



OPEN ACCESS

SUBMITTED 22 January 2025

ACCEPTED 20 February 2025

PUBLISHED 26 March 2025

VOLUME Vol.07 Issue03 2025

CITATION

SOPHIE ENJEMA MBUA, PROF. JOSEPH BESONG BESONG, & DR. MEKOLLE PROSPER MBELLE. (2025). The Impact of Teaching Methods on Self-Reliance Among Graduates from Anglo-Saxon Universities in Cameroon. The American Journal of Social Science and Education Innovations, 7(03), 12-23. <https://doi.org/10.37547/tajssei/Volume07Issue03-03>

COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

The Impact of Teaching Methods on Self-Reliance Among Graduates from Anglo-Saxon Universities in Cameroon

SOPHIE ENJEMA MBUA

Department of Educational Foundations and Administration, Faculty of Education of the University of Buea, Cameroon.

PROF. JOSEPH BESONG BESONG

Department of Educational Foundations and Administration, Faculty of Education of the University of Buea, Cameroon.

DR. MEKOLLE PROSPER MBELLE

Department of Educational Foundations and Administration, Faculty of Education of the University of Buea, Cameroon.

Abstract: The study investigated the impact of teaching methods on self-reliance graduates from Anglo-Saxon universities in Cameroon. The objective of the study was to investigate the extent to which teaching methods impact self-reliance among graduates from Anglo-Saxon universities in Cameroon. The study adopted the survey research design using quantitative and qualitative approaches. Questionnaire were designed for lecturers, graduates and university administrators. Data were collected from three hundred (300) lecturers, two hundred and eighty (280) graduates and sixteen (16) university administrators from both university of Buea and Bamenda respectively. The data from close-ended questions were analysed with the aid of descriptive and inferential statistical tools, while the open-ended questions was analysed thematically. The Pearson product moment correlation coefficient was used to test the research hypotheses formulated in the study. The findings revealed that teaching methods significantly enhance self-reliance of graduates from Anglo-Saxon Universities in Cameroon, as indicated by a positive correlation coefficient of 0.310. Based on these findings, it was recommended that sufficient and up to date educational resources should be provided to lecturers and students to support effective teaching and learning. In addition, innovative teaching methods with opportunities for practicals to be adopted by lecturers

in order to contribute significantly to the academic growth and development of graduates.

Keywords: Teaching methods, self-reliance, graduates, Anglo-Saxon universities in Cameroon.

Introduction: University graduates are expected to show proof of acquisition of both hard and soft skills such as critical thinking, problem-solving, teamwork and flexibility, communication skills, creativity and technology literacy, leadership, time management and decision-making skills, Human relation skills entrepreneurial skills. Teaching methods are important tools available to the teacher, whose knowledge and use depends to the efficiency of educational work. Tanyi (2006) and Fonkeng (2007) lamented that the policies on the orientation of Higher Education to promote professionalisation and enhance graduates skills acquisition lack the supporting resources and faces a lot of challenges for its implementation.

The implications are much heavy on the nation's economic cost which involve reduction in gross domestic product of any nation, reduction in economic welfare, reduction in output and erosion of human capital. Furthermore, since graduates are unable to secure jobs due to insufficient skills acquisition, it has led to severe financial hardship, poverty, debt, homelessness and housing stress, family tensions and breakdown, boredom, alienation, shame and stigma, increased social isolation, crime, erosion of confidence and self-esteem. In order for graduates to be self-reliant, universities have to upgraded by using innovative teaching methods as this may enable graduates to gain diverse skills for the job market.

LITERATURE

Teaching Methods and Self-Reliance

Teaching is the fundamental art and science guiding the management and strategies used for lesson delivery in the classroom. Dorgu (2015) defined teaching method as the strategy by which a teacher delivers his or her subject matter to the learners, based on predetermined instructional objectives in order to promote learning in the students. Westwood (2008) sees teaching methods as comprising the principles and methods used by teachers to enable students learning. These definitions reveal that teaching has principles and methods meant to maximise students' learning.

