Journal of Higher Education and Academic Advancement
Homepage : https://journal.antispublisher.id/index.php/EJHEAA
Email : admin@antispublisher.com

e-ISSN : 3032-1123
JHEAA, Vol. 2, No. 7, July 2025
Page 309-320

Competency-Based Curriculum and Employability of Curriculum and Pedagogy Students, University of Bamenda

Kibinkiri Eric Len
The University of Bamenda, Cameroon

DOI : https://doi.org/10.61796/ejheaa.v2i7.1334

Sections Info

Article history:
Submitted: May 30, 2025
Final Revised: June 06, 2025
Accepted: June 13, 2025
Published: June 26, 2025

Keywords:
Learning problems
Learning content
Lesson delivery methods
Assessment methods
Employability skills

ABSTRACT

Objective: *This study examines the relationship between a Competency-Based Curriculum (CBC) and the employability skills of graduates from the Department of Curriculum and Pedagogy at the University of Bamenda, Cameroon, in response to increasing unemployment and underemployment among university graduates.* ***Method***: *A correlational survey design was adopted, employing a structured questionnaire administered to 180 graduates selected through a mix of probability and non-probability sampling techniques. Descriptive and inferential statistical methods, including Spearman's Rho correlation test, were used to analyze the data.* ***Results***: *The findings revealed a significant positive correlation between components of the CBC – such as learning challenges, content relevance, instructional delivery, and assessment methods – and the employability skills of graduates. The study further highlights that mentorship and educator support during program implementation play a crucial role in enhancing student competencies relevant to the labor market.* ***Novelty***: *This research contributes to the limited empirical literature linking CBC to graduate employability in the Cameroonian context, offering evidence-based justification for educational reform. It underscores CBC as a strategic predictor of graduate success and advocates for its broader implementation in higher education institutions.*

INTRODUCTION

The educational system in Cameroon has undergone continual growth in its policies, pedagogical practices, and methodologies since gaining independence. Ngoh states that French Cameroon attained independence from France in 1960, whereas the territories under British administration achieved independence in 1961 and subsequently unified with Francophone Cameroon. Since gaining independence, the nation has established French and English as its two official languages, both holding equal status due to its dual colonial legacy. The educational strategy since independence has prioritised the extension of educational opportunities for the entire populace, the promotion of national unity, and the development of human resources to meet the country's economic, social, and political requirements [1]. Zama and Endeley pointed out that there has been extraordinary effort in reforming pedagogic practice in Sub-Saharan Africa in the past two decades as a means of improving the quality of education. One of the most recent innovations in Education in Cameroon and Africa as a whole is the Competency-Based Curriculum (CBC). The Competency-Based Curriculum is a curriculum that emphasises what learners are expected to do with what they know as opposed to what they are expected to learn [2]. The CBC allows the learner to progress

based on their ability to master a competence at their own pace. This curriculum emphasises knowledge application over mere knowledge acquisition [3]. It has the capacity to transform the content in school more relevant to the country's needs for sustainable development [4]. The CBC is currently being implemented in basic education in Cameroon.

Notwithstanding, Marope cited in Endeley and Zama argued that the curriculum should be reconceptualised because current conceptions limit it to learning experiences in primary and secondary education, often ignoring tertiary education, informal and non-formal learning systems. According to her, such fragmentation or compartmentalisation of the curriculum may not facilitate integration and transfer of learning which is needed [5]. The CBC has the potential to improve the employability skills of students in higher education. The World Bank emphasised that prioritising urgent measures to enhance both the quantity and quality of higher education in poor nations is essential for development. Developing nations such as Cameroon require high-quality higher education to equip a growing number of students, particularly those from disadvantaged origins, with both specific skills and general knowledge. Graduates possessing specialist talents are progressively sought after across all sectors of the global economy. Graduates in general education are essential for the ongoing revitalisation of economic and social systems in a rapidly evolving society. Consequently, it was proposed that "University studies exhibit superior quality and quantity, and are more refined in their intrinsic organisation." She emphasised that higher education bears a twin obligation: to generate knowledge through instruction and research, and to equip young individuals for emerging duties that demand intricate intellectual and technical competencies [6].

