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Teaching Activities and the Development of Professional and Entrepreneurial Skills among Higher Education Students in English-Speaking Higher Institutions in Cameroon

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A B S T R A C T

It has been verified that professional and entrepreneurial skills are essential for the 21st century youth and the workforce. There is however a concern on the various teaching activities that do develop these skills in the learner. The main purpose of this study was to examine the influence of teaching activities on the development of professional and entrepreneurial skills in higher education students in English-speaking higher institutions in Cameroon. Four objectives were formulated to guide this study. That is, to examine how teaching methods, instructional materials, assessment activities and internship activities influence the development of professional and entrepreneurial skills in higher education students in English-speaking higher institutions in Cameroon. These objectives were later transformed into research questions and research hypotheses. To achieve the objectives of this study, the sequential explanatory design was used. The study targeted all second-year master's degree and PhD students, in the universities of Buea and Bamenda. A total of 590 students were selected through the purposive sampling technique to participate in the study. Data was collected using a questionnaire. It was analysed using inferential statistics. Inferential statistics were analysed using Spearman's rho test. Results revealed that teaching activities do influence the development of professional and entrepreneurial skills in higher education students in English-speaking higher institutions in Cameroon. That is, all the null hypotheses were rejected while the alternative hypotheses were retained. Based on this, the following recommendations were made; Teaching methods should be learner centred and not teacher centred. Assessment activities should engage more on problem-based assessment and authentic assessment. University administrators should ensure that relevant curriculum is implemented for students' better learning. School curriculum must emphasise skills that are commonly sought by employers. Higher institutions should ensure that learning environments are healthy, safe, protective and provide adequate resources, instructional and infrastructural facilities for effective teaching and learning, including the provision of information and communication technologies. Traditional instructional material like charts, blackboards, and chalks should be replaced with more advanced technological

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gadgets like projectors, computers, internet and advanced practical laboratories. Internships should be made compulsory for all higher education programmes. Entrepreneurship should equally be made compulsory for all undergraduate students.

Introduction

Higher education lies at the nexus of growth, jobs, and competiveness, and it has the potential to serve as a catalyst for economic transformation. Research indicates that a strong system of higher education contributes significantly to a country's ability to compete in the global marketplace, and it is equally critical to its economic strength and social well-being (Karadisi, 2012). Besides its mission of teaching, research and community service, the role of higher education has been extended to include responsiveness to evolving worldwide trends, new fiscal challenges and diversifying expectations. One of such expectations is to align teaching towards the development of professional and entrepreneurial skills.

Furthermore, higher education has been recognised as a fundamental instrument for the construction of a knowledge-driven economy and the development of human capital all over the world (World Bank, 1999). Education has always been canvassed as one of the most efficient ways of fighting poverty, but this assertion is seemingly becoming invalid with the increasing number of unemployed university graduates, especially across Africa. It is now obvious that except the citizenry is exposed to the professional education, unemployment would remain unabated. Highlighting the functions of higher education, UNESCO (2010) notes that one of the pivotal functions of higher education is to train professionals who are packaged with skills that can provide labour to all sectors of the economy. This justifies why vision 2035(Cameroons vision to become an emerging nation by 2035) as a development agenda and other sector goals within the Cameroon economy rely heavily on the productivity of higher education graduates.

Alongside professional education, there has been an increasing demand for entrepreneurial education due to the high rates of unemployment among higher education graduates. Every year, higher education institutions graduate thousands of students into an economy that is seemingly inelastic and incapable of absorbing even a quarter of the graduates. Statistics presented by Cameroon's Ministry of Employment and Vocational Training (2016) show that the official rate of unemployment among higher education graduates is 30%, while underemployment stands at 90%. At a time like this when Cameroon is confronted with several crises, especially in the political, economic and social sectors, it is necessary for entrepreneurial education to be encouraged in the higher education sector so that graduates who are unable to gain employment with either the public or private sector can engage in business ventures that can enable them employ themselves and others.