According to UNICEF (2010), teaching and learning

about life skills require interactive, student-centred methods. According to Hammond (2010), teachers should exercise professionalisation in teaching and classroom control. A qualified teacher has mastery of subject matter and pedagogy which facilitate learning. To Josephine and Amukowa (2013), the root of quality education is a quality teacher, and stakeholders may advocate for a student-centred approach with all might and passion. The teaching learning process requires appropriate approaches to teaching (Chunga, 2013). In this regard, teachers must know which strategy is better for students learning, when and varied their teaching methods.

There are various teaching methods that can be used in higher education. Omari (2015) identified the following teaching methods: Lecture method, Problem-centred, Project, Role play/social drama, Audio-visual and film, Discussion, Practical/laboratory, Individual task, Syndicate, Demonstration methods. Other researchers (Nilson, 2010; Cruickshank et al, 2006; Balan & Metcalfe, 2012; as well as Sajjad, 2011), also identified the following teaching methods: Lecture, Discussion, Brainstorming, Case study, Group work, Questioning, Problem- based learning, Discovery learning methods.

Moore (2001), identifies methods of teaching in learner-centred institution as follows; discussion, cooperative learning, discovery learning, inquiring learning, simulation, games and individualized instructions. Tambo (2003) categorised the above methods into four broad categories. There is indirect teaching which involves students in investigating, drawing inferences from data and forming hypotheses. Interactive teaching which includes discussion and cooperative learning is another category. There is also independent study which is a range of teaching methods that are planned and provided to foster the development of initiative, self-reliance and self-improvement of students as individuals.

According to Longanever (2003), quality education is based on the teaching methods than what students learn. Barneh and Coate (2005) have argued that higher education curriculum in Cameroon has not received as much attention as should be expected for a concept that underpins university teaching and learning. Professionalisation calls for student-centred teaching which is a constructivist approach where the role of the teacher is a facilitator (Alesandrini and Larson, 2002), helps students acquire knowledge through activities, internship and practicals are good examples and internships are linked between theoretical knowledge and concepts learned in the classroom setting. Thus, enable students to acquire skills necessary for self-reliance.

Barrow and Lec (2006) mentioned that, effective teaching means practice. The collaborative approach is one of those strategies that meet students' needs through a relationship where students receive support and encouragement from their teachers. Through collaboration and corporation with others, students engage in experimental learning that is authentic and holistic. Teachers are also challenged to explore other methods to achieve results irrespective of religion, culture, or belief. According to UNESCO (2004), what goes into the classroom, and the impact of the teacher and teaching, has been identified in numerous studies as the crucial variable for improving learning outcomes. Engaging students in practical activities tends to give them the opportunity to apply classroom knowledge in a real world or practical situation and this has the potential to prepare them for life after studies. This is the moment for real change in our higher education system by revitalising their curriculum to enhance graduates' prospects for employment and self-reliance.

Butcher et al (2011) said that, the best way to get started is by enhancing curriculum of higher education academic programs. In practice, universities interact with socio-professional actors through students' internship, university hosted business forums, research and teaching collaborations. However, these interactions may seem to be at its infancy and the full benefits are yet to be seen. The basic assumption of policy makers is that, higher education ought to play a decisive role in the society and contribute to sustainable growth and job creation (Com, 2011). Therefore, higher education institutions should be aware of the needs of the economy and subsequently adjust their curriculum to ensure greater compatibility.

Eliezer (2016) carried out a study on "Effect on Teaching Approaches and Methods on Students' Learning outcomes in institutions of Higher Education in Rwanda". The purpose of the study was to access the quality of teaching and assessment practices and to establish their effects on students' learning outcomes in Higher Education Institutions in Rwanda. The study had three specific objectives; the qualitative and quantitative were used involving survey and content analysis designs. The study was conducted in four institutions with a sample of twelve (12) lecturers and seventy-two (72) students. The researcher used a questionnaire, observation, documentary analysis and interview guide. The findings reveals that 91.7% of students adopted surface approach of learning and 79.2% of students testing the high cognitive process adopted deep approach to learning. To address this problem, higher education needs to ensure retraining

of lecturers in teaching methods and establish appropriate mechanisms of following up the teaching practices.

