



## IMPLEMENTATION OF HIGHER EDUCATION OBJECTIVES TOWARDS THE ATTAINMENT OF CAMEROON'S VISION 2035<sup>i</sup>

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### **Abstract:**

This study aimed at investigating the extent to which the Implementation of Higher Education Objectives (HEO) predicts the attainment of Cameroon's Vision 2035. Specifically, the study was: (1) To find out whether the strengthening of gender equality is effectively ensuring the attainment of Cameroon's Vision 2035 with respect to poverty alleviation and national unity, and consolidation of democracy. (2) To find out whether the training of trainers and researchers is effectively ensuring the attainment of Cameroon's Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy. The study made use of two hypotheses, which were either accepted or rejected after analysis. The quantitative and qualitative (mixt method) design was used for this study. The population of the study consisted of all the final year students (potential graduates: B.Sc, B.Ed, M.A, M.Sc, M.Ed, Ph.D., and HND, etc.) from 14 Higher Institutes of Learning (HIL) in the South West Region of Cameroon. The sample consisted of 370 students chosen at random. 24 teachers were also interviewed. A questionnaire and an interview guide were used for data collection. The questionnaire was validated by 30 students who did not constitute part of the sample. Quantitative data were analyzed using the Pearson Product Moment Correlation Coefficient (statistical tool). Qualitative data were analyzed by using content analysis. The findings revealed that; the strengthening of gender equality is high hence guarantees the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity, and consolidation of democracy. Results revealed that factors in favor of gender equality include; Policies adjustment leading to inclusive education, equity and increase in gender access, relatively equal opportunities in Science Departments, a relative change in teachers' perception towards women education, the relative decrease in favoritism and increase in meritocracy rate in HE classrooms, increase in female leaders, teachers, and researcher to influence decision making leading to a relative balance in the inclusion of

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<sup>i</sup> MISE EN ŒUVRE DES OBJECTIFS DE L'ENSEIGNEMENT SUPÉRIEUR POUR LA RÉALISATION DE LA VISION 2035 DU CAMEROUN

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male and female students in major school projects, activities and decisions. On the contrary, results revealed that the mean for the training of trainers and researchers were found low as such does not guarantee the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy. Results revealed that, factors influencing the low level of Training of Trainers and Researchers in HE include; generally low-quality control and monitoring in HE, inadequate financial, material and human resources to effectively influence the training of trainers and researcher, poor research funding and management, low motivation of staff and students to attend seminars, ineffective research supervision, and duration for learners to gain required skills, poor feedback quality from research supervisors, contribute to the low level of Training of Trainers and Researchers in HE. The researcher concluded that the Implementation of HEO has a direct relationship with the attainment of Cameroon's Vision 2035 yet some of the objectives are not effectively implemented. The better the implementation of HEO, the more HE can guarantee the attainment of Vision 2035. Some recommendations and suggestions for further study were made.

**Keywords:** higher education objectives; education policy; implementation, gender equality; training of trainers; training of researchers; Cameroon's Vision 2035

**Résumé :**

Cette étude visait à déterminer jusqu'où la mise en œuvre des objectifs de l'enseignement supérieur prévoit la réalisation de la Vision 2035 du Cameroun. Plus précisément, il s'agissait de: (1) déterminer si le renforcement de l'égalité des sexes garantit véritablement la réalisation de la Vision 2035 du Cameroun concernant la réduction de la pauvreté, l'unité nationale et la consolidation de la démocratie. (2) Déterminer si la formation des formateurs et celle des chercheurs garantissent véritablement la réalisation de la Vision 2035 du Cameroun en matière de lutte contre la pauvreté, d'unité nationale et de consolidation de la démocratie. L'étude a fait appel à deux hypothèses, acceptées ou rejetées après analyse. Cette étude a fait recours à une combinaison de méthodes quantitatives et qualitatives (approche mixte). La population de l'étude était composée de tous les étudiants de dernière année (diplômés potentiels: licences, masters, doctorats, BTS, etc.) de 14 instituts d'enseignement supérieur basés dans la région Sud-Ouest du Cameroun. L'échantillon était composé de 370 étudiants choisis au hasard. 24 enseignants ont également été interviewés. Un questionnaire et un guide d'interview ont été utilisés pour la collecte des données. Le questionnaire a été validé par 30 étudiants qui ne faisaient pas partie de l'échantillon. Les données quantitatives ont été analysées à l'aide du coefficient de corrélation de Pearson (outil statistique). Les données qualitatives ont été analysées en utilisant l'analyse du contenu. Les résultats ont révélé que: le renforcement de l'égalité des sexes est élevé, ce qui garantit la réalisation de la Vision 2035 du Cameroun concernant la réduction de la pauvreté, l'unité nationale et la consolidation de la démocratie. Les résultats ont révélé que les facteurs suivants favorisent l'égalité des sexes: l'ajustement des politiques conduisant à une éducation

