



# Lecturers' Quality and Its Enhancement on Graduates' Acquisition of Employability Skills in Anglo-Saxon Universities in Cameroon.

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**Abstract:** The study investigated the extent to which lecturers' quality can enhance acquisition of graduates' employability skills in Anglo-Saxon universities in Cameroon. The study was guided by the Human Capital Theory. Methodologically, the convergent parallel mixed method was adopted for the study. The target population of the study comprised of lecturers, administrators, and graduates from 2014 to 2023 (a maximum duration of 10 years). The sample size of the study was made up of 359 lecturers, 535 graduates, and 12 administrators given a total of 706 participants. The participants were sampled using the purposive, random, accidental, and snowball sampling techniques. A questionnaire and, an interview guide were the instruments utilized for the study. The reliability of the questionnaire was 0.840 and 0.824 for lecturers and graduates. That of the interview guide was based on the need analysis technique. Quantitative data were analysed using SPSS version 25 with descriptive and inferential statistical tools. The descriptive statistical tools used were frequency count, percentages, mean and standard deviation. The qualitative data were supported with Atlasti 3.0. Statistically, findings showed that lecturer's quality has a significant and strong effect

on acquisition of employability skills (R-value 0.545\*\*, p-value < 0.01). It was recommended that; A system of lecturer evaluation done by students and monitoring mechanisms for teacher effectiveness should be implemented and a school of education should be created in every State University to provide lecturer education certification while lecturers on the ground should get certificates from accredited institutions.

**Keywords:** Professionalisation, Programmes, Lecturer's Quality, employability, skills.

**Introduction:** Employability skill is a key performance indicator in many countries to measure University quality and their program performance. Universities have to design programs while ensuring that students experience quality educational training (Atem, 2023). Professional education is one of the most crucial requirements for developing and sustaining careers and escaping from poverty.

Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education (Nagoba & Mantri, 2015). Teachers play crucial role in improving the quality of higher education in following ways. In the context of professionalization of higher education, teachers are expected to portray the following qualities as explain in the paragraphs below.

The dedication and commitment of teachers plays a crucial role in improving the quality of education and shaping the future of nation. Furthermore, teachers are expected to act as motivational force and should be able to create a learning environment in which students are encouraged to think carefully, rationally and express their thoughts and decide on the situations and difficulties. It is the responsibility of teachers to create a context in which the students' desire and ability to learn can work most effectively. The study therefore examines the extent to which lecturers' quality enhances graduates' acquisition of employability skills.

In essence, the primary role of university education is to train students by enhancing their knowledge, skills, attitudes and abilities and to empower them as lifelong, critical and reflective learners (Harvey, 2000). Also, according to Speigel (2007), Universities certainly should play an important role in helping to provide students with resources, knowledge and skills they need to be successful in today's economy before employers can come in to further employee's skills and

knowledge on the job. Universities not only provides academic knowledge, but also prepares individuals for the complexities of the job market by enhancing their employability and career prospect.

Despite the growing number of universities and academic programs, many graduates find themselves inadequately prepared for the workforce- lacking essential skills such as, critical thinking, communication and practical experiences. This disconnect not only hampers individual career prospects but also affects the overall economy development of the country.

Employers often report dissatisfaction with the skill levels of new employees, indicating a misalignment between education outcome and industrial requirements. This resulted in a need to reform academic curricular, and professional development to ensure that graduates are equipped with the skills to meet up with the challenges of the job market. The study therefore examines the extent to which lecturers' quality enhances graduates' acquisition of employability skills. As such; the study sets to examine the extent to which lecturers' quality enhances graduates' acquisition of employability skills in Anglo-Saxon type universities in Cameroon.

The study aims to answer the question; to what extent does lecturers' quality enhance graduates' acquisition of employability skill in Anglo-Saxon type universities in Cameroon?

## Literature Review

### *Lecturers' Quality and Graduates' Employability Skills*

The success of any education system depends on the quality of teachers, which, in turn, depends on the effective teaching / learning process. Teachers' role is of vital significance for the development of society and appropriate changes in the society. Thus, the quality of higher education depends upon quality of those who impart it. Teachers are the most important components of any educational system. Teachers play most crucial role in the development of the education system as a whole and also in imparting and maintaining the standards of higher education (Nagoba & Mantri, 2015). Teachers play crucial role in improving the quality of higher education in following ways. In the context of professionalization of higher education, teachers are expected to portray the following qualities as explain in the paragraphs below.

The dedication and commitment of teachers plays a crucial role in improving the quality of education and

shaping the future of nation. Furthermore, teachers are expected to act as motivational force and should be able to create a learning environment in which students are encouraged to think carefully, rationally and express their thoughts and decide on the situations and difficulties. It is the responsibility of teachers to create a context in which the students' desire and ability to learn can work most effectively.

Moreover, it has been argued that skills development for teachers is crucial to the success of students in the job market. Skill development of students, on par with their counterparts elsewhere is an important aspect of enhancement of quality of higher education. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high calibre is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, preparing the students to achieve core competencies, to face the global requirements successfully is very important. This requires that the teachers should be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students (Nagoba & Mantri, 2015).

Furthermore, teachers have been called to impact value-based education. This is because it has been argued that skills are of less importance in the absence of appropriate value systems. Hence, teachers should shoulder the responsibility of inculcating the desirable value systems amongst the students (Joshi, 2010). The calibre of teachers has tremendous impact on the calibre of the students. Hence, teachers are expected continuously update their subject knowledge in order to be aware of latest development in their subject.