Kebby (2014) carried out a study on "Effective Teaching Methods in Higher Education. The purpose of the study was to determine the effective methods of teaching at higher levels of education. The study was to find out how lecturers figured out methods of teaching as one planned a lesson prior to teaching. Three research questions guided this study. The instruments used for this study were interview guide, questionnaire and observation. The study used the convenience sampling/non-probability sampling techniques. The result revealed that 71.7% population were not aware of their individual learning styles, only 28.3% of students were aware of their individual learning styles.

Ugwunwoti et al; (2017) also carried out a study on "Improving Entrepreneurship Education Among Business Education Students of Universities in South East, Nigeria for Self-Reliance in a Depressed Economy". The purpose of the study was to determine the strategies for improving entrepreneurship education among business education students of universities in South East of Nigeria for self-reliance in a depressed economy. The study was guided by two research questions and two null hypotheses in line with the purpose of the study. The study adopted a survey research design. And the instrument that was used for data collection was questionnaire and the instrument was structured using four (4) point rating scale. The reliability of the study was determined using Cronbach Alpha. The result of the reliability test yielded 0.78 showing that the instrument was reliable. Mean and standard deviation was used to answer the research questions and T-test statistics was used to test the two null hypotheses at 0.05 level of significance.

Alake et al; (2015) carried out research on "Comparative study of students' enrollment, resource availability and utilization in private and state-owned universities in Ogun state", with the view of establishing probable variations in the institutions. Descriptive survey research design was adopted. The purposive sampling technique was used to sample students from both universities. Instruments used to collect data were checklist and questionnaire and the formulated statement of hypotheses were analyzed using T-test and Pearson product moment correlation statistical tools at 0.05 level of significance. The study recommended that university education needs more funds from both government and private individuals, university management teams are to take adequate caution in the management and maintenance of universities physical and infrastructural facilities.

Also, a study carried out by Endeley, (2014) on Professionalisation of Higher Education: Assessing Teaching and Learning within the framework of the BMP in university of Buea. The study adopted a descriptive survey with a purposive sample of forty (40) lecturers from the university of Buea. A closed-ended questionnaire was constructed and was rated on a four-point likert scale. The instrument was validated by eight (8) lecturers and the validity index stood at 0.86. Data was analyzed using the SPSS Package. Findings reveals insufficient human and material resources while the teaching activities and assessment averagely reflect professionalization. The pedagogic aspects of professionalization need more attention.

Objective

To investigate the extent to which teaching methods influence self-reliance of graduates from Anglo-Saxon universities in Cameroon.

Research Question

How do teaching methods influence the self-reliance of graduates from Anglo-Saxon universities in Cameroon?

Hypotheses

Ho₁: Teaching methods do not significantly enhance self-reliance of graduates from Anglo-Saxon universities in Cameroon.

Ha₂: Teaching methods significantly enhance self-reliance of graduates from Anglo-Saxon universities in Cameroon.

METHODS AND PROCEDURE

This study adopted the descriptive and correlational survey design using quantitative and qualitative approaches. The accessible population consisted of three hundred (300) lecturers from both universities, twenty (20) university administrators and finally Two hundred (200) graduates from the universities of Buea and Bamenda as seen on table 1 below:

Table 1: - Distribution of Accessible Population of the Study by Establishment

Institution	Academic Staff	Graduates
University of Buea	593	1923
University of Bamenda	421	224
Total	1014	2147

Source: Statistics from 2017-2021 (IT Centre)

The table above shows that there are 1014 academic staff and 2147 graduates from the university of Buea and Bamenda.

Instruments for Data Collection: The instruments that were used for data collection were the questionnaire for lecturers and graduates while interview guide for administrators. The purposive sampling technique was used to select lecturers and the two universities (Buea and Bamenda) and the snow ball sampling technique was used to select graduates. The sample size consisted three hundred (300) lecturers, two hundred and eighty (280) graduates, sixteen (16) administrators. The faculties involved in the sample includes: University of Buea; Faculty of Arts, Faculty of Education, Advanced School of Translation and Interpretation, and College of Technology, and the University of Bamenda; College of Technology, Faculty of Arts, Faculty of Education, and Faculty of Economic and Management Sciences.