Cameroon has exerted significant efforts to elevate the educational standards of its youth following Law No 98/004 of 14 April 1998 and Law No 005 of 16 April 2001. Law No. 005 of 16 April 2001 was established to provide the legal foundation and fundamental standards for higher education in Cameroon. Article 32 of the statute stipulates that higher education programs must undergo regular evaluation. The objective of this assessment is to cultivate a culture and practice of evaluation, thereby enhancing the quality, relevance, and efficiency of the higher education system [7]. Currently, a bachelor's degree is increasingly regarded as a fundamental qualification for numerous specialised professions. The calibre of information produced in higher education institutions and its accessibility to the broader economy is becoming increasingly vital to national growth. This study aligns with Cameroon's Education Sector Strategic Plan, which mandates reforms in higher, technical, and secondary education, restricting access to post-primary education based on labour market demands [8].

In addition, for the country to meet the United Nations Sustainable Development Goals(SDGs) most especially SDG4 which aims to provide equal access to affordable vocational training; to eliminate gender and wealth disparities; and to achieve universal access to a quality higher education, the African Union's Agenda 2063, there is need for informed curriculum development and reforms. To meet the challenges faced by

students on graduation in an always-evolving high-tech society, this study is designed to find out the relationship between the Competency-based curriculum and employability skills of graduates of the University of Bamenda: the case of Programmes of the Department of Curriculum and Pedagogy, more specifically, the relationship between Competency-Based learning problems; Competency-Based learning content; Competency-Based Lesson delivery methods; Competency-Based assessment methods and employability skills of graduates [9]. Worthy of note is the fact that programmes in the Department of Curriculum and Pedagogy have been designed and are being implemented following the Competency-based approach.

Statement of the Problem

The researcher's focus on the Competency-Based Curriculum arises from the necessity for a curriculum that enables higher education institutions, particularly universities in Cameroon, to effectively address their challenges and enhance the employability skills of their graduates. The unemployment and underemployment rates among graduates of higher educational institutions have increased in the North West Region and across Cameroon. This elucidates the researcher's emphasis on identifying a new curriculum aimed at effectively reducing unemployment and underemployment levels in higher education [10].

Main Research Objective

The study was designed to investigate the relationship between the Competency-Based Curriculum and employability skills of graduates of the University of Bamenda

Specific Research Objectives

1. To find out the relationship between Competency-Based learning problems and employability skills of graduates.
2. To find out the association between Competency-Based learning content and employability skills of graduates.
3. To find out the relationship between Competency-Based Lesson delivery methods and employability skills of graduates.
4. To examine the relationship between Competency-Based assessment methods and employability skills of graduates.

Literature Review

This section will discuss the primary concepts underlying the theoretical framework.

Competency-based Learning Problems: Zama and Endeley stated that competencies to be achieved are carefully selected, verified and made public in advance at the onset of the curriculum design process [11]. It is important to note that learning problems or competences expected to be learned underpin the design of programmes in the Department of curriculum and Pedagogy. This therefore means that the teacher begins by defining the competencies to be developed. The competencies are statements that describe the knowledge, skills and attitudes expected of the learner. Also, assessment criteria are explicitly stated. Assessment takes knowledge, skills and attitude into consideration. Training materials are aligned with the competencies to be attained and

are structured to facilitate the acquisition of knowledge and skills. A problem-solving strategy centred on self-paced learning is defined [12].

Competency-based Learning Content: Content is designed to support learners in achieving specific competencies, rather than just accumulating knowledge. Within the context of programmes in the Department of Curriculum and Pedagogy, Competency-based learning Content is used. Consequently, theoretical support is combined with practical skill application. Fundamental knowledge is acquired to enhance the execution of skills. This approach prepares students for the workforce by focusing on practical skills and application. Competency-based learning content is outcome based, learner centred, flexible, demonstration of mastery and organised into learning units or modules. It is designed with high quality resources and assessments to support learning outcomes [13].

Competency-based Lesson Delivery Methods: Instructional methods encompass mastery learning, which posits that all learners can achieve proficiency in the necessary knowledge or skills, given adequate time and suitable training techniques. Curriculum implementation in the Department of Curriculum and Pedagogy explores Competency-based lesson delivery methods. As a matter of fact, Competency-based lesson delivery methods involve a mixed framework of methods. These include; project based learning in which students work on real projects, hands-on activities like simulations and practical activities, self-paced learning, mentorship from teachers as well as experienced professionals, collaborative learning, flipped learning, personalised learning design to meet individual needs, partnership with educational institutions in the community which gives learners the opportunity to connect theory with real-world experience [14].