To elucidate further, teachers are expected be lateral thinkers. Lateral thinking is problems solving through indirect and creative approach. Teachers should take initiative to nurture and nourish the students to develop lateral thinking (Jaiswal, & Kumar, 2010). In the opinion of Wake et al. (2007), one characteristics of teachers' quality is the efficient use of resources helps to produce uniquely educated, highly satisfied and employable graduates. Motivated teachers can enrich their teaching with resources and co-curricular activities. Use of ICTs in teaching learning process makes the lecture effective and improves the quality of teaching. Quality teachers continuously update their teaching methods and use innovative teaching methods help to improve the quality of teaching (Pathania, 2013).

Special attention to research is crucial for improving the quality of higher education system. It is one of the factors, which influences the quality of teaching. High quality teachers carry out research often to strengthen their teaching output. The link between classroom teaching and research is extremely important. It must be a link operating in two directions that providing information to the teachers about latest findings and problems (Banerji & Prasad, 2012).

Also, adequate academic development of teachers has been opined by Basavraj and Mantri (2015) as an important factor for teachers' quality. It should be noted that academic development of teachers is crucial and necessary for the success of the higher education system. This is because teachers are the prime movers and catalysts for all round development of students. Teachers play a significant role not only in improving the quality of higher education but also maintaining it. Therefore, the professional competency of teachers has to be of such a high level so as to impart quality knowledge to the students. This definitely calls for continuous upgrading of the professional development of the teachers, which is key guarantee of quality education.

High-quality in-service training and professional development within the profession help teachers keep in touch with new findings in their subjects and also obtain continuous support for the improvement of their teaching.

Furthermore, professional freedom of the teacher is of crucial importance in developing quality in education. Professional freedom does not mean that the teacher can do whatever he likes, but that the teacher, who knows the students, is the person best equipped to decide which methods to use in order to create an optimal leaning situation. There has to be a general thrust in the creativity of the teacher. Authorities can give suggestions to teachers regarding the use of newer teaching methods through service training, professional development programs and other means. But authority should not dictate about method to be used by teacher. The teacher should enjoy academic freedom in the discharge of professional duties. A teacher plays a crucial and demanding role in the process of students learning by creating a context in which the students' desire and ability to learn can work most effectively (McCaffrey et al., 2004).

Professional ethics of teachers is an important issue as in as much as teachers' quality is concern. The complex task of teaching and many other responsibilities

shouldered by teachers underline the questions related to the responsibilities and duties of teachers. This has also been reflected in a growing discussion on professional ethics among teachers. Promotion of professional ethics also helps to fight against corruption (Douglas, 2006).

Professionalizing higher education programmes without putting in place adequate majors to improve on teachers'/lecturers' quality will not yield the expected results (Atem & Joseph, 2020). Teachers are considered the most important in-school impact factor on the quality of student achievement. From McKinsey's (2004) report on how the world's best performing school systems come out on top, Barber and Mourshed (2007) stated that the main driver of the variation in student learning at school is the quality of the teachers. Also, based on a large-scale survey on factors influencing learning outcomes of students, Hattie (2009) suggested that the quality of teachers has a larger impact on the learning of students than the quality of the curriculum, the teaching methods, the school buildings or the role of parents. As a result of the widely acknowledged importance of teachers, much attention should be given to policies with respect to teachers' quality within the context of professionalizing HE programmes to enhance graduates' employability (Atem & Joseph, 2020).

The individual performance of each faculty member is a crucial factor in quality teaching and in the professionalisation of HE programmes. Quality teaching is the use of pedagogical techniques to produce learning outcomes for students. Experience showed that fostering quality teaching is a multi-level endeavour. Support for quality teaching takes place at three interdependent levels. At the institution-wide level it includes projects such as policy design, and support to organisation and internal quality assurance systems. At the programme level, it comprises of actions to measure and enhance the design, content and delivery of the programmes within a department or a school. At the individual level, it demands initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner-oriented focus (OECD, 2008).

These three levels are essential and inter-dependent. However, supporting quality teaching at the programme level is a key step as to ensure improvement in quality teaching at the discipline level and across the institution. Support for quality teaching can be manifested through a wide range of activities

that are likely to improve the quality of the teaching process, of the programme content, as well as the learning conditions of students (Bédard, Clément, & Taylor, 2010).

According to the Draft Document of Sector Wide Approach to Education (2006), at every level of the educational system the Cameroonian educational system seemed suffer from the shortage of qualified teachers. Because of this shortage of qualified teachers, it has led to the employment of many unqualified teachers. Particularly, at the tertiary level, it was realized that the number of lecturers with professional status is low. This shortage in the number of lecturers with professorial rank is critical in the quality of the lectures and promotion of research.

Today, many Universities in Cameroon are largely dominated by assistant lecturers who might have not undergone any training. Therefore, the pedagogic competence of many may be weak which may not adequately support the agenda of the professionalisation of HE programmes to improve on graduates' employability. This alone is capable to cause many students to be less engaged in studies cognitively, emotionally and behaviourally. Given that this problem is not new, one of the missions of Universities' current strategic plan (2007-2015) was to improve teaching conditions, staff competence and teaching quality. Another objective was to improve research output, relevance and good practice. Also, according to the Draft Document of Sector Wide Approach to Education (2006), one of its strategic objectives (objective 4) was aimed to ameliorate the management and governance of the education system by defining policy of recruitment and distribution of teachers.

On this same document, the improvement of special status of teachers of Higher Education was highly recommended. To ameliorate the quality of Higher Education Sub objective 10, actions to be taken were: Putting in place an efficient system of evaluation and valorisation of pedagogic activities; creation and putting in place a pedagogic perfection centre; putting in place of an evaluation system of teachers by students; and putting in place a support fund to pedagogic renovation projects in universities on competitive basis.