The reliability of the instruments was established based on a pilot study of five (5) lecturers, five (5) university administrators and five (5) graduates from the university of Buea and the university of Bamenda. The Cronbach's Alpha was used to test the reliability of the instrument. The reliability co-efficient calculated ranged from 0.78 to 0.89 for the variables under study. For the qualitative instrument, 3 lecturers each were selected from the universities to respond to the interview guide questions and the responses were examined. The self-delivery method was used to administer the instruments with the help of research assistant. The instruments were administered and collected on the spot. Data were analyzed using descriptive statistics (frequencies and percentage counts) and inferential statistics of Pearson Correlation Coefficient. Pearson product-moment correlation coefficient was used to test the research hypotheses formulated in the study.

Demographic Characteristics of Respondent

The respondents were required to provide data on the demographic data is presented below using frequency table and percentages following parameters: Gender, longevity in service and highest education qualification. The analysis of

Table 2: - Frequency and Percentage Distribution of Respondents

Parameter s	University Administrators		rers		Graduates	
Gender	Frequen cy	Percentage	Frequen cy	Percenta ge	Frequen cy	Percenta ge
Male	10	62.5	150	50	132	47.14
Female	06	37.5	150	50	148	52.86
Total	16	100	300	100	280	100
Longevity	Frequen cy	Percentage	Frequen cy	Percenta ge	Frequen cy	Percenta ge
>2 Years	0	0	-	-	-	-
3-5 years	06	37.5	-	-	-	-
6-7 years	08	50.0	-	-	-	-
>8 years	02	12.5	-	-	-	-
Total	16	100	-	-	-	-
Qualificati on	Frequen cy	Percentage	Frequen cy	Percenta ge	Frequen cy	Percenta ge
Masters	02	12.5	-	-	-	-
PhD	14	87.5	-	-	-	-
Total	16	100	-	-	-	-
University	Frequen cy	Percentage	Frequen cy	Percenta ge	Frequen cy	Percenta ge
Buea	08	50	200	66.67	184	65.71
Bamenda	08	50	100	33.33	96	34.29
Total	16	100	300	100	280	100
Faculty	Frequen cy	Percentage	Frequen cy	Percenta ge	Frequen cy	Percenta ge
FED	04	25.0	75	25.0	70	25.0
FA	04	25.0	75	25.0	70	25.0
ASTI	04	25.0	75	25.0	70	25.0
COT	02	12.5	50	16.67	46	16.43
FEMS	04	25.0	75	25.0	70	25.0
Total	02	12.5	25	8.33	24	8.57
Departme nts	Frequen cy	Percentage	Frequen cy	Percenta ge	Frequen cy	Percenta ge
HIS	02	12.5	40	13.33	35	12.5
ENG	02	12.5	35	11.67	35	12.5
EDL	02	12.5	25	8.33	35	12.5
SPE	02	12.5	50	16.67	35	12.5
TRA	01	6.25	25	8.33	23	8.21
INE	01	6.25	25	8.33	23	8.21
CET	02	12.5	35	11.67	35	12.5
EET	02	12.5	40	13.33	35	12.5
ACC	01	6.25	13	4.33	12	4.21
BNF	01	6.25	12	4.00	12	4.21
Total	16	100	300	100	280	100

Source: Researcher's Field work August, 2024.

As seen in table 2 above, ten male and six universities administrators responded to the interview guides given a percentage of 62.5% and 37.5% respectively. This shows that there are more male universities administrators than female universities administrators in the sample drawn from Anglo Saxon Universities in Cameroon.

Similarly, there were equal male and female lecturers who respondent to the questionnaires given a sampled of one hundred and fifty each with a percentage of 50% each. There were also one hundred and thirty-two male graduates and one hundred and forty-eight female graduates given a percentage of 47.14% and 52.86% respectively used to complete the questionnaire. This gender data revealed that there were more women graduates in Anglo-Saxon universities in Cameroon than men.

Longevity in service ranges from 12.5% to 50% for the university administrators. The highest numbers of universities administrators have served between 6-7 years in their respective Universities and a few have served above 8 years. This implies, the respondents have the experience to assess the level of professionalization and self-reliance of graduates in their respective universities.

The table also revealed that a percentage of 12.5% of universities administrators hold Master's Degree as their qualification, with 87.5% administrators holding PhD. This implies that most of the Universities administrators are qualified in the irrespective domain.