In Cameroon, efforts have been made in view of achieving professionalization and entrepreneurship. From 1993 to present, several statements and policies have been made as far as this is concerned. For example, the Bachelors, Masters and PhD (BMP) system launched in Cameroon in 2008 has as one of its objectives to professionalise the higher education sector. Also, the Growth and Employment Strategy Paper highlights measures for the attainment of these goals within the higher education sector. The New University Governance Policy (2009) is aimed at transforming Cameroon's higher education from "its actual state of inefficiency to materialization". It equally states the importance of developing professional and entrepreneurial trainings among university graduates.

BACKGROUND

Cameroon higher education began with the creation of the federal university in 1962. For many years, the university was not directly involved in professional training despite the articulations in policy papers. Ngwana (2001) attributes this to the French style of higher education where universities focus on classic disciplines, while professionalisation and entrepreneurship were pre-dominantly the premise of specialised institutions or 'grandes écoles'. The pre-1993 Cameroonian university was more focused on obtaining a higher education degree for its own sake because employment was guaranteed. From its inception, the objectives of Cameroon higher education were linked to the vision of a newly independent country seeking to develop locally educated human resources to manage its own affairs (Njeuma et. al.,

1999). Efforts were made to prepare graduates for immediate integration into the public sector or government-owned corporations. As years went by the story was not the same, as the public sector could not employ the thousands of university graduates that graduated from the various state universities. In an attempt to combat unemployment, these graduates were obliged to search for employment in the private sector. Many were found wanting because they did not possess the professional skills needed in the private sector. So in effect, the efforts to respond to national and international job market by various state universities was in line with market signals, translating them into new curricula programmes following broad reforms in 1993.In line with this, the 2001, Law on the Orientation of Higher Education in Cameroon was promulgated, in which particular emphases were placed on learners' productivity. Article two (2) of the law states that: "the Higher Education realm shall be assigned a basic mission of producing, organizing and disseminating science, culture, professional and ethical knowledge for development purposes". Furthermore, the Libreville Declaration signed in 2005 and implemented in Cameroon in 2007 made provisions for professional education. Specifically, objective one articulates that the BMP system within the Cameron sector will be aimed at "ensuring, for all the parties concerned (students, parents, professionals, employers) a better understanding of training grades and levels of professional integration". Also, specific objective two states that the system will be aimed at ''creating a new generation of polyvalent graduates, endowed with knowledge, know-how and/or knowing how to be, capable of adapting to a changing global context". Also, the New University Governance Policy articulated in 2009 was aimed at transforming the Cameroon higher education from "its actual state of inefficiency to materialization". The policy equally highlights the importance of developing professional and entrepreneurial training among university graduates. The Poverty Reduction Strategy Paper termed Growth and Employment Strategy Paper (2010-2020) further reiterates the importance of professionalization and entrepreneurship within the higher education sector in curbing unemployment. It has been a particular focus of the university to train highly skilled professionals and entrepreneurs who could serve as labourers in the labour market. New ways of doing things have been stated to fit the professionalization agenda and entrepreneurship. It is worthy to note that a lot has been done in terms of policies and speeches, but the practical and implementation stage which constitutes our major focus has been neglected. A lot of courses in our various higher education institutions have been termed professional programmes due to the exorbitant school fees allocated for these programmes. The irony is that those in both the "academic" and "professional" programmes still face inadequacies in possessing professional skills such as creativity, problem-solving, critical thinking, communication skills, team work etc. Statement of the Problem

Higher education in Cameroon has made great strides in implementing professionalization and entrepreneurship in a bid to propel the country to emergence as expressed in the government's strategic vision, Vision 2035. Efforts towards the professionalization of education in Cameroon can be traced in the 1993 higher education reforms and the 2001 orientation law on higher education. In 2008, the curriculum was revised and the BMP adopted with one of its goals being to professionalise higher education. Entrepreneurship was also instituted as a compulsory course for all postgraduate students in all public higher education institutions. However, these efforts seem not to have yielded the expected results, as a significant percentage of graduates are unemployed. Many of them lack employable skills, while those who have such skills do not seem to be able to apply the knowledge from entrepreneurship to become self-employed and even job creators. The consequences of this cannot be overemphasised. Development in Cameroon may be stalled and the attainment of the government's development agenda of poverty reduction could be far-fetched.

