

The Usefulness of Higher Education Instructional Strategies on the Employability of Graduates in Cameroon

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ABSTRACT

The problem of unemployment among graduates from Cameroon's higher institutions of learning has been a matter of concern to the nation recently. As part of the contribution to arresting the situation, this study was designed to Examine the Usefulness of Higher Education instructional strategies on the employability of graduates in Cameroon. To carry out the study, three research questions and two null hypotheses were formulated. After reviewing both theoretical and empirical literature, the survey research design was employed in the study. The study was carried out in the two-state universities of the English-speaking regions of Cameroon. The sample for the study consisted of 300 students, 120 lecturers, and 6 employers. Data was collected using close-ended questionnaires and interviews. The study employed econometrics regression techniques such as the structural equation modeling (SEM) approach using the maximum likely hood estimation technique to analyze the data that were collected. The critical ratio was used to test the significance of the hypothesis and the overall results revealed that, instructional strategies have a significant contribution to graduate employability in Cameroon from the perspective of teachers, students, and employers. Based on the above findings, it was specifically recommended that, teachers of higher education institutions should be properly trained on how to effectively use the various instructional strategies to trigger graduate employability.

KEYWORDS: *instructional strategies, graduate employability*

INTRODUCTION

The instructional strategies used in higher education institutions in Cameroon are constantly changing from one form to the other (Balsamo, 2017). This means that, although there are always new studies stating what the most appropriate way to teach is, there are several recurring approaches that have been used for many years in higher education. These approaches range from the Socratic approach, the indigenous approach, the pure lecture method, and the recent emergence of greater emphasis on the information and communication technology (Guike, 2019). Mohammadou *et al.* (2016) advanced that, the instructional strategies used in most higher education institutions in Cameroon are dominantly the lecture method. According to Gibbs (1992), one of the reasons why higher education instructors use the lecture method is because they are usually overloaded

and so they overworked themselves. This has been the dominant instructional strategy ever since the creation of the first formal higher education institution in the country (Mohammadou *et al.*, 2016). According to Austin (1984), this method helps to compromise student centered learning, and limits the creativity and critical thinking necessary to promote the employability of graduates.

Moreover, the 21st-century instructional strategies in Cameroon higher education institutions are becoming more digital than in the previous years. Mohammadou *et al.* (2016) advanced that, most universities and other higher institutions of learning in Cameroon are embracing Information and Communication Technology (ICT) in the presentation of their lessons. According to Mbangwana (2008), this has been

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greatly influenced by the official introduction of ICT into Cameroon schools in 2001. A study by Chiafe (2011) supported that, several technological approaches are identified and engaged by lecturers of the University of Buea such as power points, laptop computers, projectors, and others. This is a paradigm shift in the instructional approaches in Cameroon's higher institutions.

Perhaps due to the challenges in the effective use of these different and modern instructional strategies, the employability of graduates is still a major concern in the country as most graduates are unable to fit squarely into the job market or transit from school to work effectively. (John Tumbuh, 2017). This is evident from the fact that Nkengim (2016) advanced that, the unemployment rate in Cameroon among people with a bachelor's degree is 15.7% and 10.4% for those with a master's degree. Youth unemployment in the country is estimated at 12.5% of the population (world bank report, 2013). A good number of these youths are graduates from higher institutions seeking employment in society. Moreover, the overall unemployment rate in the country has witnessed a steady increase from 3.41% in 2017 to 3.80% in 2020 and 3.90% in 2021 (international labor organization, 2021). These statistics speak volumes to the level of graduate unemployment in Cameroon especially as the country is youthful inclined and raises questions as to the extent to which the instructional strategies are useful in addressing the issue of graduate unemployment. It is observed that most of the instructional strategies used by various higher education institutions in Cameroon ranging from traditional to modern ones are not being tailored towards the acquisition of employability skills of the learners. This is evident in the fact that Oben (2021) advanced that, most graduates cannot effectively demonstrate the skills and competencies imparted to them during their years of studies. This is worry some as one is tempted to question how were these skills transmitted to these students in the first place that most of them are unable to demonstrate them upon graduation.