In addition, 50% each of university administrators were selected from University of Buea and University of Bamenda. 66.67% of lecturers were selected from the University of Buea and 33.33% of lecturers were selected from the University of Bamenda. 65.71% of graduates were also selected from the University of Buea and 34.29% of graduates were selected from the University of Bamenda. These numbers were the

actual sample size that was used to complete the questionnaire.

It is also worthy of note that, 25% of university administrators, lecturers and Graduates were selected from Faculties of Education, Arts and College of Technology while, 12.5% of administrators, 16.67% of lecturers and 16.43% of graduates were selected from Advanced School of Translation and Interpretation. 12.5% of university administrators, 8.33% of lecturers and 8.57% of graduates were also selected from the Faculty of Economic and Management Sciences.

In this same vein, 12.5% of university administrators and graduates and 13.33% of lecturers were selected from the departments of; History and Electrical and electronic technology. 12.5% of university administrators and graduates and 11.67% of lecturers were selected from the departments of; English language and Civil engineering technology. 12.5% of university administrators and graduates were selected from the departments of; Educational leadership and Special education while 8.33% of lecturers were selected from the departments of Educational leadership and Special education departments. 6.25% of university administrators were also selected from the departments of Translation and Interpretation, Accounting and Banking and Finance. 8.33% of lecturers were selected from the department of Translation and Interpretation, 4.33% and 4.00% of lecturers were selected from the department of Accounting and Banking and Finance respectively. 8.21% each of graduates were selected from the departments of Translation and Interpretation, and 4.21% each of graduates were selected from the departments of Accounting and banking and Finance. This implies a blend of knowledge and experience from these respondents with different qualification and background was necessary to provide the needed information for this study.

Table 3: - Graduates' Opinions on Teaching Methods in Anglo-Saxon Universities in Cameroon

S N	SECTION B	\bar{X}	S	Decisio n
1	The teaching methods used in my courses foster active student participation.	3.13	0.32	A
2	Teaching methods used in my courses promote collaboration and teamwork.	2.88	0.34	A
3	Teaching methods encourage active engagement.	2.98	0.33	A
4	Teaching methods provided opportunities for practical application of knowledge.	2.90	0.34	A

5	All the teaching methods used enhanced your learning experience.	2.87	0.34	A
6	The teaching methods employed in my courses have contributed significantly to my academic growth.	2.79	0.36	A
7	Teaching methods have helped me develop problem-solving skills.	2.88	0.34	A
8	Teaching methods have prepared me well for my future career through fostering self-reliance.	2.80	0.35	A
9	My level of self-reliance has increased throughout my final year studies.	2.91	0.3	A
10	The lecturers use a variety of instructional resources and materials to enhance learning.	2.79	4	A
	MRS	2.89	0.34	A
			0.34	
			4	

MRS = Mean response score = Mean score S = Standard deviation

From table 3 above, 10 test items were constructed for respondents to provide responses to the research questions. The mean response score of (=2.89±0.34) shows that teaching methods can determine self-reliance of graduates from Anglo-Saxon Universities in Cameroon.

Table 4: - Lecturers Opinions on Teaching Methods in Anglo-Saxon Universities in Cameroon

SN	SECTION B	\bar{X}	S	Decision
1	The teaching methods I employ in the classroom engage students actively in the learning process.	3.33	0.30	A
2	I incorporate a variety of teaching strategies and techniques to cater to different learning styles and needs of students.	3.27	0.31	A
3	I encourage critical thinking through my teaching methods.	3.46	0.29	A
4	I provide opportunities for students to collaborate in groups during classroom activities.	3.48	0.28	A
5	I encourage students to take ownership of their learning to seek clarification or help when needed.	3.48	0.28	A
6	I provide opportunities for students to work independently to develop self-directed learning skills.	3.42	0.29	A
7	I facilitate opportunities for students to set goals to track their progress towards achieving them.	3.43	0.29	A
8	My students demonstrate a high level of self-reliance in their learning process	3.28	0.30	A
9	The educational resources effectively prepare students for future academic pursuits or professional careers through fostering self-reliance.	3.31	0.30	A
	The availability of educational resources significantly contributes to the development of self-reliance in students.	3.36	0.29	A
10	MRS	3.38	0.29	A

MRS = Mean response score = Mean score S = Standard deviation

From table 4 above, it is seen that 10 test items were constructed for lecturers to provide responses to research question three. The test statistics obtained from the responses showed that the mean response

score of ($=3.38 \pm 0.29$) revealed that, teaching methods can determine self-reliance of graduates from Anglo-Saxon Universities in Cameroon.