Among other factors that can affect the attainment of professionalization and entrepreneurship are the teaching activities. Teaching activities need keen and adequate attention because they constitute the implementation phase of every policy document, without which educational goals cannot be attained. It is based on this logic that this study aims at investigating the various teaching practices in higher education institutions in the English-speaking regions of Cameroon and the extent to which they influence professionalization and entrepreneurship. The results of this study may identify gaps in teaching practices that need to be filled in order to effectively equip higher education students with professional and entrepreneurial skills.

Objectives of the study

General objective

This study is aimed at examining the extent to which teaching activities enhance the development of professional and entrepreneurial skills among students in tertiary institutions in the English-speaking regions of Cameroon.

Specific objectives

1) The specific objectives of this study are as follows: To ascertain the extent to which teaching methods influence the development of professional and entrepreneurial skills by students in tertiary institutions in the English-speaking regions of Cameroon.
2) To investigate the extent to which the use of instructional materials influences the development of professional and entrepreneurial skills by students in tertiary institutions in the English-speaking regions of Cameroon.
3) To examine the extent to which assessment activities influence the development of professional and entrepreneurial skills by students in tertiary institutions in the English-speaking regions of Cameroon.
4) To determine the extent to which internship activities influence the development of professional and entrepreneurial skills by students in tertiary institutions in the English-speaking regions of Cameroon.

Research questions

General research question

To what extent do teaching activities influence the development of professional and entrepreneurial skills in tertiary institutions in the English-speaking regions of Cameroon?

Specific research questions

1) To what extent do teaching methods influence students' development of professional and entrepreneurial skills in tertiary institutions in the English-speaking regions of Cameroon?
2) How does the use of instructional materials influence the development of professional and entrepreneurial skills in tertiary institutions in the English-speaking regions of Cameroon?
3) To what extent do assessment activities influence the development of professional and entrepreneurial skills in tertiary institutions in the English-speaking regions of Cameroon?
4) How do internship activities influence the development of professional and entrepreneurial skills in tertiary institutions in the English-speaking regions of Cameroon?

Methodology

To achieve the objective of this study, explanatory sequential design model was used. An explanatory sequential design according to Plano Clark (2011) consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. Quantitative data were collected using a close ended questionnaire consisting of 48 items aimed at evaluating teaching activities and the development of professional and entrepreneurial skills. It had indicators such as teaching methods, assessment activities, instructional materials and internship activities. This instrument was meant for students. Qualitative data were obtained using an interview guide designed for lecturers. It had 09 items. A purposive sample of 590 post graduate students from 05 faculties was selected. These included the Faculty of Arts, the Faculty of Social and Management Sciences, the Faculty of Science, The faculty of Health Sciences and the Faculty of Education. The overall reliability of the instrument (integrated value mapping) was 0.876, which was above the recommended threshold of 0.7. Participants were expected to rate indicators of teaching activities on a four point scale ranging from strongly agree to disagree. Those who were willing to take part completed the questionnaire. A total of 556 participants completed and returned the questionnaire. Qualitative data were analysed descriptively based on the research questions using the SPSS package. Responses were considered positive if they scored a mean of 2.5 and above. To test the hypotheses of the study, the Spearman rho test was used because the data for the variables were not normally distributed

based on the statistics of the test of normality assumption trend of the data..

Findings

Research question one

To what extent do teaching methods influence students' development of professional and entrepreneurial skills in tertiary institutions in the English-speaking regions of Cameroon?

The result of data analysis for this research question is presented on Table 1.