According to Agborbechem (2016), after being exposed to the instructional strategies, most graduates from higher education institutions in the country continue to alienate themselves in front of government offices and other enterprises requesting for jobs showing signs of being inadequately prepared for the labor market. Such graduates have become a burden not only to their families but to the whole country with spillover effects such as a high crime rate, social unrest, and a fall in the moral standards of the country. This clearly shows that there is a gap between graduate training and graduate integration

into the labor market in the country. Therefore, the main objective of this study is to examine the usefulness of higher education instructional strategies on graduate employability in Cameroon.

The following research hypothesis was suggested to guide the study:

H1: There is no significant effect of higher education instructional strategies on graduate employability from the teacher's perspective.

H2: There is no significant effect of higher education instructional strategies on graduate employability from the student's perspective.

THEORETICAL AND CONCEPTUAL FRAMEWORK

Theoretically, this piece of research work utilizes the Ausubel's (1968) Theory of expository teaching and the Garry Becker's (1964) Human capital theory. Ausubel (1968) stated that, to facilitate learning, the teacher should use advance organizers in presenting his or her lesson. These organizers are previews or introductions usually brief written passages which the student reads before studying the main body of the new material (Abdersib and Faust, 1973). The principal function of the organizers is to bridge the gap between what the learner already knows and what he needs to know. So that he can learn the task at hand more expeditiously (Ausubel, Movak, and Hanesian, 1978). In simple terms, Ausubel describes two different types of organizers: one that is to be used when the material is completely new and the other when it is somewhat familiar. The first is termed an expository organizer because it presents a description or exposition of relevant concepts. The second is called a comparative because it is likely to make use of similarities and differences between new material and existing cognitive structure. Ausubel's theory is relevant here in that, it emphasizes the necessity of higher education instructors to have knowledge of instructional strategies and use that knowledge during instruction to provoke critical thinking which is helpful in graduate employability.

To reiterate Ausubel's theory, Becker's (1964) human capital theory argues that, quality education has a direct or indirect impact on employability due to the knowledge and training obtained at school. This means that, education and training have a crucial part to play in promoting the needed labor as Douns (1994) puts it, schools Should provide the foundation which can promote the development of a more skilled and productive labor for independence. This can be done by tailoring their instructional strategies to the needs of the job market.

According to Becker (1964), the human capital is the knowledge, skills, information, and health of

individuals. He believes that, it is this human capital that increases the productivity of a person in all tasks, though possibly differentially in different tasks, organizations, and situations. To him, although the role of the human capital may be quite complex, there is a sense in which we can think of it as represented by a unidimensional object such as the stock of knowledge which is directly part of the production process. The human capital theory therefore calls for quality instructional strategies, to develop human capital which will contribute greatly to graduate employability.

Higher education instructional strategies

According to Akdenize (2016), Higher education instructional strategies points to the ways and approaches followed by higher education instructors to achieve the fundamental aims of instruction. These strategies are expected to differ according to the curriculum content of the higher education institution concerned. Marzano (2003) states that, instructional strategies in higher education are strategies that influence learner’s achievements, and therefore higher education instructors must diversify their instructional applications.

According to Nwachukon (2005), instructional strategies in higher education are decisions about organizing people (students), materials, and ideas to provide learning. This definition goes beyond presenting lessons to organizing them. Akpan and Onweh (2014) added that, instructional strategies in higher education determine the approach a teacher may take to achieve learning objectives. This has a way of revealing the teacher’s quality and the

employability of graduates. However, Higher education instructional strategies here refer to how courses are presented in higher education institutions and their implications for the employability of graduates.

Employability of Graduates

The Confederation of British Industry (1999) says that, the employability of graduates refers to the possession by an individual graduate of the qualities and competencies required to meet the changing needs of employers and customers and thereby help to release his or her aspirations and potential at work.

Watts (2006) puts it a little differently when he argues that, Graduate employability is focused on graduates being capable of getting and keeping fulfilling work. This means that, his emphasis is not just on work but on fulfilling work. More comprehensively, he considers graduate employability as the capability of graduates to move self-sufficiently within the labor market to realize their potential.