Table 5: - Enhancement of Teaching Methods on Self-Reliance of Graduates from Anglo-Saxon Universities in Cameroon (N=580)

Variable	ΣX	ΣX^2			
	ΣY	ΣY^2	ΣXY	Γ_{xy}	p-value
Teaching Methods (X)	18240	332697	15108192	0.310	0.001
Self-Reliance of graduates (Y)	8283	68608			

$p^* < 0.05$; $df = 99$; critical $\Gamma_{xy} = 0.1956$; (N= 580)

Data analyses on table 5 above revealed that, at alpha level of significance 0.05 with degree of freedom 99, the calculated correlation coefficient value r_{xy} -computed is 0.310 which is higher compared to the critical value of 0.1956 (Γ_{xy} -critical). Also, given that the calculated p-value is 0.001 which is far lower than 0.05, the interpretation here is that, there is a significant positive relationship between the two variables. Therefore, the null hypothesis is rejected and it was concluded that teaching methods

significantly enhance self-reliance of graduates from Anglo-Saxon Universities in Cameroon. The positive sign of the r_{xy} -computed value implies that, self-reliance of graduates may likely improve when teaching methods provide opportunities for students to collaborate and work in groups during classroom activities. There by, making students to be engaged to critical thinking and practical application of knowledge in real world situations.

Table 6: - Open questions Responses of Graduates on Teaching Methods

	Theme	Grounding	Coded responses
Support of course work and Materials	Decision making and projects	72	"It has helped me to make decision on my own." "It has helped me moderately." "It helped me to carry out projects."
	Internships and better understanding	79	"It provides more guidelines for better understanding." "Very efficient." "More group work." "More internships."
	Limited Importance	29	"Encourage me to research."
			"It did not help me in any way." "It has not prepared me to be self-reliant." "Students should learn to help themselves."

Recommendations for quality resources	More Practical and up to date resources	68	“Provision of laptops to student should be put in place.” “It should be up to date.” “More practical work.” “Provision of more practical materials.” “Practical works should be included in our curriculum.”
	Updated curriculum	33	“More assignments should be given to students.” “Lecturers should provide material for student ahead of time.” “Curriculum should be updated yearly.”

From table 6 above, five themes emanated from the respondents responses on teaching methods namely; Decision making and projects, internships and better understanding, graduates autonomy, more practical and up to date resources and updated curriculum. On support of course work and materials, the first theme is decision making and projects. Owing to this theme, respondents said in their own words that teaching methods; “has helped me to make decision on my own.” “It has helped me moderately.” “It helped me to carry out projects.” The second theme is internships and better understanding. In this light, most of the respondents attested that teaching methods used “provide more guidelines for better understanding.” “Very efficient.” “More group work.” “More internships.” “Encourage me to research.”

The third theme is limited importance, in this regard,

respondents said in their own words that teaching methods; “did not help me in any way.” “It has not prepared me to be self-reliant.” “Students should learn to help themselves.” On recommendations for quality resources, there were two themes. This first theme is more practical and up to date resources. Owing to this theme, respondents stated that; “Provision of laptops to student should be put in place.” “It should be up to date.” “More practical work.” “Provision of more practical materials.” “Practical works should be included in our curriculum.” The last theme is updated curriculum. This is evident in respondents responses as they stated that; “More assignments should be given to students.” “Lecturers should provide material for student ahead of time.” “Curriculum should be updated yearly.”