Table 01: Post-graduate students opinion on teaching methods

Items	Stretched				Collapsed		Mean
	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	SA/A	D/SD	
We are often provided with ill-structured problems to research and find solutions	73 (13.1%)	152 (27.3%)	247 (44.4%)	84 (15.1%)	225 (40.5%)	331 (59.5%)	2.38
We usually engage in discussion activities that permit us to air our minds.	166 (29.9%)	253 (45.5%)	77 (13.8%)	60 (10.8%)	419 (75.4%)	137 (24.6%)	2.94
We are put in groups to do research and present in class.	263 (47.3%)	195 (35.1%)	53 (9.5%)	45 (8.1%)	458 (82.4%)	98 (17.6%)	3.22
Apart from the classroom, we do go for field studies.	143 (25.7%)	183 (32.9%)	109 (19.6%)	121 (21.8%)	326 (58.6%)	230 (41.4%)	2.63
Our teachers put us in groups to carryout field studies and write projects.	140 (18.2%)	202 (36.3%)	113 (20.3%)	101 (18.2%)	342 (61.5%)	214 (38.5%)	2.69
In class, we are assigned to act certain roles such as doctors, teachers, bankers, farmers etc.	76 (29.6%)	137 (24.6%)	179 (32.2%)	164 (29.5%)	213 (38.3%)	343 (61.7%)	2.22
We do engage in personal presentations.	189 (34.0%)	192 (34.5%)	85 (15.3%)	90 (16.2%)	381 (68.5%)	175 (31.5%)	2.86
*Our teachers do not give us thought-provoking questions to ponder on and answer orally	179 (32.2%)	179 (32.2%)	123 (22.1%)	75 (13.5%)	358 (64.4%)	198 (35.6%)	2.49
Aggregate	**1125 (25.3%)**	**1437 (32.3%)**	**1221 (27.4%)**	**665 (15.0%)**	**2562 (57.6%)**	**1886 (42.4%)**	**2.68**

Testing of hypothesis one:

Ho_1: There is no significant relationship between teaching method in tertiary institutions and the development of professional and entrepreneurial skills in the English-speaking regions of Cameroon.

Ha_1: There is a significant relationship between teaching method in tertiary institutions and the development of professional and entrepreneurial skills in the English-speaking regions of Cameroon.

Table 2: Relationship between teaching methods and the development of professional and entrepreneurial skills

		Teaching methods	Development of professional skills	Development of entrepreneurial skills
Spearman's rho test	R-value	1	.361**	.245**
	P-value		.000	.000
	N	556	556	556

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

Statistically, findings showed that there is a significant and moderate relationship between teaching methods and the development of professional skills (R= 0.361**, P= 0.000< 0.05) and entrepreneurial skills (R= 0.245**, P= 0.000< 0.05). The positive sign of the correlation values implies that the development of professional and entrepreneurial skills is more likely to be attained when appropriate teaching methods are used. Therefore, the null hypothesis was rejected while the alternative hypothesis was retained.

Research question two: How does the use of instructional materials influence the development of professional and entrepreneurial skills in tertiary institutions in the English-speaking regions of Cameroon?