According to Watts (2006) what makes a graduate employable is the possession of soft skills and the ability of graduates to use or present those skills to employers effectively within the context in which they seek to work. However, it should be noted that, the employability of graduates is not the same as employment. It is rather what makes a graduate worth employing (Lowden et al, 2011). It is used here to refer to the graduate readiness or preparedness for the world of work. Below is a conceptual diagram capturing the structural relationship between higher education instructional strategies and graduate employability.

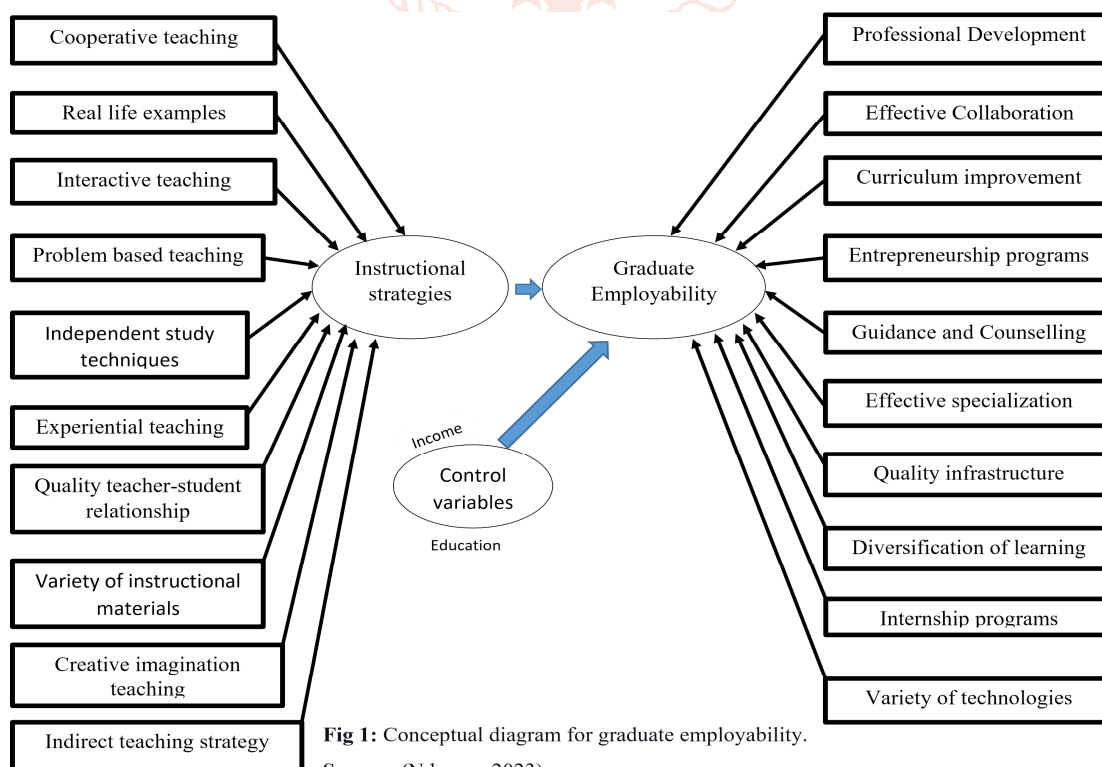


Fig 1: Conceptual diagram for graduate employability.
 Source: (Ndamsa, 2023)

From Figure 1 above, instructional strategies are the independent variable and have a direct effect on graduate employability as captured by the arrow linking instructional strategies circle and graduate employability circle. Instructional strategies are captured with key indicators such as; cooperative teaching and learning, interactive teaching, problem solving approach, independent studies techniques, experiential learning, indirect teaching strategies, and creative imagination teaching strategy. Graduate employability is the dependent variable in the diagram captured by key indicators such as entrepreneurship programs, professional development activities, effective collaboration between higher education institutions and industries, quality infrastructure, internship programs, and effective specialization and professionalization of courses. The arrow linking the circle of control variables and graduate employability circle show the direct effect of the control variables of income and education on graduate employability as captured in Figure 1 above.