Table 7: -Lecturers Open Responses on Teaching Methods

	Theme	Grounding	Coded Responses
Impact of Educational Resources	Skills acquisition and critical thinking.	99	<p>“By fostering self-awareness, metacognitive skills and growth in mind set.”</p> <p>“It encourages a culture of continuous improvement, helping students understand the efforts leads to growth.”</p> <p>“Reflective practices incorporate students to think critically about their learning, analyse their strengths and weaknesses and devise strategies for improvement.”</p> <p>“Using open-ended questioning encourages critical thinking and self-direction.”</p> <p>“This prompts students to articulate their thought and develop independent reasoning skills.”</p>
		87	<p>“Development of critical thinking and resourcefulness.”</p>
	Collaboration and life- long learning		<p>“The feedback and reflection driven approach employ prepares students to be life-long learners.”</p> <p>“Teachers’ reflection on students’ feedback can lead to the refinement of teaching methods and strategies.”</p> <p>“Incorporating students’ feedback and reflection cultivates a collaborative learning environment where students and teachers work together as partners in the educational process.”</p>
Support of Educational Resources	Assessment and instructional methods	61	<p>“Creating spaces that allows for various learning styles such as quiet areas for focused work and collaborative spaces for group projects encourages self-directed learning.”</p>
		63	<p>“It equips them to adapt to changing circumstances.”</p> <p>“Thus, allow me to continuously improve my instructional methods.”</p> <p>“Feedback informs formative assessments and helps in designing effective summative assessments.”</p> <p>“Incorporate student feedback and reflection into my teaching practice creates an iterate cycle of evaluation and refinement.”</p>
	Community Resources		<p>“Inviting guest speakers or industry professional to share their experiences.”</p> <p>“Designing interdisciplinary projects-based learning activities that mirror-real world problem solving.”</p> <p>“Organising internship, job shadowing or community services projects.”</p> <p>“Offer students choices in term of topics, projects of demonstrating their learning. This allows them to align their work with their personal interest and strengths.”</p> <p>“Present real-world problems for students to solve collaboratively.”</p>

Data

from table 7 above led us to derive four themes from

the respondents' responses. These themes are: Skills acquisition and critical thinking, Collaboration and life-long learning, Assessment and instructional methods and Community Resources. Precisely, on the impact of educational resources, the first theme is skills acquisition and critical thinking. In this regard, respondents stated that feedback and reflection in teaching methods help "By fostering self-awareness, metacognitive skills and growth in mindset." "It encourages a culture of continuous improvement, helping students understand the efforts leads to growth." "Reflective practices incorporate students to think critically about their learning, analyse their strengths and weaknesses and devise strategies for improvement." "Using open-ended questioning encourages critical thinking and self-direction." "This prompts student to articulate their thought and develop independent reasoning skills." "Development of critical thinking and resourcefulness." The second theme is collaboration and life-long learning, as respondents also stated that; "The feedback and reflection driven approach employ prepares students to be life-long learners." "Teachers' reflection on students' feedback can lead to the refinement of teaching methods and strategies." "Incorporating students' feedback and reflection cultivates a collaborative learning environment where students and teachers work together as partners in the educational process." "Creating spaces that allows for various learning styles such as quiet areas for focused work and collaborative spaces for group projects encourages self-directed learning."

On support of educational resources, the first theme is assessment and instructional methods; owing to this, respondents attested that some of the adjustment made in their teaching methods "equip them to adapt to changing circumstances." "Thus, allow me to continuously improve my instructional methods." "Feedback informs formative assessments and helps in designing effective summative assessments." "Incorporate student feedback and reflection into my teaching practice creates an iterate cycle of evaluation and refinement." In the same vein the last theme is community resources. Precisely, respondents stated that adjustment in teaching methods made is "Inviting guest speakers or industry professional to share their experiences." "Designing interdisciplinary projects-based learning activities that mirror-real world problem solving." "Organising internship, job shadowing or community services projects." "Offer students choices in term of topics, projects of demonstrating their learning. This allows them to align their work with their personal interest and strengths." "Present real-world problems for students to solve

collaboratively."

Interview Guides Responses of Universities Administrators on Teaching Methods

The responses from universities administrators on teaching methods and self-reliance of graduates had sixteen participants. These responses were grouped into two main Categories namely: Strategies to assess impact of teaching methods and Examples of innovative teaching methods use. On the first category which is strategies to assess impact of teaching methods, respondents said that, they used pedagogic feedback to assess the impact of teaching methods. This was substantiated as they stated in their own words that; "Students are made to have feedback of the learning through the course delegates." "Test and examinations scores are used." "By observation of learners." "Evaluation and term papers are used." "Students' feedback in class." On the second category which is examples of innovative teaching methods used in universities, respondents said, varieties of teaching methods are used. They enumerated some of these innovative teaching methods used as follows; "Project based learning." "Inquiry base learning." "Collaborative learning." "A.I. (Artificial Intelligence) learning." "Competence base approach." "Experiential learning." "Blended learning." "Personalized learning." "Peer-to-peer learning." Conclusively, when a variety of innovative teaching methods are used with regular assessment of the impact of these teaching methods, it will go a long way to increase self-reliance of graduates from Anglo-Saxon Universities in Cameroon