All these strategic actions were to ameliorate quality of teaching in Universities in Cameroon and to support the professionalisation of Higher Education. However, ever since these actions were adopted, little or nothing seems to have been done. For instance, in our universities, the school administration had never given

students that autonomy to evaluate their teachers for quality assurance.

High quality and relevant higher education is able to equip students with the knowledge, skills and core transferable competences they need to succeed after graduation within a high quality learning environment which recognizes and supports good teaching (European Commission for Education & Training, 2010). Increased in the demands for higher education by students and parents and changes in the funding structure of many universities also increased the focus on the quality of teaching. Higher education is increasingly seen as an investment that should contribute to national prosperity in the long term (Yorke, 2006).

Chalmers (2007) stated that one of the main goals of universities is to prepare students for the workforce, so measuring the value of graduates is only logical in order to assess the quality of the teaching received. Graduates who are efficient on the working place are often those who benefited from teachers for which quality teaching was a priority. Professionalisation of higher education programmes must be blend with high quality teaching from its academic staff if positive results are to be attained.

The Centre for High Impact Philanthropy (2010) defines a quality teacher as one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs. They set high expectations and support students in achieving them. They establish an environment conducive to learning, and leverage available resources outside as well as inside the classroom. These qualities of a quality teacher are therefore of paramount importance in the arena of professionalization.

*The study was guided by The Human Capital Theory of Becker (1964)*

The theory of human capital states that companies have an incentive to seek productive human capital and to add to the human capital of their existing employees. Put another way, human capital is the concept that recognizes labour capital is not homogeneous. In the context of the study, every company in the job market demand competent and well-trained graduates for employment and to build up a productive work force. In the 1960s, economists Becker and Schultz pointed out that education and training were investments that could add to productivity. As the world accumulated more and more physical capital, the opportunity cost of going to school declined. Education became an increasingly important component of the workforce. The term was also adopted by corporate finance and became part of intellectual capital, and more broadly as human capital.

Intellectual and human capitals are treated as renewable sources of productivity. Organizations try to cultivate these sources, hoping for added innovation or creativity. Sometimes, a business problem requires more than just new machines or more money (productive human labour force) and they depend on educational institutions to produce the required labour force which depends on its curriculum, teachers' quality, quality of physical facilities and infrastructures to support the training and finances for the acquisition of the right and sufficient resources.

Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argued that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of persons by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings.

The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital. Modern economists seem to concur that education is the key to improving human capital and ultimately increasing the economic outputs of the nation (Becker, 1993). Throughout western countries, education has recently been re-theorized under human capital theory as primarily an economic device. Human capital theory is the most influential economic theory of western education, setting the framework of government policies since the early 1960s. Human capital theory

stresses the significance of education and training as the key to participation in the new global economy.

According to Becker (1993), the rationality behind investment in human capital is based on three arguments: The new generation must be given the appropriate parts of the knowledge which have already been accumulated by previous generations. The new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods. People must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches.

Fagerlind and Saha (1997) posited that human capital theory provides a basic justification for large public expenditure on education both in developing and developed nations. Based on the significance of education, the concept of human capital has been brought to the forefront of many discourses in the field of economic growth and development. Studies have shown that improvements in education accelerate productivity and contribute to the development of technology, thus improving human capital more than anything else.

According to human capital theory, education is an important contributor to economic growth and education is deemed an investment, equipping individuals with knowledge and skills that improve their employability and productive capacities (Trostel, Walker & Woolley, 2002). Human capital plays a critical role in economic growth and poverty reduction. From a macroeconomic perspective, the accumulation of human capital improves labour productivity, facilitates technological innovations, increases return to capital,

and makes growth more sustainable, which in turn, supports poverty reduction.

While the human capital theory has become a popular explanatory tool for the relationship between education attainment and labour market outcomes, it has received criticisms too.

**METHODOLOGY**

Methodologically, the convergent parallel mixed method was adopted for the study. The target population of the study comprised of lecturers, administrators, and graduates from 2014 to 2023 (a maximum duration of 10 years). The sample size of the study was made up of 359 lecturers, 535 graduates, and 12 administrators given a total of 706 participants. The participants were sampled using the purposive, random, accidental, and snowball sampling techniques. A questionnaire and, an interview guide were the instruments utilized for the study. The reliability of the questionnaire was 0.840 and 0.824 for lecturers and graduates. That of the interview guide was based on the need analysis technique. Quantitative data were analysed using SPSS version 25 with descriptive and inferential statistical tools. The descriptive statistical tools used were frequency count, percentages, mean and standard deviation.

**FINDINGS**

Research Question One: To What Extent Does Lecturers’ Quality Affect Graduates’ Acquisition of Employability Skills?

**QUANTITATIVE FINDINGS**

Table 24

*Lecturers’ Opinion on Lecturers’ Quality*

Items	Stretched				Collapsed		Mean	Std. Dev
	SA	A	D	SD	SA/A	D/SD		
All lecturers stay current with industry trends.	57	124	176	2	181	178	2.66	.745
		(34.5%)						

