates still go in for professional education in very expensive private institution.

The curriculum of the University of Yaoundé I seems to be planned without respect to the realities of the society. Meanwhile according to the (2008) International Conference on Education, *“curriculum is at the same time a political and a technical issue very much embedded in the complex interface between the society, politics and education, involving a wide range of institutions and actors”*. Irrespective of this emphasis, the school program is still different from the society's needs. Machabo (2008) confirms this idea as he advocates that curriculum should be based on the social, cultural, political and economic realities of the country. In this light, planners are called upon to consider primarily the ever changing society and the individuals' expectations on the one hand and the fast growing technology which has overtaken the society.



## **Educational planning through pedagogy has significant relationship with youth's employability**

According to the results from the table in the chapter above, the indicator; pedagogic activities was responded by 103 respondents. The minimum was 1.00, the maximum was 4.00 and the mean ranged between 3.0777 and 3.02524 and the standard deviation also ranged between 0.16803 and 0.4802. These results also show that educational planning has a significant relationship on the youth's employability.

These findings confirm the HCT in its struggle in facilitating the formulation of higher education policies. Every amount of investment on education from the state and the individual on teachers training, student's internship and workshops are essentially geared towards the facilitation of graduate's employability. This implies that every investment on pedagogy that can help in skill based teaching is necessary as it creates a platform for youth's employment.

Moreover, this declaration equally shares the same view with the CBT, this theory stipulates that the cost of learning should be linked to the interest in before taking decision on whether to invest in education or not. The cost incurred for pedagogic purposes, the cost of payment of teachers, the unit cost per student, and many more are significantly related to the youth's employability.

Furthermore, the teaching methods are a determinant of learners understanding and subsequently, application. This idea is supported by Nicodemous (2007) that *“one cannot effectively separate the methods from the subject matter of teaching nor from the person involve and the environment.”* In this light, more emphasis need to be attached on the teaching method and the personnel. The teachers need effective training on specific subjects with concrete teaching methods. This however is still to be touched by the University of Yaoundé I as the CBA is still limited to primary education. Little (2011) also shares his view in this relationship as he states *“...order skill and competences needed for the job market should be accompanied by the ability to articulate learning and raising confidence, self-esteem and aspirations”*. All these depend largely on the teaching method. If the lecturers are trained on a unique approach which chains up theory with practice (30:70 %), respectively with focus on the learners. On the contrary, as advanced by Litle, the lecturers are the determinants of the quality and quantity of knowledge the students has to show upon graduation, however, the student also as the LMD system holds should do the majority of the work in schools. This works needs teacher's effectiveness is evaluation, correction and modifications. The University has in its courses the theory and practical but the

practical is generally less effective as there are no material, infrastructure and the skills to do the practical work. In area where some few infrastructure and material are available, over population will impose inefficiency on the system.

Pedagogy in the University of Yaoundé I calls for concern. As the results of the hypothesis holds that the correlation coefficient is 0.580 and p-value is  $<0.05$ , pedagogy influences youth's employability. Therefore if the teaching method is one of the causes of youth's employability, it implies that lecturer's training is not effective. This is so based on the fact that there is no training school for lecturers in the University of Yaoundé I. Most lecturers learn how to teach in the class, in front of learners. Evaluation becomes a problem too, constant loss of marks, unmerited marks to merited students, thus, the system becomes too difficult for many students to bare. Generally, they drop out and those who follow the system end up with skills to work.

Pedagogy for skill based training merits a special training where in the teacher's will have a mastery of the methods of transmission. This is achievable in case the system decides to train teachers too. Just in case the state decides to institute the CBA into the higher institutions of Cameroon, most teachers will not mater it and the problem will remain unchanged. Seminars and conference are good but not sufficient.

### **Educational planning through man power/ personnel has a significant relationship with youth's employability**

From the results of this indicator tabulated on the chapter above, the indicator; personnel or manpower were responded by 107 respondents. The minimum was 1.00, the maximum was 4.00 and the mean ranged between 2.9903 and 3.1359, meanwhile the standard deviation ranged between 0.00484 and 3.5232, showing that there is a significant relationship between educational planning and youth's employability.

These findings confirm the HCT on the investment on human capital in an educational system. Both Personnel and learner's level of training and health according to this theory are primordial to enhance graduate employability. Moreover, manpower or human resource should be trained to permit the graduates to impact the skills in the economic sector of the economy in order to permit economic growth and development of the country.

According to Tafah et al. (2012), human capital measured by education and health impacts significantly and positively on economic growth. In the same light, Lyons (1967) stipulates that

teachers constitute high proportion of high and medium level man power; the demand for education means the demand for manpower in competition with other sectors of the economy. It is in this backdrop that University personnel must be up to the quantity and quality demanded. This facilitates the tasks given to one person, ensures the quality and quantity completion of programs which finally give the learners the skills they need in order to be employed.