Competency-based Assessment Methods. According to Zama and Endeley, competency-based assessment methods foster authentic assessment that includes demonstrated mastery of competencies. This is continuous and accommodates various assessment methods. Worthy of note is the fact that assessment methods used in the Department of Curriculum and Pedagogy and competency-based. Assessment methods used include; performance tasks, projects, portfolios, presentations, practical. Competency-based assessment methods reflect real world applications. It requires demonstration of skills and competencies. It measures achievement of defined learning outcomes and above all evaluates learners' mastery of specific skills. Progression is determined by the learner's mastery of designated competencies and skills. Participants' knowledge and skills are evaluated upon entry into the program, allowing those who demonstrate satisfactory proficiency to bypass training or competencies they have already achieved. The successful completion of training is contingent upon the attainment of all designated competencies.

Employability skills: A skill refers to a task or set of tasks executed at a defined level of competency or proficiency, often involving motor functions and typically necessitating the manipulation of instruments and equipment. Certain skills, such as counselling, are based on knowledge and attitude. Competency is defined as the ability to perform a skill to a specific standard under particular conditions. Employability skills

encompass digital competency and interpersonal skills, including problem-solving and teamwork.

Theoretical Review

The theories that will be applied in this study include the theory of instruction by Bruner, socio-constructivism by Lev Vygotsky and Mediated Mutual Reciprocity (MMR) theory of Tchombe. The Mediated Mutual Reciprocity theory focuses on what learners bring into the learning experience. The MMR theory emphasizes the centrality of the learner as a major determinant of learning and as an active transformer of ideas to create new knowledge. Learners do not come into the learning scene empty-handed, they are knowledgeable and thirsty of more knowledge but the twist is that the teacher has to guide them to see a reason why they have to learn [15].

Jerome Bruner's instructional theory is applicable to the Competency-Based Curriculum and the development of employability skills. Bruner, as cited in Santrock, emphasised the concept of discovery learning, advocating for teachers to provide students with greater opportunities for independent learning. Jerome Bruner's learning theory has significantly impacted the evolution of Learner-centred Design in education. Bruner articulated that instructions should address four major aspects: predisposition, which pertains to the learner's willingness or readiness to learn; the structuring of knowledge to facilitate comprehension; the optimal sequences for presenting material; and the nature and pacing of rewards and punishments.

It is important to recognise that Lev Vygotsky's perspectives on learning have significantly shaped the evolution of the cultural approach to instruction. The cultural approach has prompted a more profound examination of the incorporation of contemporary Information and Communication Technologies in education. The learner-centred design philosophy is grounded in a constructivist paradigm, promoting higher-order learning processes through active student participation [16].

RESEARCH METHOD

A correlational survey research design utilising a meticulously crafted questionnaire was employed for data collection. The study was conducted at the University of Bamenda. The study population consisted of graduates from the Department of Curriculum and Pedagogy within the Faculty of Education. The study was conducted among graduates selected from four (4) programmes of the Department of Curriculum and Pedagogy. The programmes include Curriculum Planning and Design, Pedagogy, Inclusive Education and Educational Technology. After presenting the purpose of the study to the graduates in the different WhatsApp Platforms, graduates were invited to complete an online questionnaire on a voluntary and anonymous basis. The graduates were given a duration of two weeks in the Month of April, 2025 to complete the questionnaires. A total of 186 graduates completed the questionnaires; however, 6 questionnaires were excluded from the study due to incompleteness. The study involved a total of 180 graduates. The data were analysed using both descriptive

and inferential methods. The Spearman's Rho test was employed to evaluate the specific research hypotheses of the study.

RESULT AND DISCUSSION

Result

Socio-demographic Findings

Table 1 shows that of the 180 graduates who participated in the study, 108 were made up of females and 72 were made up of males. The majority of participants were female. A significant portion of the participants, comprising 94 graduates, fell within the age range of 26-30 years, while 43 graduates were categorised in the 21-25 years age group. A total of 38 graduates fell within the age range of 31 to 35 years. 2 graduates were found within the age group 16-20. Also 2 graduates were within the age group 36-40. Only 1 graduate participated in the study who was 40years and above. The table also shows that 71 participants were selected from the Pedagogy Programme, 54 participants were selected from the programme Curriculum Planning and Design, 37 graduates were selected from the programme Inclusive Education and 18 graduates were selected from the programme Educational Technology (Table 1).