	(15.9% )		(49.0 %)	(0.6 %)	(50.4 %)	(49.6 %)		
All lecturers possess up-to-date knowledge and skills	91 (25.3% )	203 (55.6%)	59 (16.4 %)	6 (1.7 %)	294 (81.9 %)	65 (18.1 %)	3.0 6	.69 5
The lecturers serve as mentors to students providing guidance and insights into the professional world.	53 (14.8% )	218 (60.7%)	77 (21.4 %)	11 (3.1 %)	271 (75.5 %)	88 (24.5 %)	2.8 7	.68 5
All lecturers demonstrate practical application of theoretical knowledge.	72 (20.1% )	215 (59.9%)	72 (20.1 %)	0 (0.0 %)	287 (79.9 %)	72 (20.1 %)	3.0 0	.63 4
The level of professional networking is high among teachers.	43 (12.0% )	246 (68.5%)	70 (19.5 %)	0 (0.0 %)	289 (80.5 %)	70 (19.5 %)	2.9 2	.55 7
The lecturers often assess students in ways that foster critical thinking in students.	58 (16.2% )	230 (64.1%)	71 (19.8 %)	0 (0.0 %)	288 (80.2 %)	71 (19.8 %)	2.9 6	.59 9
Lecturers often assess students in ways that foster problem solving skills in students	59 (16.4% )	236 (65.7%)	64 (17.8 %)	0 (0.0 %)	295 (82.2 %)	64 (17.8 %)	2.9 9	.58 6
Effective communication exists between all lecturers and their students.	45 (12.5% )	231 (64.3%)	83 (23.1 %)	0 (0.0 %)	276 (76.9 %)	83 (23.1 %)	2.8 9	.58 8
All lecturers exemplify and instil ethical and standard professional conduct.	63 (17.5% )	207 (57.7%)	87 (24.2 %)	2 (0.6 %)	270 (75.2 %)	89 (24.8 %)	2.9 2	.66 0
All lecturers prepare students in navigating career transition.	72 (20.3% )	227 (63.2%)	59 (16.4 %)	0 (0.0 %)	300 (83.6 %)	59 (16.4 %)	3.0 4	.60 6
All lecturers demonstrate adequate mastery of their courses.	40 (11.1% )	252 (69.9%)	68 (18.9 %)	0 (0.0 %)	291 (81.1 %)	68 (18.9 %)	2.9 2	.54 4

MRS and overall mean	654	2388	886	21	3042	907	2.93	.627
	(16.6%)	(60.5%)	(22.4%)	(0.5%)	(77.0%)	(23.0%)		

Key: SA=Strongly Agree, A=Agree, D=Disagree and SD= Strongly Disagree.

**Std. Dev; Standard Deviation**

Specifically, while 83.6% (300) of lecturers agreed that lecturers prepare students in navigating career transition, 16.4% (59) disagreed. Similarly, while 82.2% (295) also accepted that lecturers often assess students in ways that foster problem solving skills, 17.8% (64) denied. Moreover, while 81.9% (294) of lecturers accepted that all lecturers possess up-to-date knowledge and skills, 18.1% (65) denied.

respondents opined that all lecturers demonstrate practical application of theoretical knowledge, 20.1% (72) denied. Moreover, 24.8% (89) of lecturers indicated that not all lecturers exemplify and instil ethical and standard professional conduct while 75.2% (270) do accepted. Finally, while 50.4% (181) of lecturers agreed that all lecturers stay current with industry trends, close to half 49.6% (178) denied.

Furthermore, while 80.5% (289) and 80.2% (288) of lecturers agreed that there is high professional networking among lecturers and assess students in ways that foster critical thinking, 19.5% (70) and 19.8% (81) denied. To elucidate, while 79.9% (287) of

In summary, 77.0% of lecturers hold positive view about lecturers' quality while 23.0% hold negative view and the overall mean of 2.93 below 3.0 on 4 signify that there is need for more improvement in lecturers' quality.

**Table 25**

**Graduates' Opinion on Lecturers' Quality**

Items	Stretched				Collapsed		Mean	Std . Dev
	SA	A	D	SD	SA/A	D/SD		
Some lecturers lack adequate mastery of the subject matter.	215 (40.2%)	202 (37.8%)	110 (20.6%)	8 (1.5%)	417 (77.9%)	118 (22.1%)	3.17	.801
Some lecturers do not possess up-to-date knowledge.	198 (37.0%)	175 (32.7%)	159 (29.7%)	3 (0.6%)	373 (69.7%)	162 (30.3%)	3.06	.829
Some lecturers lack up-to-date skills.	119 (22.2%)	291 (54.4%)	123 (23.0%)	2 (0.4%)	410 (76.6%)	125 (23.4%)	2.99	.684
The lecturers do not serve as mentors to students by providing	126	325	80	4	451	84	3.07	.641



guidance and insights into professional world.	(23.6% )	(60.7%)	(15.0 %)	(0.7 %)	(84.3 %)	(15.7 %)		
Some lecturers do not demonstrate practical application of theoretical knowledge.	102	368	62	3	470	65	3.06	.571
	(19.1% )	(68.8%)	(11.6 %)	(0.6 %)	(87.9 %)	(12.1 %)		
Some lecturers do not often teach students in ways that foster problem-solving skills in students.	99	362	69	5	461	74	3.04	.592
	(18.5% )	(67.7%)	(12.9 %)	(0.9 %)	(86.2 %)	(13.8 %)		
Some lecturers do not often assess students in ways that foster critical thinking skills.	119	310	104	2	429	106	1.98	.657
	(22.2% )	(57.9%)	(19.4 %)	(0.4 %)	(80.2 %)	(19.8 %)		
Effective communication exists between all lecturers and their students.**	94	281	143	17	375	160	2.16	.740
	(17.6% )	(52.5%)	(26.7 %)	(3.2 %)	(70.1 %)	(29.9 %)		
All lecturers show ethical and standard professional conduct.**	74	310	138	13	384	151	2.83	.683
	(13.8% )	(57.9%)	(25.8 %)	(2.4 %)	(71.8 %)	(28.2 %)		
Some lecturers do not often assess students' problem solving skills when teaching.	84	380	67	4	464	71	3.02	.559
	(15.7% )	(71.0%)	(12.5 %)	(0.7 %)	(86.7 %)	(13.3 %)		
Some lecturers do not often teach students in ways that foster critical thinking skills in them.	77	389	68	1	466	69	3.01	.528
	(14.4% )	(72.7%)	(12.7 %)	(0.2 %)	(78.1 %)	(12.9 %)		
MRS and overall mean	1169	3083	1433	200	3830	1520	2.85	.662
	(19.9% )	(52.4%)	(24.4 %)	(3.4 %)	(71.6 %)	(28.4 %)		

Key: SA=Strongly Agree, A=Agree, D=Disagree and SD= Strongly Disagree.