Table 3: Postgraduate students' opinions on instructional materials

Items	Stretched				Collapsed		Mean
	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	SA/A	D/SD	
While teaching, our teachers make use of instructional materials.	143 (25.7%)	225 (40.5%)	102 (18.3%)	86 (15.5%)	368 (66.2%)	188 (33.8%)	2.76
*Our teachers use only the board and the chalk in teaching	97 (17.4%)	207 (37.2%)	116 (20.9%)	136 (24.5%)	304 (54.7%)	252 (45.3%)	2.70
Our university has a laboratory	253 (45.5%)	231 (41.5%)	37 (6.7%)	35 (6.3%)	484 (87.1%)	72 (12.9%)	3.26
*The textbooks in our library are old and outdated.	99 (17.8%)	110 (19.8%)	168 (30.2%)	179 (32.2%)	209 (37.6%)	347 (62.4%)	2.95
Our classrooms are provided with internet connections.	55 (9.9%)	75 (13.5%)	92 (16.5%)	334 (60.1%)	130 (23.4%)	426 (76.6%)	1.73
When dealing with some pertinent topics, our teachers bring experts to talk to us.	118 (21.2%)	218 (39.2%)	86 (15.5%)	134 (24.1%)	336 (60.4%)	220 (39.6%)	2.58
Most at times our teachers project lessons using computers for us to observe and comment.	192 (34.5%)	177 (31.8%)	91 (16.4%)	96 (17.3%)	369 (66.4%)	187 (33.6%)	2.84
Audio-visual materials like motion pictures, televisions, videotapes are used in our classroom when teaching	124 (22.3%)	157 (28.2%)	104 (18.7%)	170 (30.6%)	281 (50.5%)	274 (49.3%)	2.43
Aggregate	**1200 (27.0%)**	**1367 (30.7%)**	**1025 (23.0%)**	**855 (19.3%)**	**2567 (57.7%)**	**1880 (42.3%)**	**2.66**

***Coding reversed during aggregation of score**

Testing of hypothesis two:

Ho_3: There is no significant relationship between instructional materials in tertiary institutions and the development of professional and entrepreneurial skills in the English-speaking regions of Cameroon

Ha_3: There is a significant relationship between instructional materials in tertiary institutions and the development of professional and entrepreneurial skills in the English-speaking regions of Cameroon.

Table 4: Relationship between instructional materials and the development of professional and entrepreneurial skills

		Instructional materials	Development of professional skills	Development of entrepreneurial skills
Spearman's rho test	R-value	1	.249**	.373**
	P-value		.000	.000
	N	556	556	556

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

Statistically, findings showed that there is a significant and moderate relationship between instructional materials and the development of professional skills (R= 0.249**, P= 0.000< 0.05) and entrepreneurial skills (R= 0.373**, P= 0.000< 0.05). The positive sign of the correlation values implies that the development of professional and entrepreneurial skills is more likely to be attained when teaching adequately takes place with a variety of instructional materials. Therefore, the null hypothesis was rejected while the alternative hypothesis was retained.

Research question three: To what extent do assessment activities influence the development of professional and entrepreneurial skills in tertiary institutions in the English-speaking regions of Cameroon?

Table 5: Postgraduate students' opinions on assessment activities

Items	Stretched				Collapsed		Mean
	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	SA/A	D/SD	
Production of tangible materials constitutes part of my assessment.	110 (19.8%)	196 (35.3%)	114 (20.5%)	136 (24.5%)	306 (55.0%)	250 (45.0%)	2.50
Tasks and presentations conducted in class constitute part of evaluations.	238 (42.8%)	252 (45.3%)	25 (4.5%)	41 (7.4%)	490 (88.1%)	66 (11.9%)	3.24
*We are mostly evaluated through pen and paper.	202 (36.3%)	217 (39.0%)	68 (12.2%)	69 (12.4%)	419 (75.4%)	137 (24.6%)	2.37
We are usually assessed through multiple choice questions	120 (21.8%)	171 (30.8%)	144 (25.9%)	121 (21.8%)	291 (52.3%)	265 (47.7%)	2.52
When we go out for an experiment, results gotten from there constitute part of the evaluation.	106 (19.1%)	234 (42.1%)	108 (19.4%)	108 (19.4%)	340 (61.2%)	216 (38.8%)	2.61
*Our teachers do not set questions that require us to make a critique of something	162 (29.1%)	152 (27.3%)	159 (28.6%)	83 (14.9%)	314 (56.5%)	242 (43.5%)	2.58
We are often through	89	206	132	129	295	261	2.46

portfolios and personal projects	(16.0%)	(37.1%)	(23.7%)	(23.2%)	(53.1%)	(46.9%)	
Practical's constitute a major part in our assessment.	152 (27.3%)	170 (30.6%)	127 (22.8%)	107 (19.2%)	322 (57.9%)	234 (42.1%)	2.66
Aggregate	**967 (21.7%)**	**1456 (32.7%)**	**1383 (31.2%)**	**642 (14.4%)**	**2423 (54.4%)**	**2025 (45.6%)**	**2.62**

***Coding reversed during aggregation of score**

Testing of hypothesis three:

Ho_3: There is no significant relationship between assessment activities in tertiary institutions and the development of professional and entrepreneurial skills in the English-speaking regions of Cameroon.