REVIEW OF RELATED LITERATURE

Given that teachers' instructional actions support improvements in students learning, Khoo et al. (2016) used a survey research design to examine the relationship between teachers' knowledge of instructional strategies and student achievements in Malaysia. From a target population of teachers and students, they used a sample of 329 students selected from different states in northern Malaysia to participate in the study. They used questionnaires to collect data for the study. The data collected from the study were presented using descriptive statistics (mean, standard deviation, frequencies, and percentages) and inferential statistics (t-test). Khoo, et al (2016) further used the least squares linear regression equation to analyze the data. Their findings indicate that teachers' knowledge and use of teaching strategies that relate to students' daily lives can attract students' attention and enhance their interest as well as communication skills. In addition, the results reveal that teachers' knowledge of instructional strategies has a direct relationship with students' achievement and employability because it allows teachers to trace students' prior knowledge, understanding, and misconceptions during the class discussion. This has a great role in promoting graduate employability.

To reaffirm the above finding, Ahmid and Zhang (2021) carry out a study on the role of effective instructional strategies and employability in higher education. The study made use of qualitative methodology with interviews, online surveys, focus group discussion, and observation as a means of data collection.

The thematic content analysis was used as an instrument of data collection. Secondary data was collected through journals, official publications, and an online database. Using a sample size of 236 respondents with SPSS version 10 and Microsoft Excel (2010 version) for data analysis, the results reveal that, high-quality instructional strategies have a positive effect on graduates' employability. The study, therefore, recommended that higher education institutions should work towards improving the quality of their instructional strategies to promote graduate employability. This study although limited to a few literature reviews and working mainly with teachers, it shows the importance of not just instructional strategies but quality ones in promoting graduates' employability.

In a similar study, Bennette et al (2020) investigated the role of hybrid learning spaces in enhancing higher education students' employability. The study engaged fifty-two (52) final-year speech pathology students, their lecturers, the lead researcher, and a career practitioner at an Australian university. The research team combined face-to-face instruction with computer-mediated instruction. A design centric approach to employability was employed in the study that used students derived data to transform a generic career workshop and informed curricular renewal. The findings show that the hybrid approach to teaching and learning enhances the professional development of students and smooth transition from school to work. It was encouraged from this study that higher education institutions should make use of the hybrid approach of instruction to promote graduates' employability.

METHODOLOGY

The study employed the survey research design. Geographically, the study was conducted in the two-state universities of the English-speaking regions of Cameroon. The population of the study is made up of all students from the University of Buea, The University of Bamenda, their lecturers, and some selected employers in the regions. The target population of the study consisted of students of the faculty of social and management sciences of the University of Buea, the faculty of Economics and management sciences, their lecturers (full-time), and some selected employers in the regions. The accessible population is made up of all final-year undergraduate students of the faculty of social and management sciences of the University of Buea, the Faculty of Economics and management sciences of The University of Bamenda, their lecturers (full-time), and some selected employers in the regions. The number stood at 1789 students, 444 lecturers, and 6 employers. According to the krejcie and Morgan

(1970) table, 426 respondents were deemed appropriate as the sample size for the study. It consisted of 300 students, 120 lecturers, and 6 employers. The purposive sampling was used to select the schools or faculties to participate in the study. The choice of these schools was because the researcher believes that, their services are highly expected to meet the demands of most economic operators, especially in the regions. The proportionate sampling was used to get the number of respondents from each region to participate in the study. With this technique, 50 percent of the respondents from each region were selected for the study given a total of 150 students from the University of Buea, 150 students from The University of Bamenda, 60 Lecturers from the University of Buea, 60 Lecturers from The University of Bamenda and 3 employers from each region. The simple random sampling was used to get the students to participate in the study. Ballot papers were designed with a yes and no inscription on them during the process of meeting the students. The researcher went to a class of final-year undergraduate students of the faculties concerned with the study. The objective of the study was explained to the students to get their interest and voluntary participation. Thereafter, the ballot papers were presented to them and any student who picked yes was considered to participate in the study. This was to give each respondent an equal chance to participate in the study. As for the lecturers, due to the difficulty involved in knowing who is full-time and who is part-time, the snowball sampling technique was used to get the full-time lecturers to participate in the study. With this method, the few full-time lecturers that were identified were asked to link the researcher to other full-time lecturers who were then contacted to participate in the study. The criterion sampling was used to select the type of employers to participate in the study from the two regions. With this strategy, employers who have employed graduates from the two universities were selected for the study. This is because, they can better throw more light on the vital employability skills that graduates especially from the selected institutions are expected to have which will go a long way to promote their employment. Primary data was collected mainly with the use of closed ended questionnaires and semi-structured interviews. The questionnaire was constructed in conformity with the research questions and designed to collect data from the teachers and students while the interview guide was used to collect data from the employers. A 7-point Likert scale ranging from Strongly Disagree to Strongly Agree was used to rate the responses of the respondents. The reliability of the instrument was tested for internal consistency using the Cronbach