Std. Dev; Standard Deviation; \*\*items with reversed coding

Specifically, 86.7% (464) of graduates affirmed that some lecturers do not often assess students' problem-solving skills when teaching while 13.3% (71) disagreed. Similarly, 87.9% (470) of graduates also indicated that some lecturers do not demonstrate practical application of theoretical knowledge while

12.1% (65) disagreed. Moreover, 86.2% (461) of graduates agreed that some lecturers do not often teach students in ways that foster problem-solving skills while 13.8% (74) disagreed.

Furthermore, 84.3% (451) of graduates also accepted

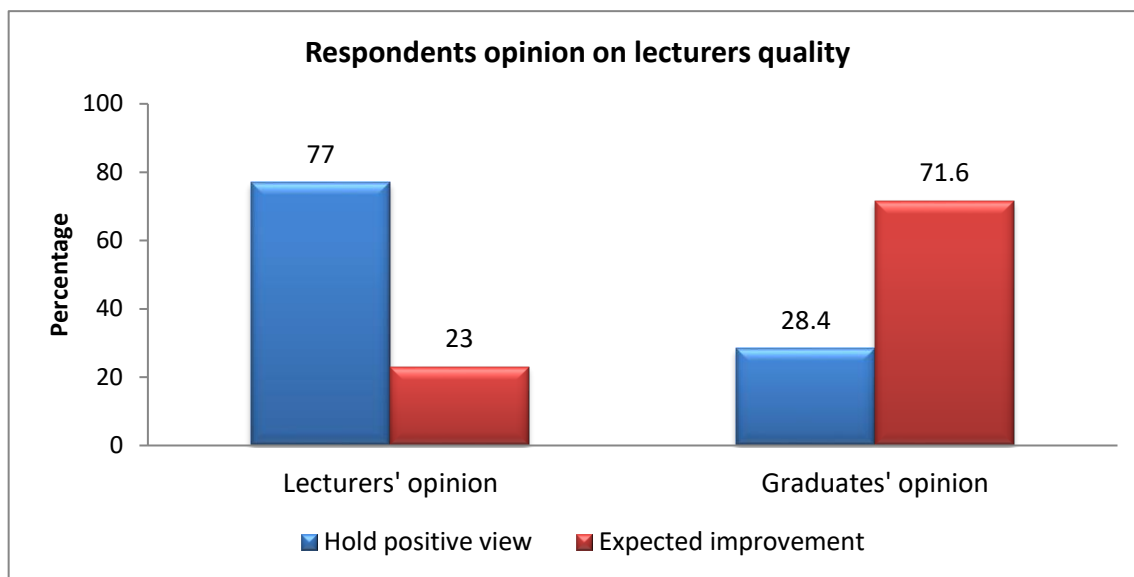
that some lecturers do not serve as mentors to students by providing guidance and insights into professional world while 15.7% (84) disagreed. To elucidate, 80.2% (429) of graduates point out that some lecturers do not often assess students in ways that foster critical thinking skills while 19.8% (106) disagreed. Finally, 69.7% (410) of graduates also

affirmed that some lecturers do not possess up-to-date knowledge while 30.3% (162) disagreed.

In summary, 71.6% of graduates with a mean value of 2.85 above 2.5 on a mean scale of 1-4 expressed dissatisfaction with lecturers while 28.4% expressed complete satisfaction.

Figure 8

Respondents Opinion on Lecturers' Quality



Testing of Hypothesis One:

As depicted on the figure, both lecturers 23.0% and more of graduates 71.6% expected improvement in lecturers' quality and the overall mean of 2.93 and 2.85 below 3.0 on 4 (not high) for both respondents signify that much improvement is needed.

**Ho<sub>1</sub>:** Lecturers' quality does not significantly affect graduates' acquisition of employability skills.

**Ha<sub>1</sub>:** Lecturers' quality significantly affects graduates' acquisition of employability skills.

Table 26

Perceived Effect of Lecturers' Quality on Graduates' Acquisition of Employability Skills

Test	Statistical parameters	Lecturers' quality	Acquisition of employability skills	Explanatory power of effect in terms of percentage /likelihood ratio  (Cox and Snell R-Square)
Spearman's rho	R-value	1	.545**	.652 (65.2%)
	p-value	.	.000	

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n	894	894
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**\*\* . Correlation is significant at the 0.01 level (2-tailed).**

Statistically, findings showed that lecturer’s quality has a significant and strong effect on acquisition of employability skills (R-value 0.545\*\*, *p*-value < 0.01) and lecturers’ quality was predicted to greatly contribute by 65.2% (Cox and Snell R-Square/Likelihood ratio). Therefore, the alternative

hypothesis that states lecturers’ quality significantly affects graduates’ acquisition of employability skills was accepted.