Table 1. Socio-demographic characteristics of education students

Variables	Categories	Frequency (n)	Percentage (%)
Gender	Male	72	40,00
	Female	108	60,00
Age	16-20	2	1,11
	21-25	43	23,89
	26-30	94	52,22
	31-35	38	21,11
	36-40	2	1,11
	Above 40	1	,56
Department	Educational Technology	18	10,00
	Curriculum Planning and Design	54	30,00
	Inclusive Education	37	20,56
	Pedagogy	71	39,44
Note : N = 180			

Presentation of Findings according to research hypotheses

This section presents the verification of research hypotheses. The Pearson correlation coefficient served as the statistical method for testing our research hypotheses. Multiple regressions were employed to evaluate the predictive relationship between the competency-based curriculum and the employability skills of graduates

from the University of Bamenda. The statistical processing of the data was done through the SPSS software (SPSS 28.0 for Windows) as shown in table 2.

Furthermore, table 2 presents the descriptive statistics for the various variables under investigation. The report includes means, standard deviations, the internal consistency index (Cronbach's α), and correlations among the study variables. Correlation analyses reveal significant positive relationships among graduates' employability skills, competency-based learning challenges, competency-based learning content, competency-based lesson delivery methods, and competency-based assessment strategies (Table 2).

Table 2. Means, standard deviations, coefficient (α), and correlations among the study variables.

		Mean (M)	Std Dev. (SD)	Cronbach Alpha (α)	1	2	3	4
1	PROB	3.011	.448	.724	1			
2	CONT	2.878	.392	.825	.309***	1		
3	DELIV	3.186	.455	.740	.400***	.372***	1	
4	ASSESS	2.491	.811	.738	.266***	.293***	.242***	1
5	SKILLS	2.451	.760	.709	.568**	.563**	.463**	.520***

Note: PROB: Competency-based Learning Problems; CONT: Competency-based Learning Content; DELIV: Competency-based Lesson Delivery Methods; ASSESS: Competency-based Assessment Strategies; SKILLS: Employability Skills of Graduates; N = 180; ddl = 178; *** $p < 0.001$

The correlations among competency-based learning problems, content, lesson delivery methods, assessment strategies, and the employability skills of graduates were analysed using Pearson correlations. Table 2 displays the correlation coefficients among the components of the three variables. The measure of competency-based learning problems was significantly and positively correlated with competency-based learning content ($r = .309$, $p < .001$), competency-based lesson delivery methods ($r = .400$, $p < .001$), and competency-based assessment strategies ($r = .266$, $p < .001$), as well as employability skills of graduates ($r = .568$, $p < .001$). In addition, competency-based learning content were significantly and positively correlated with competency-based lesson delivery methods ($r = .372$, $p < .001$), competency-based assessment strategies ($r = .293$, $p < .001$) and employability skills ($r = .563$, $p < .001$). Also, competency-based assessment strategies were significantly and positively correlated with competency-based assessment strategies ($r = .242$, $p < .001$) and employability skills of graduates ($r = .463$, $p < .001$). Finally, the measure of competency-based assessment strategies correlated significantly and positively with employability skills of graduates ($r = .520$, $p < .001$).

Regression Analysis

Numerous authors have highlighted the significance of enhancing graduates' employability skills and have examined factors that contribute to the improvement of these skills. In that line, much research has been carried out to predict the development of employability skills of graduates. After a multiple hierarchical regression analysis, we now consider the parameters of the model for the development of employability skills of graduates.

In the first model, R^2=.323. The predictor variable, competency-based learning problems (PROB), explains 32.30% of the variability in the development of graduates' employability skills. The second model shows a ΔR^2 of .166. The predictor variables, namely competency-based learning problems (PROB) and competency-based learning content (CONT), explain 48.30% of the variability in the development of graduates' employability skills. The third model is superior, as indicated by ΔR^2 = .088. The predictor variables competency-based learning problems (PROB), competency-based learning content (CONT), and competency-based assessment strategies (ASSESS) explain 57.80% of the variability in the development of graduates' employability skills. The fourth model is superior, as indicated by ΔR^2 = .014. The predictor variables competency-based learning problems (PROB), competency-based learning content (CONT), competency-based assessment strategies (ASSESS), and competency-based lesson delivery methods (DELIV) explain 59.20% of the variability in the development of graduates' employability skills. Table 3 presents estimates of b-values. The values reflect the specific contribution of each predictor to the model.