alpha technique and the reliability coefficient stood at 0.883. This indicates that, the instruments were reliable while content validity was obtained using expert judgment. Here, the instruments were given to experts to determine issues of appropriateness, ambiguity, and relevance in ensuring content validity.

Method of data analysis

Both descriptive and inferential statistics were used to analyze the data collected. For descriptive statistics, frequency counts, percentages, and multiple responses set were used which aimed at calculating the summary of findings for each variable where applicable. The data collected during the interview were all analyzed with the use of a well-demarcated phase labeled thematic content analysis and precoding.

Hypotheses Testing

The hypotheses were tested using the maximum likelihood estimation technique of the structural equation modeling while the Amos software (2022) statistical package was used to do the regression analysis. To capture the relationship between higher education instructional strategies and graduate employability, the educational production function model was used in this study. This model captures clearly the relationship between input and output in the educational sector effectively. The input in this context is the instructional strategies of higher education institutions while the output is the employability of graduates who have been exposed to these instructional strategies. The model is specified below.

Model specification

The model of this study is based on the work of Bennette et al (2020), and Ahmid and Zhang (2021), who argued that quality instructional strategies and the hybrid approach in teaching are important strategies for impacting certain skills in the learners which can facilitate their transition to the world of work.

Instructional strategies are an exogenous variable while employability is an endogenous variable. Both variables are multidimensional concepts and can only be adequately measured using multiple question items on the questionnaire. The Structural form of the model can be specified as follows.

$$GEMP = \theta_1 Instru + \theta_2 EDU + \theta_3 Incom + \varepsilon \dots (1)$$

From equation (1), Instru is a column vector of exogenous variable and stands for instructional strategies since it is the instructional strategies of higher education in Cameroon that determines graduate employability. GEMP stands for graduate employability. θ_1 captured the magnitude of the

effect of instructional strategies on graduates' employability. The variable EDU in equation (1) represents years of education captured in terms of the qualification of the respondents while Incom stands for income and is measured in terms of the income earned by respondents. The variables education and income were used as control variables which ensures

a better model fit. While θ_1 , ζ_2 , and ζ_3 are parameters to be estimated in the graduate's employability function which can either be positive or negative. The random component of the estimation is captured using the structural error term. In other words, the structural error term captured both the random effect and unobservable variables.

FINDINGS AND DISCUSSION

Research Question One: What is the effect of higher education instructional strategies on graduate employability in Cameroon from the teacher's perspective?

To answer this research question, data on instructional strategies was collected from the teachers and the results are presented as follows.

Table 1: Summary statistics results of teacher's questionnaire items related to instructional strategies and graduate employability

ITEMS	Response options/percent							Total
	SD	D	MD	U	MA	A	SA	
The use of cooperative teaching and learning techniques facilitates understanding	4(3.3)	10(8.3)	6 (5.0)	0(0.0)	50(41.3)	2(1.7)	2(1.7)	74
Real life examples are use during teaching to enhance student's employability	4 (3.3)	0(0.0)	7(5.8)	0(0.0)	16(13.2)	52(43.0)	41(33.9)	120
Interactive teaching strategies are effectively use during instructions	6(5.0)	7 (5.8)	0(0.0)	0(0.0)	18(14.9)	60 (49.6)	27(22.3)	118
students are engage into solving real world problems during teaching	4(3.3)	16(13.2)	10(8.3)	8(6.6)	36(29.8)	28(23.1)	18(14.9)	120
Independent studies techniques such as group discussions are use during instruction	4 (3.3)	12(9.9)	10(8.3)	2(1.7)	19(15.7)	59(48.8)	14(11.6)	120
Opportunities are provided for students to share their experiences during instruction	4(3.3)	11(9.1)	7(5.8)	0(0.0)	22 (18.2)	50(41.3)	19(15.7)	113
There is quality teacher student relationship during teaching to ensure job market readiness	8(6.6)	31(25.6)	0(0.0)	2(1.7)	26(21.5)	38(31.4)	15(12.4)	120
The use of different instructional materials during teaching facilitates learning	4(3.3)	2 (1.7)	8(6.6)	0(0.0)	50(41.3)	8(6.6)	38(31.4)	110
Creative imagination teaching strategy is important in critical mind set development	0 (0.0)	13(10.7)	4(3.3)	0(0.0)	17(14.0)	43(35.5)	43(35.5)	120
Indirect teaching strategies like role play are effective to promote mastery of concepts	6(5.0)	2 (1.7)	17(14.0)	0(0.0)	0(0.0)	59(48.8)	28(23)	112
Total	44 3.8	1048.9	69 5.9	12 1.0	25421.9	42937.1	24521.2	1157