**Qualitative Findings**

**Table 27**

**Lecturers and Graduates Personal Opinion on Lecturers’ Quality**

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	Themes	Quotations
Lecturers’ own personal opinion	Some lacking mastery of content	<p>“Lecturers are qualified and have a mastery of subjects.”</p> <p>“Some Lecturers don't possess mastery of the subject matter.”</p> <p>“Some lecturers don't have a good mastery of curriculum making learning difficult.”</p> <p>“There are some lecturers who do not have mastery of subject matter.”</p> <p>“Some lecturers do not have sound mastery of their courses.”</p>
Negative opinions	Some not passionate	<p>“Most lecturers are enthusiastic and passionate about what they do.”</p> <p>“There are some teachers who are not passionate with their job.”</p> <p>“Some lecturers completely lack passion.”</p> <p>“Not all the lecturers are passion with their work.”</p>
	Some not complete course content	<p>“Some Lecturers don't finish their course outline thereby making it difficult to understand the course.”</p> <p>“Most of the lecturers fail to complete their scheme of work thus causing their students to miss a lot.”</p> <p>“We have teachers who are not serious with their work. Some hardly complete their course.”</p>
	Some not assiduous and punctual	<p>“Some Lecturers come very late to class and leave before the time of their period.”</p> <p>“Some lecturers come late to class making students behind with curriculum.”</p>

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	Some not approachable	<p>“Most lectures are approachable.”</p> <p>Some lectures interacts well with students enhancing a good learning environment.”</p> <p>“Some lecturers are not approachable.”</p>
	Some lacking patience	<p>“There are lecturers who exercise patient which enable effective lectures.”</p>
	Some lacking communication	<p>“Most of the lecturers don't give a listening ear to students.”</p>
Graduates' own personal opinion	Good pedagogic skills	<p>“Lectures should have strong pedagogic skill”</p> <p>“Effective lectures passing strong pedagogical skills”</p> <p>“Lecturers should possess strong pedagogic skills such as ability to communicate.”</p> <p>“Lectures should have strong pedagogic skill.”</p> <p>“Effective lectures passing strong pedagogical skills.”</p>
Positive views		<p>“Lecturers who had strong pedagogic skills.”</p> <p>“My lecturers were effective with good pedagogic skills.”</p>
	Sound knowledge of courses	<p>“Lectures should have a deep knowledge of their course.”</p> <p>“Lectures should have a deep knowledge of the course outline.”</p> <p>“Lectures update their knowledge in teaching methods and course outline.”</p> <p>“Most of our lecturers had deep knowledge of their course.”</p> <p>“My lecturers had good knowledge of their courses.”</p> <p>“The lecturers were having sufficient mastery of their subject matter.”</p>
	Passionate	<p>“Lectures should love subject’s matters”</p> <p>“Passionate lectures who were dedicated to their work and interested in studies.”</p> <p>“Most of our lecturers were committed in teaching.”</p> <p>“They had strong passion in their profession.”</p>
	Good relationship with students	<p>“Collaboration between students and lectures.”</p> <p>“Student lecture relationship.”</p>

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		“Lectures who actively collaborate with other faculties.”
		“My lecturers were all having good relationship with students.”
Negative views	Lack sound knowledge of courses	<p>“While many lecturers have a mastery of their subjects, other do not have.”</p> <p>“Some lectures lack mastery of their courses which makes the teaching slow and as well the information to be impacted to students are limited.”</p> <p>“While many lecturers have a mastery of their subjects, other do not have.”</p> <p>“Some lectures lack mastery of their courses which makes the teaching slow and as well the information to be impacted to students are limited.”</p> <p>“Some lectures need to have a deep knowledge of the course outline.”</p> <p>“While many lecturers have a mastery of their subjects, other do not have.”</p> <p>“Some lectures lack mastery of their courses which makes the teaching slow and as well the information to be impacted to students are limited.”</p>
	Poor relationship with students	<p>“Some lecturers are good while others make it difficult for students to ask questions during”</p> <p>“Some lecturers make worst situation to be very bad.’</p> <p>“Lecturer and student relationship; can improve their teaching.”</p> <p>“Lecturers to student’s relationships need improvement.”</p> <p>“Lecturer and student relationship can improve their teaching.”</p> <p>“Some lecturers are good while others make it difficult for students to ask questions during lectures due to poor relationship with students in class.”</p>
	Lack patience	<p>“Some lecturers don’t have patience to teach slow learners”</p> <p>“There are some lecturers who don’t have patience to teach slow learners.”</p> <p>“Some lecturers don’t have patience to teach slow learners.”</p> <p>“During my time of studies, there were some lecturers who had no patience with students.”</p>
	Less engagement in research	<p>“Lecturers should be engaged in research”</p> <p>“Lecturers should be engaged in research.”</p>
	Not passionate	“Lectures should love subject’s matters.”

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"Some lecturers should love subject's matters."

Professional  
development

"University that provides accurate resources professional development opportunities and a supportive environment."

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With respect to lecturers' personal opinion on their experiences in the field about lecturers' quality, some of them said there are some lecturers who lack mastery of contents/course they teach as explained *"There are some lecturers who do not have mastery of subject matter."*, *"Some lecturers do not have sound mastery of their courses."* More so, some said they are lecturers who are not passionate of their job as depicted in the statements *"Most lecturers are enthusiastic and passionate about what they do."*, *"There are some teachers who are not passionate with their job."*

Moreover, some lecturers added that there are some colleagues who do not complete their courses as explained *"Most of the lecturers fail to complete their scheme of work thus causing their students to miss a lot."* Finally, some lecturers shared that they are some lecturers who lack assiduity and punctuality, not approachable, lack patience, and have poor communication skills as depicted in the statements *"Some Lecturers come very late to class and leave before the time of their period."*, *"Some lecturers are not approachable."*, *"There are lecturers who exercise patient which enable effective lectures."*