Ha_3: There is a significant relationship between assessment activities in tertiary institutions and the development of professional and entrepreneurial skills in the English-speaking regions of Cameroon.

Table 6: Relationship between assessment activities and the development of professional and entrepreneurial skills

		Assessment activities	Development of professional skills	Development of entrepreneurial skills
Spearman's rho test	R-value	1	.480**	.234**
	P-value		.000	.000
	N	556	556	556

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

Statistically, findings showed that there is a significant and strong relationship between assessment activities and the development of professional skills ($R= 0.480^{**}$, $P= 0.000< 0.05$) and a moderate effect on the development of entrepreneurial skills ($R= 0.234^{**}$, $P= 0.000< 0.05$). The positive sign of the correlation values implies that the development of professional and entrepreneurial skills is more likely to be attained when appropriate and a variety of assessment activities are used. Therefore, the null hypothesis was rejected while the alternative hypothesis was retained.

Research question four: How do internship activities influence the development of professional and entrepreneurial skills in tertiary institutions in the English-speaking regions of Cameroon?

Table 7: Postgraduate students' opinions on internship activities

Items	**Stretched**				**Collapsed**		**Mean**
	Strongly Agree (SA)	**Agree (A)**	**Disagree (D)**	**Strongly Disagree (SD)**	**SA/A**	**D/SD**	
We often go for internships.	224 (40.3%)	182 (32.7%)	83 (14.9%)	67 (12.1%)	406 (73.0%)	150 (27.0%)	3.01
There is a close relationship between what I do at my internship sites, and the contents I am taught in class.	19 (35.3%)	224 (40.3%)	54 (9.7%)	82 (14.7%)	420 (75.5%)	136 (24.5%)	2.96
*The time given for internships is inadequate	125 (22.5%)	152 (27.3%)	174 (31.3%)	105 (18.9%)	277 (49.8%)	279 (50.2%)	2.69
I am properly monitored while on internship by my school supervisors	96 (17.3%)	150 (27.0%)	155 (27.9%)	155 (27.9%)	246 (44.2%)	310 (55.8%)	2.34
*The timetable given in my internship area clashes with my	210 (37.8%)	184 (33.1%)	103 (18.5%)	59 (10.6%)	394 (70.9%)	162 (29.1%)	2.40

personal timetable in school							
*My supervisor is usually too busy to follow me up properly.	136 (24.5%)	168 (30.2%)	155 (27.9%)	97 (17.4%)	304 (54.7%)	252 (45.3%)	2.63
Before going for internships, I am oriented on what is expected of me in the field.	194 (34.9%)	184 (33.1%)	82 (14.7%)	96 (17.3%)	378 (68.0%)	178 (32.0%)	2.86
At the end of the internship, I submit reports of what I have learned.	290 (52.2%)	147 (26.4%)	50 (9.0%)	69 (12.4%)	437 (78.6%)	119 (21.4%)	3.18
Aggregate	**1261 (28.3%)**	**1319 (29.7%)**	**1399 (31.5%)**	**469 (10.5%)**	**2580 (58.0%)**	**1868 (42.0%)**	**2.76**

***Coding reversed during aggregation of score**

Testing of hypothesis four:

Ho_4: There is no significant relationship between internship activities in tertiary institutions and the development of professional and entrepreneurial skills in the English-speaking regions of Cameroon.