Source: computed by Author using Spss, 2023.

From Table 1 above, an overwhelming majority of the teachers 80.2% (21.9% +37.1% +21.2%) agreed that, the instructional strategies used in higher education contribute to the graduate employability where as 18.6 % disagreed (3.8% +8.9% +5.9%). A small proportion of the respondents 1.0% did not know how to assess the instructional strategies used in higher education. Nonetheless, 59(48.8%) of the teachers agreed that, Independent studies techniques such as group discussions are used during instruction and 31 (25.0%) disagreed

that, there is a quality teacher student relationship during teaching to ensure job market readiness. The sample was dominated by respondents that agreed.

Table 2: Teacher's Test result for Effects of Instru on GEMP

	Hypothesis	Estimate	S.E	C.R.	Prob.	Decision
Teachers	GEMP \leftarrow INST	0.400	0.077	5.204	0.000	Significant

Source: Computed using Amos version 21, 2023

The result in Table 2 shows the effect of instructional strategies on graduate employability in Cameroon for teachers. The finding revealed that, instructional strategies have a significant positive effect on graduate employability in Cameroon. Technically, a 1% improvement in instructional strategies will lead to a 40% increase in graduate employability (C.R.=5.204, P-value=0.000). The significance of the effect of instructional strategies on graduate employability means rejection of the null hypothesis one in the study which states that, instructional strategies do not have a significant effect on graduate employability from the teacher's perspective. This means accepting the alternative.

Research Question Two: What is the effect of higher education instructional strategies on graduate employability in Cameroon from the student's perspective?

To answer this research question, data on instructional strategies was collected from the students and the results are presented as follows

Table 3: Summary statistics Results of student questionnaire items related to instructional strategies and graduate employability.

ITEMS	Response options/percentages							Total
	SD	D	MD	U	MA	A	SA	
The use of cooperative teaching and learning techniques facilitates understanding	7(2.3)	17(5.7)	24(8.0)	5(1.7)	45(15.0)	106(35.3)	95(31.7)	299
Real life examples are use during teaching to enhance student's employability	12(4.0)	30(10.0)	16(5.3)	3(1.0)	37(12.3)	99 (33.0)	101(33.7)	298
Interactive teaching strategies are effectively use during instructions	12(4.0)	20(6.7)	30(10.0)	23(7.7)	48(16.0)	107(35.7)	51(17.0)	291
students are engage into solving real world problems during teaching	29(9.7)	56(18.7)	40(13.3)	10(3.3)	68(22.7)	52(17.3)	44(14.7)	299
Independent studies techniques such as group discussions are use during instruction	17(5.7)	34(11.3)	15(5.0)	21(7.0)	91(30.3)	93 (31.0)	27(9.0)	298
Opportunities are provided for students to share their experiences during instruction	21(7.0)	55(18.3)	33(11.0)	19(6.3)	55(18.3)	75(25.0)	30(10.0)	288
There is quality teacher student relationship during teaching to ensure job market readiness	37(12.3)	41(13.7)	36(12.0)	20(6.7)	56(18.7)	63(21.0)	47(15.7)	300
The use of different instructional materials during teaching facilitates learning	14(4.7)	42(14.0)	15 (5.0)	14(4.7)	59(19.7)	101(33.7)	54(18.0)	299
Creative imagination teaching strategy is important in critical mind set development	6(2.0)	19(6.3)	31(10.3)	21(7.0)	61(20.3)	96(32.0)	64(21.3)	298
Indirect teaching strategies like role play are effective to promote mastery of concepts	19(6.3)	32(10.7)	4(1.3)	19(6.3)	38(12.7)	108(36.0)	68(22.7)	288
Total	1745.8	34611.7	2448.2	1555.24	55818.9	90030.4	58119.6	2958