On the side of graduates, while some of them positively appreciated their lecturers' quality, some do not. On a positive note, some graduates, they said their lecturers had good pedagogic skills as explained *"Effective lectures passing strong pedagogical skills"*, *"Lecturers should possess strong pedagogic skills such as ability to communicate."* Moreover, some said their lecturers had sound knowledge of their courses as explained *"Lectures should have a deep knowledge of the course outline."*, *"Lectures update their knowledge in teaching methods and course outline."* Finally, some graduates said their lecturers are passionate and had good relationship with students as explained in some of their statements *"Passionate lectures who were dedicated to their work and interested in studies."*, *"My*

*lecturers were all having good relationship with students."*

On the negative said, some graduates said there were some lecturers who lack of mastery of their courses as explained in some of their statements *"Some lectures lack mastery of their courses which makes the teaching slow and as well the information to be impacted to students are limited."*, *"While many lecturers have a mastery of their subjects, other do not have."* Furthermore, some said there were lecturers who had poor relationship with students as narrated *"Some lecturers make worst situation to be very bad."*, *"Lecturer and student relationship; can improve their teaching."*

In addition, some graduates said there were lecturers who were not patient with students as explained *"Some lecturers don't have patience to teach slow learners"*, *"There are some lecturers who don't have patience to teach slow learners."* Finally, some graduates indicated that they were some lecturers who less engage in research and not passionate as explain in the statements *"Lecturers should be engaged in research."*, *"Some lecturers should love subject's matters."*

In summary, the lecturers reported that there some lecturers who lack mastery of content, not passionate, unable to complete course content, not assiduous, not approachable, lack patience, and lack good communication skills. While some graduates said their lecturers had good pedagogic skills, have sound knowledge of content, and are passionate, others reported that they had lecturers who lack mastery of content, had poor relationship with students, lack patience, do not engage adequately in research, lack passion, and professional development. In fact, the negatives outlined about lecturers were enormous because many graduates reported lack of adequate mastery of content and poor relationship with students.

Table 28

**Administrators Opinion on Lecturers and Impact of Poor Lecturers' Quality on Acquisition of Employability Skills**

	Themes	Quotations	
Have notice some lecturers lacking effective communication skills with students	Yes/noticeable	"Yes there are quite a number of them."	
		"There are many of them who lack communication skills with their students."	
		"Yes there are."	
		"Yes I have noticed some who are unable to communicate effectively with their students."	
		"Yes there are a couple of them"	
Have notice some lecturers unable to demonstrate practical application of theoretical knowledge	Yes/noticeable	"Yes. Some lecturers do."	
		"I think so. There are many of them."	
		"Yes, looking at the way they give out lectures."	
		"Yes. Quite a good number. Practically they don't have the skills, but theoretically the skills are there."	
		"Yes, some of them."	
Impact of poor lecturers' quality on acquisition of employability skills	Ability to reproduce	"I think so because if a lecturer cannot convey his lectures in a good way, the students might not be able to understand and be able to reproduce what they have gotten from the lecturer. If a lecturer is poor at what he is doing, the students will have issues."	
		"Graduates will find it hard to even understand what they are supposed to do when teachers do not teach well."	
		"I think so because it can affect how the students understand the subject and as such might not grasp the knowledge they intended to have."	
	Practical skills acquisition		"Yes. Because they are not able to transfer practical skills that will enable the students to gain employment in the job market."

	<p>"I think they have a very big part to play because the way the society is shaped, the practical ability of the student is the most important aspect they need to be able to fit into the society and if they lack the practical skills they cannot impact society."</p> <p>"Yes. I say so because it is hard for one to give out what they don't know and once they don't teach effectively especially practically, it becomes very difficult for the learners to pick up these practical skills."</p>
Getting jobs	<p>"Yes. I think so. If lecturers lack the skills required for employment at the end of the student's studies, you see that they will not be able to pass these to them. For example, critical thinking, communication skills. Thereby limiting the students from getting good jobs after their studies."</p> <p>"The graduates will find it difficult to integrate in the world of work when teachers' quality is low."</p> <p>"Poor lecturers' quality hinders effective integration graduates in the job market."</p> <p>"Poor lecturers' quality will give room to poor training which will also impact graduates' ability to get jobs because of poor training received from their teachers."</p>
Lacking open mindedness	<p>"I expect the lecturer to be broad-minded meaning he/she should be able to accept different perspectives of a particular concept from the students. Once that is lacking a lecturer will either fail the student or get into unnecessary clashes with the students."</p>

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With respect to administrators' opinion on lecturers, all of them indicated that they have notice some lecturers in their department lacking effective communication skills with students as depicted in some of their statements *"Yes I have noticed some who are unable to communicate effectively with their students."*, *"There are many of them who lack communication skills with their students."*

Moreover, all the administrators also indicated that they have notice some lecturers unable to demonstrate practical application of theoretical knowledge as depicted in some of their statements *"Yes. I think there are some. Particularly those who lack skills in pedagogy and transmission of information. They might have something useful but to pass it out to the students is challenging. And some students keep complaining that they don't understand the lecturers."*, *"Yes. Quite a good number. Practically they don't have the skills, but theoretically the skills are there."*

Moreover, based on the impact of poor lecturers'

quality on acquisition of employability skills, some administrators said poor lecturers quality hinder graduates' ability to reproduce knowledge as explain *"I think so because it can affect how the students understand the subject and as such might not grasp the knowledge they intended to have."*

More so, some administrators added that poor lecturers' quality hinders graduates' ability to acquire practical skills as depicted in the statement *"I think they have a very big part to play because the way the society is shaped, the practical ability of the student is the most important aspect they need to be able to fit into the society and if they lack the practical skills they cannot impact society."*

Finally, poor lecturers' quality was also reported to affect graduates' ability of getting a job as explain *"Yes. I think so. If lecturers lack the skills required for employment at the end of the student's studies, you see that they will not be able to pass these to them. For example, critical thinking, communication skills."*



*Thereby, limiting the students from getting good jobs after their studies."*

In summary, all administrators agreed to have observed some lecturers who are lacking in effective communication skills and unable to demonstrate practical application of knowledge and these inabilities were reported to impact negatively the employability skills of students in terms of knowledge reproduction, practical application, and open mindedness. This again tied with the opinion of lecturers and many graduates.