It must be noted that in the 21<sup>st</sup> century, the University of Yaoundé I hardly have permanent staff. Most of the lecturers especially from new departments are visiting. The case becomes a problem when the visiting lecturers comes by chance and cover a course programed for two months in one week and sometimes evaluate at the end of the session. This method of teaching is not very appropriate for an aspiring nation. Some personnel occupy the most influential political positions in the government which keep them very busy but they still create time to pass through the lecture halls. All these keep the students in constant distress and uncertainty. The management of the University should make provision for stable and permanent lecturers in all departments. The lecturers should be at the students disposal.

### **Educational planning through Infrastructure has a significant influence on youth's employability**

From the results obtained from the indicator; university infrastructure was responded by 103 respondents. There had a minimum of 1.00 a maximum of 4, 00, and the mean ranged from 3.0485 and 3.2816. Meanwhile the standard deviation also ranged from 0.18249 and 0.97396. This indicates that there is a significant relationship between educational planning and youth's employability.

These findings confirm the values of the CBT in this work. The theory holds that the cost of investment in education should be matched with the benefits after school. This cost is incurred by both the state and the individuals. This means that the University's investment on infrastructure like equipping the school with, modern lecture halls, libraries and IT space directly influence graduates employability.

It also shares the view with the signalling theory which can occur between the University and the employers. The presence of some modern technological infrastructure and workshops for practical work already throws a signal to the employers. Once these employers bare this in mind, they develop a positive thought on the products of that institution.

This factor was shared by President Paul Biya in 2007 as cited in Samfoga (2012) “*the current financial circumstances surrounding the launching of these current major projects are more favourable than they were a few years ago... with relatively substantial financial resources to invest in social sectors notably education and infrastructure*”. This declaration came to enforce the degree of influence the infrastructure has on youth’s employability. Soobrayan in(2012) also affirms President Biya’s declaration on the importance of infrastructure vis-à-vis education and employment. “*...the quality of school building is critically important in the drive for improving education...*”. From the afore mention importance of infrastructure to youths employability it is evident that quality facilities in the university system enable the skilful training and facilitate job accusation and or job creation amongst graduates.

### **Limitation of the study**

For this study to be realised, the researcher had terrible difficult in the process of changing the supervisor due to the Rejection of the first supervisor.

The researcher also had financial difficulties at the level of transportation from one place to the other in the city of Yaoundé in search of concrete information. Printing, cyber and phone calls were another heavy cost to bear.

The researcher also had difficulties in administering questionnaires to the target respondents. The questionnaires were administered in several days from morning to evening since only the right respondents were supposed to respond. All the time, transportation and foot that was needed to follow up the targeted respondents at their various free hours was a hard knot to untie.

Other difficulties came in during printing the questionnaire, where the French questions were mixed up with the English versions on the same page and printed. This same error was committed thrice and we had to share the cost. Thus I became financially limited and could not print that day and a whole day went for nothing.

### **Recommendations**

Considering the findings obtained in this study, some recommendations were made. These recommendations intended to make amendments to the situation that was under study in this research. The verification of research question and conclusion drawn on them enables the researcher to make some recommendations that could ameliorate the situation.

## **To the government**

It is believed that this study will enable the government to revise the planning of the higher educational system in order to meet the demands of the job market or employers. This could be achieved by tilting the activities of the planning department in the ministries of education towards a concrete collaboration with the employers, the parents and the youths. Views from these bodies should be considered and implemented.

The government should monitor and forecast the youth's population growth rate and make provision for their need of higher education and skills in the future. This will avoid congestion in lecture halls, ameliorate the student-teacher ratio in order to enhance quality training.

We also wish that the government should identify those enterprises, organisation and individuals who employ workers and subsidise their institutions so that they can create avenues for student's internship. Regular internship and practical work in school will inculcate the needed skills for employability.

## **To the Rector and administrative body**

statistics from this study and beyond have proven that educational policy, school curriculum, pedagogy, personnel and infrastructure have significant relationship with youths employability. We therefore wish to recommend to the rector, administrative body and lecturers that the university should create a collaborative link with the employers and other stake holders through meetings, seminars, questionnaires or face-to-face interview. This will guide the University's planning of the curriculum, pedagogy, infrastructure and the type of personnel so that upon graduation, youths will readily be employed. This is because they already possess the needed skills for employment.

The University should create a competent body (institution if need be) for the teaching of pedagogy to university lecturers. This will ensure that all lecturers are pedagogically ready to deliver the skills to students. There should be some renovation of the infrastructure and an IT space should be created to ease learning. Large lecture halls should be equipped with loud speakers and mobile microphone, good lighting systems and current switch should be repaired to facilitate learning.