Table 3 above indicates that; the sample was dominated by respondents that agreed. Statistically, 68.9 % (18.9+30.4+19.6) of the students agreed that, the instructional strategies of higher education contribute to their employability. That is, it is helpful for their school-to-work transition, whereas, 25.7 % (5.8+11.7+8.2) of them disagreed. In addition, 5.2 % of the respondents were unable to assess the instructional strategies used in higher education institutions. 101(33.7%) of the respondents strongly agreed that, real-life examples are used during teaching to enhance student’s employability. However, 41(13.7%) of the respondents disagreed that, there is a quality teacher-student relationship during teaching to ensure job market readiness.

Table 4: Student’s Test result for Effects of Instru on GEMP

	Hypothesis	Estimate	S.E	C.R.	Prob.	Decision
Teachers	GEMP ← INST	0.114	0.045	2.522	0.012	Significant

Source: Computed using Amos version 21, 2023

Table 4 presents the results for students on the effect of instructional strategies on graduate employability. The results show that, instructional strategies have a positive significant effect on graduate employability as indicated by the critical ratio (C.R. = 2.522 and the p-value=0.012). This means that, a 1% improvement in the quality of instructional strategies will lead to an 11.4% increase in graduate employability according to the students. The significance of the effect of instructional strategies on graduate employability means rejection of the null hypothesis two in the study which states that, instructional strategies do not have a significant effect on graduate employability from the student’s perspective. This implies accepting the alternative. This finding is in line with the teachers ‘perspective which also shows a positive effect of instructional strategies on graduate employability.

Research question 3: what is the effect of higher education instructional strategies on a graduate’s employability from the employer’s perspective? To answer this question, data was collected from the employers and the results are presented as follows;

Table 5: CODE – GROUNDIND- QUOTATION TABLE ON INSTRUCTIONAL STRATEGIES AND EMPLOYABILITY

QUESTION	CODE	CODE DESCRIPTION	GROUNDING	QUOTATION
Does the teaching strategies in the universities contribute to	Institutional strategies	Contributions of instructional strategies to graduate employability	6	➤ Yes, Lecturers do well in teaching but due to large number of students in some halls with no microphone, some lecturers do not teach well.
graduate employability in Cameroon? If yes, how? If no, why?				➤ Yes, the teaching strategy is good because they have one to one interaction with the lecturer, group presentations, lecture method, which is helpful for their employability.
				➤ On the teaching strategy, I can say it is not really the best because they teach mostly using the lecture method and is more theoretical than practical. If they do more practical, it will really help in the employability.
				➤ No. Teaching is supposed to be directed towards a particular skill acquisition but most higher education institutions use the lecture method which is mostly exam oriented and not skill oriented. Lecturers organize tutorials to revise past questions and not really to impact a particular skill to the students.

				➤ Yes. The teaching approach is good but it depends on the lecturer concerned. To an extent, practices like internships help but the time provided for is limited. So, students need more individual work and not just the teaching strategies to help them gain employment.
				➤ Yes. The teaching strategy contributes greatly even to help the graduates create their own jobs and be self-employed. They teach them theoretically and practically to promote employability

From Table 5 above, thorough interviews stress that, the instructional strategies affect the employability of graduates in Cameroon. precisely, a good number of the respondents, or more than 50% of the respondents affirmed that the various instructional strategies used in higher education institutions contribute to graduate employability as captured in their statements, “lecturers do well in teaching but due to large number of students in some halls with no microphone, some do not teach well”. The teaching strategy is good because there are one-on-one interactions, group presentations, and lecture methods”. The teaching strategy contributes greatly even to help the graduates create their own jobs and be self-employed”. However, the findings further revealed that, some respondents believed that, the teaching strategy does not adequately prepare the graduates for the job market as seen in their statements like,” On the teaching strategy, I can say it is not really the best because they teach mostly using the lecture method and is more theoretical than practical”.