Ha_4: There is a significant relationship between internship activities in tertiary institutions and the development of professional and entrepreneurial skills in the English-speaking regions of Cameroon

Table 8: Relationship between internship activities and the development of professional and entrepreneurial skills

		Internship	Development of professional skills	Development of entrepreneurial skills
Spearman's rho test	R-value	1	.314**	.321**
	P-value		.000	.000
	N	556	556	556

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

Statistically, findings showed that there is a significant and moderate relationship between internship activities and the development of professional skills ($R= 0.314^{**}$, $P= 0.000< 0.05$) and entrepreneurial skills ($R= 0.321^{**}$, $P= 0.000< 0.05$). The positive sign of the correlation values implies that the development of professional and entrepreneurial skills is more likely to be attained when internship is adequately/properly carried out. Therefore, the null hypothesis was rejected while the alternative hypothesis was retained.

Discussion of findings

Teaching method and the development of professional and entrepreneurial skills

The results of this study revealed that there is a significant relationship between teaching methods and the development of professional skills. With regard to entrepreneurship, results also showed that there is a significant relationship between teaching methods in tertiary institutions and the development of entrepreneurial skills.

This is in consonance with the findings of Hopson (2001) which revealed that these skills can be significantly enhanced through interventions in classroom/teaching activities, particularly through methods that do encourage or favour the transmission of these skills. However, this is contrary to some scholars who believe that the development of these skills in learners can fully be done through outdoor and practical activities. Alisou (2004) believes that classroom teaching methods provide the background for the development of these skills. Outdoor activities such as internships can only build up what has been groomed in the background by classroom teaching activities, particularly teaching methods. As brought forth by most scholars, a good teaching method is that which incorporates relevant and visible training

values, which motivates students and makes them aware of their understanding and reflection. However, Rajendran (1998) posits that teachers are dominating the discourse in many classrooms. Similarly, Cuban (1984) points out that the dominant forms of classroom "discourse" (past and present) are teacher lecture and teacher–led recitations. The overriding agenda is to transmit information and ideas to students, and then request them to reproduce the said information and ideas either orally or in writing. Contrary to this, Endeley (2014) argues that the BMP innovations which emphasize the development of professional and lifelong learning skills in learners has set new protocols within classroom teaching where teachers are urged to transmit necessary skills and competencies of lifelong learning to learners through appropriate teaching methods.

Furthermore, these findings do corroborate those arrived at by Endeley (2014), which revealed that to some extent, student-centred teaching was actually taking place in universities. However, caution was made for improvement. Hussain and Sultan (2010) assert that Hp1 aims at developing skills and competencies in students to live in the 21st Century. Therefore, a university teacher should involve students in the learning process through activities aimed at inculcating academic and social skills in them. They would become capable of interpreting knowledge according to situations, making their own meaning out of it.

Assessment Activities and the development of professional and entrepreneurial Skills.

The result of this analysis shows that there is a significant relationship between assessment activities in tertiary institutions and the development of professional skills. Regarding entrepreneurship, there is a significant relationship between assessment activities in tertiary institutions and the development of entrepreneurial skills.

Premised on the findings of this study, it is evident that students are positive in their assessment of the relevance of professional and entrepreneurial education as an empowerment strategy for self-employment after graduation. Baartuan, et. al., (2007) posit that learning is significantly influenced by the nature of assessment. The ultimate goal of assessment in higher education as Shepard (2009) points out is to develop and improve learners' cognitive abilities in problem-solving, creativity, critical thinking and higher order thinking skills. Bryan and Clegg (2006) note that assessment in higher education should be viewed in terms of how well it supports teaching and learning in the process of preparing students for employment. Race (2005) asserts that assessment is necessary because it is the only measure of knowledge that shows what students have learnt and understood; and it is a means of providing evidence. Assessment is effective if used as a tool to aid improvement, to ensure standards are maintained, and not solely for accountability (Banta, 2007).

Instructional Materials and the development of professional and entrepreneurial Skills

The result of this analysis reveals that there is a significant relationship between instructional materials in tertiary institutions and the development of professional skills. As to entrepreneurship, there is a significant relationship between instructional materials in tertiary institutions and the development of entrepreneurial skills.