Table 3. Coefficients of the regression model for the development of employability skills of graduates

Model		B [95.0% CI for B]	Std. Error	Beta	t	p-value
M1	(Constant)	1.037 [.664; 1.410]	.189		5.487	< .001
	PROB	.572 [.450; .695]	.062	.568	9.213	< .001
M2	(Constant)	.021 [-.398; .440]	,212		,099	= .921
	PROB	.439 [.326; .551]	,057	,436	7,712	< .001
	CONT	.493 [.365; .621]	,065	,429	7,590	< .001
M3	(Constant)	.013 [-.369; .395]	,194		,066	= .948
	PROB	.377 [.272; .481]	,053	,374	7,126	< .001
	CONT	.408 [.288; .528]	,061	,355	6,705	< .001

	ASSESS	.176 [.119; .234]	,029	,317	6,068	< .001
M4	(Constant)	-.164 [-.566; .238]	,204		-,804	= .423
	PROB	.336 [.228; .444]	,055	,333	6,140	< .001
	CONT	.368 [.246; .491]	,062	,320	5,929	< .001
	ASSESS	.169 [.113; .226]	,029	,305	5,895	< .001
	DELIV	.135 [.028; .243]	,055	,137	2,477	= .002

Note. N = 180; R^2_1 = 0.323 for Step 1; ΔR^2_2 = 0.166; ΔR^2_3 = 0.088; ΔR^2_4 = 0.014; (all ps < 0.001).

PROB: Competency-based Learning Problems; CONT: Competency-based Learning Content; DELIV: Competency-based Lesson Delivery Methods; ASSESS: Competency-based Assessment Strategies; SKILLS: Employability Skills of Graduates

Based on the best model that better predicts the development of employability skills of graduates, findings on table 3 revealed that competency-based learning problems (PROB) significantly predicts the development of employability skills of graduates, b = .338, 95% CI [.228; .444], t = 6.140, p<.001; meaning that as competency-based learning problems (PROB) increases, the development of employability skills of graduates (SKILLS) increases. Also, competency-based learning content (CONT) significantly predict the development of employability skills of graduates, b = .368, 95% CI [.246; .491], t = 5.929, p<.001; meaning that as competency-based learning content (CONT) increases, the development of employability skills of graduates (SKILLS) increases. Equally, competency-based assessment strategies (ASSESS) significantly predict the development of employability skills of graduates, b = .169, 95% CI [.113; .226], t = 5.895, p<.001; meaning that as competency-based assessment strategies (ASSESS) increases, the development of employability skills of graduates (SKILLS) increases. In the same way and finally, competency-based lesson delivery methods (DELIV) significantly predict the development of employability skills of graduates (SKILLS), b = .135, 95% CI [.028; .243], t = 2.477, p=.002; meaning that as competency-based lesson delivery methods (DELIV) increase, the development of employability skills of graduates (SKILLS) increases. It means that these predictor variables (competency-based learning problems (PROB), competency-based learning content (CONT), competency-based assessment strategies (ASSESS) and competency-based lesson delivery methods (DELIV)) interact together to relatively and substantively predict the development of employability skills of graduates.

Discussion

Competency-based Learning Problems and employability skills of graduates

Statistical analysis indicated a significant positive correlation between competency-based learning challenges and the employability skills of graduates. The positive correlation indicates that graduates' employability skills are likely to improve when both learners and teachers effectively utilise competency-based learning problems. This finding aligns with Tchombe's views in her theory of Mediated Mutual Reciprocity (MMR). Tchombe elucidate that learners do not come into the learning experience empty-handed, they are knowledgeable and thirsty of more knowledge but the teacher has to guide them to see a reason why they have to learn. This implies that the teacher begins by defining the competencies; knowledge, skills and attitudes to be developed or expected of the learner.

Competency-Based learning content and employability skills of graduates

Statistical analysis indicated a significant positive correlation between competency-based learning content and the employability skills of graduates. The positive correlation indicates that the employability skills of graduates are likely to improve when both learners and teachers effectively utilise competency-based learning content. The findings are in line with Jerome Bruner's theory of Instruction. Bruner articulated that instructions should address the ways in which a body of knowledge can be structured in such a way that the learner can readily grasped. Jerome Bruner's theory has influenced the development to the Learner Centred Design in teaching. The construction of employability skills in higher learning institutions can be achieved with the use of competency-based learning content. This means that teachers should design content that is outcome based, flexible and organised into learning units.