DISCUSSION

The findings revealed that, teaching methods significantly enhance self-reliance of graduates from Anglo-Saxon Universities in Cameroon. This implies that, self-reliance of graduates will likely improve when teaching methods provide opportunities for students to collaborate and work in groups during classroom activities. However, students accepted that teaching methods have helped them develop critical thinking and problem-solving skills. Students stated that, lecturers used a variety of instructional resources and materials to enhance learning. Students admitted that, teaching methods used in their courses promote collaboration and teamwork. This was supported by the views of lecturers as they admitted that they provide opportunities for students to collaborate and work in groups during classroom activities. Lecturers attested that, they encouraged critical thinking and problem-solving skills through their teaching methods. Lecturers attested that, they provide opportunities for students to

work independently and to develop self-directed learning skills. However, students admitted that, teaching methods have prepared them well for their future career through fostering self-reliance.

CONCLUSION

It was concluded that teaching methods positively and significantly enhance self-reliance of graduates from Anglo-Saxon universities in Cameroon. It was suggested that, adequate and up to date materials and educational resources should be regularly provided to universities and that different teaching methods should be used by lecturers to help students and graduates to be self-reliant.

RECOMMENDATIONS

It was recommended that innovative teaching methods with opportunities for practical work should be adopted by lecturers in order to contribute significantly to the academic growth and development of graduates. Also, regard to self-reliance of graduates, graduates should be open to learning from failures and setbacks in their career journey and to have a clear vision of their career goals in order to take appropriate decision on how to achieve them.

REFERENCES

- Alesandrini, K., & Larson, L. (2002). Teaching bridge to constructivism.
- Balan, P; & Metcalfe, M. (2012). Identifying teaching methods that engage entrepreneurship students. Education Training.
- Barro, M. & Lee, V. (2010). A New Data Set for Educational Attainment in the World, 1950- 2010. Retrieved from [Http://www.educational.attainment.Cfm](http://www.educational.attainment.Cfm)
- Butcher, V. S., Judith, K. J., & Burton, Laila (2011). Review of Good Practice in Employability and Enterprise Development by Centres for Excellence in Teaching and Learning. New York: Higher Education Academy.
- Cruikshank, D. R., Jenkins, D. B, & Metcalf, K. K. (2006). The Act of Teaching. New York: McGraw-Hill companies
- Dorgu, T. E. (2015). Different Teaching Methods: A Panacea for effective curriculum implementation in the classroom. Internal journal of secondary education.
- Endeley, M. N. (2014). Professionalisation of Higher Education: Assessing Teaching and Learning within the BMP in the university of Buea. African journal of Education and Technology. ISSN-2046-6927. Vol. 4, number 1 (2014) 97-111.
- Fonkeng, G. E. (2007). The History of Education in Cameroon: 1884-2004 Edwin. Mellen press.
- Moore, K.D. (2001). Classroom Teaching Skills (5th edition). The McGraw-Hill Companies, Inc.
- Nilson, L. B (2010). Teaching at its Best. A research-based resource for college instructors (3rd edition). San Francisco: Jossey-Bass.
- Omari, I. M. (2015). Introduction to university teaching and assessment of learning processes and outcomes. Dar es Salaam: The Open university of Tanzania.
- Sajjad, S. (2011). Effective Teaching Methods at Higher Education Level.
- Tambo, L. I. (2003). Cameroon National Education Policy since 1995 Forum. Design House.
- Tanyi, M. E. (2006). Professionalization and Collaboration of Teachers, the Missing Link in Teachers' Education in Cameroon: A Psychological View. In T. M. Tchombe and P. Fonkoua (Eds.) Professionalization et formation des enseignants au Cameroun. Terroirs.
- Westwood, P. (2008). What teachers need to know about teaching methods? Camberwell, vic: ACER Press.