## DISCUSSION

The findings showed that lecturers' quality has a significant and strong effect on acquisition of employability skills. Lecturers' quality was predicted by the logistic regression model to greatly contribute to graduates' acquisition of employability by over sixty-five percent. From this prediction, it was evident that high lecturers' quality will greatly aid graduates to acquire employability skills while poor lecturers' quality will greatly hinder graduates' acquisition of employability skills. In support of this, some administrators reported that poor lecturers' quality hinders graduates' ability to acquire practical skills and ability of getting a job. Therefore, it was obvious that if the university has lecturers who are not qualified, the quality outputs from the university who are the graduates will be compromise.

Despite how important that lecturers' quality is to graduates' acquisition of employability skills, descriptively, our findings showed that some of the lecturers themselves reported that there are lecturers whose quality is low and majority of graduates expected improvement in lecturers' quality. For instance, many of the lecturers themselves and graduates indicated that there are some lecturers who lack mastery of contents/course they teach, not passionate of their job, do not complete their courses, lack open mindedness, lack assiduity, punctuality, not approachable, lack patience, have poor communication skills, less engage in research, and do not have good relation with students. In addition, at most, all the administrators equally pinpointed that they have observed some lecturers in their department who lack good communication skills and are unable to demonstrate practical application of knowledge. With these inept/sponger reported in some lecturers, our graduates' acquisition of sufficient employability skills will be hinder.

These findings tie with that of Atem (2020) who carried out a study on the impact of teachers' quality on

graduates' employability: the case of public universities in the North West and South West Regions of Cameroon and findings revealed that lecturers'/teachers' quality strongly and significantly affect the quality of training and employability chances of graduates. Aside this relationship, a significant proportion of graduates, students and academic staff indicated that not all teachers employed in the University and in their department are qualify to teach. Therefore, it was recommended that adequate measures should be adopted to improve on teachers' quality by creating a teacher education centre.

In supporting the need to adopt measures to train lecturers, in the study of Coffey and Gibbs (2000) on the impact of training of university teachers on their teaching skills, their approach to teaching and approach to learning of their students, findings revealed that teachers that received training were far better in their pedagogical approach and their students were well trained than the new group of teachers who did not received any training. Thus, from the study of Coffey and Gibbs (2000) we could see that students turn to enjoy quality training when their teachers are well trained. This simply tells us that teachers' quality does have a significant impact on skills acquisition of graduates.

More so, in the study of Snoek et al. (2009), on teacher educator: a neglected factor in the contemporary debate on teacher education in Netherland and findings showed that teacher educators face the challenge to adopt their curricula to the wider expectations of society and they concluded that teachers are considered the most important in-school impact factor on the quality of student achievement. As revealed in our study, some teachers are unable to prepare students in navigating career transition, assess students in ways that foster problem solving and critical thinking skills, possess up-to-date knowledge and skills, demonstrate practical application of theoretical knowledge, and stay current with industry trends. With all these, adopting measures for lecturers training is vital. In fact, in the opinion on the lecturers themselves, many of them do not stay current with industry needs. And in this kind of situation, graduates will miss out important skills relevant to the job market while exacerbating un-employability.

According to the theory to the improvement by Benthum et al. (2011), which describes how the characteristics of the professionalisation of programme contribute to teachers' learning, it states that effective professional development of teachers is needed to help

teachers implement new reforms as in the case with professionalisation of university trainings. Change is often accompanied with complexity and therefore, opportunities for frequent relevant professional development are paramount for teachers.

It should be noted that professionalisation of HE academic programmes might be difficult to attain if ways to improve on teacher's competencies are lacking in educational reform or if present and not effectively implemented. According to the Law of orientation to HE (2001), teachers have been described as guarantors of quality education and given that Hattie (2009) opined that the quality of teachers has a larger impact on the learning of students than the quality of the curriculum, the teaching methods, and the school building.

As stated in the Sector Wide Approach to Education (2006) some mechanisms were recommended to improve on HE teachers' quality and one of it is the creation of centres for pedagogic perfection of teachers that is teacher education centre. Therefore, from our findings and that of other researchers, if some lecturers continue to lack much in qualities, graduates' acquisition of employability skills will be significantly affected. This is because a lecturer cannot give out what he/she is inept at.

### CONCLUSION AND RECOMMENDATION

The purpose of the study was to examine the extent to which lecturers' quality enhances graduates' acquisition of employability skills. The findings arrived at show that more of lecturers expressed satisfaction with acquisition of employability skills than those who expressed dissatisfaction. More so, majority of graduates indicated they need improvement in their employability skills and adaptability and cultural diversity, ICT skills, critical thinking and problem-solving skills, communication skills, team work, analytical and flexibility skills, self-management, research skills, good decision-making skills, and proactiveness were the skills that graduates needed most as revealed by lecturers and administrators.

Aside the call on improvement in skills acquisition by graduates by many respondents, our findings also revealed that a significant proportion of lecturers and graduates reported that they are lecturers who are lacking in qualities/skills and it was reported to hinder graduates' acquisition of skills.

To address this issue, it was recommended that; A system of lecturer evaluation done by students and

monitoring mechanisms for teacher effectiveness should be implemented and a school of education should be created in every State University to provide lecturer education certification while lecturers on the ground should get certificates from accredited institutions

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