Competency-Based Lesson delivery methods and employability skills of graduates

Statistical findings indicated a significant positive correlation between competency-based lesson delivery methods and the employability skills of graduates. The positive correlation indicates that graduates' employability skills are likely to improve when both learners and teachers effectively implement competency-based lesson delivery methods, including flexible teaching approaches, large group methods, small group activities, and individual study. These methods emphasise the development of particular skills and competencies. Flexible training approaches, encompassing large group methods, small group activities, and individual study, are essential components**.** This shows that if the teacher uses a variety of methods of instructions which involve mastery learning, provides sufficient time to perform her functions well there is high probability that the students will construct employability skills.

Competency-Based assessment methods and employability skills of graduates

Statistical findings indicated a significant positive correlation between competency-based assessment strategies and the employability skills of graduates. The positive correlation indicates that the employability skills of graduates are likely to improve when competency-based assessment strategies are effectively implemented by learners and teachers. This aligns with Law No. 005 of 16 April 2001, which governs

Higher Education in Cameroon. Article 32 of the law mandates that higher education courses undergo periodic assessment. This assessment aims to enhance the quality, relevance, and efficiency of the higher education system.

CONCLUSION

Fundamental Finding : This study establishes a significant positive relationship between the Competency-Based Curriculum (CBC) and the employability skills of graduates from the University of Bamenda, with key components such as learning challenges, content, lesson delivery, and assessment methods contributing meaningfully to the development of graduate competencies. **Implication** : The findings affirm that CBC is a critical driver of graduate employability in Cameroon, offering a practical framework for aligning university education with labor market demands. It emphasizes the need for higher education institutions to adopt competency-focused pedagogy, train lecturers accordingly, and shift towards assessment practices that measure demonstrable skills and knowledge application. **Limitation** : However, the study is limited by its sample size and geographic scope, focusing only on one university and department, which may constrain the generalizability of its results. **Future Research** : Further studies should explore longitudinal impacts of CBC on career outcomes across multiple institutions and disciplines, and examine institutional readiness and barriers to curriculum reform, to enhance national education policy and graduate employability frameworks.

REFERENCES

[1] J. S. Bruner, *Towards a Theory of Instruction*, Cambridge: Harvard University Press, 1966.
[2] Cameroon/World Bank, *Governance and Management in the Education Sector*, Report No. 67201-CM, 2012.
[3] M. N. Endeley and M. A. Zama, *Perspectives in Curriculum Studies*, USA: Spears Books, 2021.
[4] E. G. Fonkeng, *The History of Education in Cameroon, 1844–2004*, New York: Edwin Mellen Press, 2007.
[5] B. Fonlon, *To Every African Freshman or The Nature, End and Purpose of University Studies*, Victoria: Cameroon Times Press, 1969.
[6] J. V. Ngoh, *History of Cameroon since 1800*, Limbe: Presbook, 1996.
[7] J. V. Ngoh, *Cameroon 1884–1985: A Hundred Years of History*, Yaounde: Navi Group, 2006.
[8] R. Noe, *Employee Training and Development*, 2nd ed., New York: McGraw-Hill, 2002.
[9] J. W. Santrock, *Educational Psychology*, 2nd ed., New York: McGraw-Hill, 2004.
[10] I. L. Tambo, *Principles and Methods of Teaching: Application in Cameroon Primary Schools*, ANUCAM, 2003.
[11] T. M. S. Tchombe, *Psychological Parameters in Teaching*, Limbe: DESIGN House, 2019.
[12] *The Constitution of the Republic of Cameroon*, Law No. 96-06 of 18th January 1996, Republic of Cameroon, 1996.
[13] *The Law of Orientation of Education in Cameroon*, Law No. 1998/004 of April 1998,

Republic of Cameroon, 1998.

[14] P. F. Titanji, *Understanding Educational Organisations and Leadership*, Calabar-Nigeria: University of Calabar Press, 2017.

[15] World Bank, *Higher Education in Developing Countries: Perils and Promise*, Washington, DC: World Bank, 2000.

[16] M. A. Zama and M. N. Endeley, *General Pedagogy: A Guide to Effective Teaching*, USA: Spears Books, 2023.

*** Kibinkiri Eric Len (Corresponding Author)**
The University of Bamenda, Cameroon