“Teaching is supposed to be directed towards a particular skill acquisition but most higher education institutions use the lecture method which is mostly exam oriented and not skill oriented”.

DISCUSSION

Objective One: Assessing the effect of higher education instructional strategies on the employability of graduates in Cameroon from the teacher’s perspective

The result of this study shows that higher education instructional strategies have a significant positive effect on the employability of graduates in Cameroon from the teacher’s perspective. These findings are in line with the descriptive results for objective one which reveals that, an overwhelming majority of 80.2% of the teachers agree with the assertion that the instructional strategies of higher education contribute to graduate employability.

Moreover, the findings also tally with the work of, Khoo et al (2016) who advanced that, teachers’ knowledge of instructional strategies has a direct relationship with student’s achievement and employability because it allows teachers to trace students’ prior knowledge, understanding and misconceptions during the class discussion. This has a great role in promoting graduate employability.

Objective two: Analyzing the effect of higher education instructional strategies on the employability of graduates in Cameroon from the student’s perspective The result of this study shows that higher education instructional strategies have a

significant positive effect on the employability of graduates in Cameroon from the students. The findings are also in line with the descriptive results for objective two which reveal that, 68.9% of the students agree that the instructional strategies of higher education contribute to their employability. These findings also tally with the work of Bennette et al (2020) who observed that, the hybrid approach to teaching and learning enhances the professional development of students and smooth transition from school to work. This is because, it allows higher education teachers to use different instructional strategies such as cooperative teaching, lecture method, interactive teaching, and independent studies method during lesson presentation depending on the learning styles of the learners and the content of the lesson to impact employability skills on the students. Moreover, teachers’ usage of high-quality instructional strategies like the ones listed above has been found to have a positive effect on graduates’ employability.

Objective three: Investigating the effect of higher education instructional strategies on the employability of graduates in Cameroon from the employer’s perspective The findings concerning this objective indicate that, the instructional strategies greatly contribute to the employability of graduates in

Cameroon from the employer's perspective. Precisely, more than 50% of the employers affirmed that the various instructional strategies used in higher education institutions contribute to graduate employability as captured in their statements, "lecturers do well in teaching but due to large number of students in some halls with no microphones, some do not teach well". The teaching strategy is good because there are one-on-one interactions, group presentations, and lecture methods". The teaching strategy contributes greatly even to helping the graduates create their own jobs and be self-employed. These results agree with that of Ahmid and Zhang (2021) who carry out a study on the role of effective instructional strategies and employability in higher education. Their findings revealed that, high-quality instructional strategies have a positive effect on graduate's employability.

CONCLUSION

In conclusion, the study revealed that, the instructional strategies of higher education institutions have a significant contribution to the employability of graduates in Cameroon from the perspective of teachers, students, and employers. Moreover, from a holistic perspective, the study concluded that, higher education instructional strategies are useful in predicting graduate employability in Cameroon significantly and positively. The implication is that, when quality instructional strategies are used in higher education institutions in Cameroon, graduates stand a better chance of gaining more employability skill and this ease their integration into the job market

RECOMMENDATIONS

Based on the findings of this study, it is specifically recommended that, teachers of higher education should pay close attention to their teaching strategies as this has a meaningful contribution to the employability of their students. This will mean that, Teachers should be properly trained on how to use the various instructional strategies like cooperative teaching, interactive teaching, independent studies techniques, indirect teaching, and effective teacher-student relationship to trigger the employability of students. Service programs like seminars, workshops, and conferences on the effective use of these instructional strategies should be organized and intensified to build the capacity and develop the potential of teachers in the use of these instructional strategies. It is incumbent that both new and old teachers undergo training and retraining in this direction to master how they can tailor their teaching strategies toward employability. The result is that, when this is done, the teacher who is considered a key factor in student achievement will be effective in the

teaching-learning process and hence promote graduate employability. Furthermore, students are encouraged to work in groups, participate actively during the teaching-learning process and cooperate with the teachers to create a favorable atmosphere that can facilitate effective teaching-learning and employability.

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