These findings are in line with those arrived at by Dabalen et al. (2000) who reported that the development of professional skills among higher education students is highly constructive when appropriate and advanced instructional materials are used. Similarly, this finding closely correlates with a study conducted by Fredson (2006) in which he emphasised the importance of instructional materials as a means of closing the gap that exists between classrooms and the society. This indicates that the use of appropriate instructional materials helps to enhance students' creativity and problem-solving.

Contrary to these findings, Agun (1992) in his study revealed that higher education teaching has centred more on oral transmission, which to him is very inadequate in developing learners who are capable of facing real-life issues. He further states that the construction of knowledge by learners to be used in a wide array of situations ranging from the classroom to the society needs diverse instructional materials ranging from traditional to advanced modern equipment. In this light, UNESCO (2006) points out that the use of instructional materials must not only be limited within the junior sections, but rather, they must be adequately used within the higher education sector.

Internship activities and the development of professional and entrepreneurial Skills

The result of this analysis shows that there is a significant relationship between internship activities in tertiary institutions and the development of professional skills. With regard to entrepreneurship, there is a significant relationship between internship activities in tertiary institutions and the development of entrepreneurial skills.

These results are in line with those arrived at by Mahajar & Yunus (2012) which showed that university curriculum activities in terms of internship significantly had impacts on students' inclination towards the development of critical thinking competencies. The result also aligns with that of Ebringa, Ewenwa, & Ebringa (2015) which reveals that the engagement of university students in practical, collaborative entrepreneurial and extra curricula activities as well as mentoring by experienced entrepreneurial-minded academics equip students with critical thinking abilities. Internships have been identified as an active means of building these competencies (Wolter and Banscherus, 2012; Teichler, 2011) As a consequence, many universities urge students to complete internships or even make internships an integral part of the curriculum (Krawietz et al., 2006). According to Tackett et. al, (2001), internships have taken on an increasingly important role in education over the past decade since they present students with many advantages, ranging from gaining experience and obtaining career-related direction to networking with other students from various institutions as well as the organisation providing the internship (Lubbers, 2008). With results of this magnitude, there is no doubt that Cameroon, just like many other countries, has seen the importance of internships on students' development of professional and entrepreneurial skills.

Conclusions

In conclusion, for Cameroon to achieve the various goals of vision 2035, especially those on poverty reduction and employability among youths, teaching activities in higher education institutions must shift from traditional teaching methods, assessment activities, instructional materials and internship activities to advanced alternatives. Even though the findings of the present study reveal that teaching activities in Cameroon higher education do enhance the development of professional and entrepreneurial skills among learners as all the null hypothesis were rejected, there is still need for improvement.

Recommendations

It is therefore recommended that university administrators must ensure that relevant curriculum is implemented for students' better learning. The school curriculum must emphasise skills that are commonly sought by employers. Adequate and experienced quality manpower (teachers) should be recruited to teach in universities. The transmission of professional and entrepreneurial skills needs to be handled with high sense of professionalism by specialists in the relevant areas of the programme. With sufficient quality teaching staff, the problem of large class sizes will be greatly reduced as each staff will be assigned a manageable class size for effective teaching and supervision. Higher institutions may vary their assessment activities by giving both convergent and divergent questions. Also, they should use the various questioning techniques such as probing, redirecting, and wait-time to increase learners' intellectual skills. Furthermore, they should engage more on problem-based assessment and authentic assessment. It may move from traditional instructional materials like charts, blackboards, chalks to more advanced technical gadgets like projectors, computers, the internet, advanced practical laboratories etc. Also, when assigned a task such as supervising learners on internship activities; lecturers should do that seriously by going to the field to see exactly what the learners are doing. They should not just sit and wait for reports. The internship activities must tie with what a learner is taught in class. According to Toucer (2000), there are three main players in the internship learning experience: the intern, the mentor or site supervisor and the faculty supervisor. All these parties may work together for the purposeful development of skills and competencies. Furthermore, they should encourage active classroom participation by speaking less and listening from students.

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