For the mean time, some skill based courses should accompany the main course in this university especially in the Faculty of arts letters and social sciences. Juxtapose their programme with military skills, problem solving skill, project planning and management skills, ICT, mass communication skills, secretary skills amongst others. These will multiply graduates chances of employability.

The school should create stable body that ensures that academic and career orientation of students for all the levels. This should as well involve employers and who will give out information on their companies, enterprises and organisations.

### **To the students**

We also wish to recommend to the students that state jobs should not be your only line of focus. Develop open and creative minds through which you can create jobs and employ others. Form partnerships and create a business, there are government agencies (PAJE-U, PIFMAS, NEF etc) to subsidise, guide you to maturity.

### **To the parents**

We also wish to recommend to our parents that, the best form of investment is on the human capital. The education and healthy state of a child determines the child's productivity. Therefore, students should be provided with all necessary learning materials and conducive learning condition.

### **Suggestions for further research**

The study of educational planning has a significant relationship on youths employability in the University of Yaoundé I. for further research, researchers can take this study in the following dimension because the researcher found out that many aspects of educational planning have not been touched, therefore following suggestions for further studies were made.

A similar study could be carried out in other parts of the country since the results in Yaoundé I may not reflect the exact representation of what will be obtained in other areas due to the differences in cultural and socio-economic status of the people and the fact that every university is autonomous and may operate in different planning method.

A comparative study could be done on the planning of state owned institution and private institution. Also research could be on the role of government policy on the higher educational system of Cameroon.

These suggestions were made to promote research spirit among scholars and to avoid hasty and generalised conclusions on certain key issue

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## APPENDICES

### APPENDIX 1 Questionnaire for Graduate Jobseekers

This questionnaire is aimed at evaluating how educational planning influence youths employability in the University of Yaoundé I. Please fill in the spaces provided for you then read the questions and mark an X across the letters of the appropriate answers.

#### Demographic Information

- 1) Gender: (a) Male [ ], (b) Female [ ]
- 2) Age range: (a) 21-25 [ ] (b) 26-30 [ ] (c) 31-35 [ ] (d) 36 and above [ ]
- 3) Level of education: First degree [ ]
- 4) Employment: NO [ ]
- 5) Marital status: (a) married [ ] (b) single [ ]

#### Part two: questions on Independent variable

ITEM	1	2	3	4
<b>Government policy on education</b>	Strongly agree (SA)	Agree (A)	Disagree (D)	Strongly disagree (SD)
6). Growth and employment strategy paper brings professionalism in University studies			X	
7). The LMD system permits one man one job upon graduation				X
8). The 2001 University governance policy is well implemented in the University for student's employability			X	
9). The 1998 education orientation law is more effective in the University of Yaoundé I				X
10). The policy of professionalism is effectively applied in the university of Yaoundé I			X	

11). The poverty -reduction strategic paper in universities help to reduce poverty among graduates			X	
<b>Curriculum in the University of Yaoundé I</b>				
12). The curriculum of Yaoundé I university is skill based				X
13). There is more practical work than theory. (70:30)			X	
14). Both policy makers employees, parents and students participate during curriculum planning of the university				X
15). Curriculum planning is based on significant partnership with the economic environments			X	
16). The curriculum is matched with job market demands				X
17). The curriculum is planned according to employers needs and students aspirations.				X
<b>Pedagogy in the University of Yaoundé I.</b>				X
18) The competence based approach is used in the university			X	
19) Teaching is more practical than theory in the university of Yaoundé I				X
20) Students are part of pedagogic planning in the university				X
21) Students go for internship and workshops training in employment agencies or enterprises during training.			X	
<b>Manpower / personnel in the University of Yaoundé I.</b>				X
22) University graduates from U Y I make up a strong man power for economic growth			X	
23) There are enough pedagogical trained teachers in all departments				X

24) All staff are employed through academic competences			X	
25) All staff master apply the LMD system			X	
<b>Infrastructure in the University of Yaoundé I</b>				
26) The library is modern and equipped with latest books				X
27) The environment/halls are accessible to all even, handicaps			X	
28) Lecture halls are modern, spacious with good lighting systems		X		
29) There is free and permanent internet connection in the university campus				X
30) There are workshops for practical work in campus				X
<b>The dependent Variable: Youths Employability</b>				
31) Employment is based on the competences of employee		X		
32) Workers without skills are victims of unemployment			X	
33) As a graduate, I have the skills needed by employers				X
34) Skilled workers do well paid jobs	X			
35) I need a professional training before i can be employed		X		
36) The need for a job made you to enrol in higher education		X		
37) As a graduate, I have achieved my goal in securing a job.			X	



## APPENDIX II

### Interview guide for Educational stakeholders and lecturers

1. What do you take into consideration before recruiting university lecturers?

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2. Are all the courses in the University designed to meet the demands of the job market?

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3. Are the infrastructures appropriate for practical work and supports the use of technology in the university?.....

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