inclusive ; l'équité et l'amélioration de l'accès des hommes et des femmes à l'égalité de chances dans les facultés de science ; le changement de la perception qu'ont les enseignants à l'égard de l'éducation des femmes ; la réduction du favoritisme et l'augmentation du taux de méritocratie en enseignement supérieur ; l'inclusion des étudiants et étudiantes dans les grands projets, les activités et les décisions académiques. Par contre, les résultats ont révélé que les moyens octroyés à la formation des formateurs et des chercheurs étaient faibles car ceux-ci ne garantissent pas la réalisation de la Vision 2035 du Cameroun en ce qui concerne la lutte contre la pauvreté, l'unité nationale et de consolidation de la démocratie. Les résultats ont révélé que les facteurs suivants influencent le faible niveau de formation des formateurs et des chercheurs dans l'enseignement supérieur: le contrôle et le suivi dans l'enseignement supérieur qui généralement de mauvaise qualité ; les ressources financières, matérielles et humaines insuffisantes pour impacter efficacement la formation des formateurs et des chercheurs ; l'insuffisance du financement et de la gestion de la recherche ; la faible motivation du personnel et des étudiants à participer à des séminaires. L'inefficacité de la direction des recherches, la durée d'acquisition des techniques nécessaires et les feedbacks de mauvaise qualité venant des directeurs de recherche contribuent eux aussi, au faible niveau de la formation des formateurs et des chercheurs dans l'enseignement supérieur. Le chercheur a conclu que la mise en œuvre des objectifs de l'enseignement supérieur a un lien direct avec la réalisation de la Vision 2035 du Cameroun, cependant certains de ces objectifs ne sont pas véritablement mis en œuvre. Plus la mise en œuvre des objectifs de l'enseignement supérieur est effective, plus elle garantit la réalisation de la Vision 2035. Quelques recommandations et suggestions ont été faites en vue d'une étude plus approfondie.

**Mots clés:** objectifs de l'enseignement supérieur; politique d'enseignement; mise en œuvre ; égalité des sexes; formation des formateurs; formation des chercheurs; Vision 2035 du Cameroun

## 1. Introduction

Ngwane (2015) argued that if Cameroon's vision 2035 to become an emerging, democratic and united country in diversity by the year 2035 is indeed about daring to improve the present and to invent the future then it's about time Cameroonians recognize that the expansion of citizen initiatives to promote democracy and development cannot be accomplished through government action alone. He argued that the Cameroon's Vision 2035 will depend on the contributions of all citizens and all the sectors such as, agriculture, education, health, tourism and economic etc., working effectively and collaboratively. Amongst these sectors is the anticipated contribution of Higher Education (HE) to vision 2035, because a country cannot develop without the contribution of its education system (UNESCO, 1998). Specifically, HE has a gigantic role to play in a nation's development. As a matter fact, HE has become a cornerstone for

economic development in recent times with impact on poverty reduction. Irrefutable evidence exists that economic productivity, national wealth and competitiveness in developed and emergent nations over the past two decades have increasingly relied on the production, application and management of new knowledge, hence, the knowledge economy (Powell & Snellman 2000; Drucker 1987; Gibbons et al. 1994; Castells 2000 cited in Doh, 2012). In addition, Doh (2012) remarked that, even if the roles of higher education were limited to enhancing the other educational levels and subsectors following the Millennium Development Goals (MDG) and Education for All (EFA), and poverty remains a multidimensional and thus multi-sectoral issue. HE would play a direct and perhaps leading role in the achievement of the other items of the MDG such as women's empowerment; provide educators to reduce illiteracy as well as being involved in the design of equitable opportunities and training for women's economic empowerment. Through research, training and education, higher education would have been one of the strategic subsectors to find solutions to child mortality and diseases such as HIV-Aids and malaria, environmental sustainability and the development of the partnerships which are constituted in the MDG. As such, most, if not all, the policy orientations in Cameroonian HE is coping mechanisms in response to global undertakings such as the MDG and EFA. Because of the prominent position and role played by HE, governments interest and investment in HE has relatively improve in recent years. For instance, in early 2000 the governments of Malawi, Cameroon and Zambia highlighted the use of their HE in their Poverty Reduction Strategy Papers with Ethiopia and Cameroon envisaging a significant increase in their HE budgets (Bloom et al. 2006, 6; IMF 2003; 2006 cited in Doh, 2012). Based on such views, Fonkeng (2010) emphasized that every education system needs to be planned by taking decisions for future action in order to render it more efficient and effective. While Kotler and Murphy cited in Doh (2015, p.18), affirmed that, for "colleges and universities to survive in the troubled years ahead, a strong emphasis on planning is essential. Therefore, every plan of action such as HEO needs to be implemented effectively to be able to contribute to vision 2035. Such contributions in the area of professionalism aside scientific, cultural and ethical knowledge deepens on the level of implementation of HEO (MINESUP, 2001).

### **1.1 Background of the Study**

Higher Education in Cameroon has generally witness some progress by undergoing through a series of transformation since its birth depending on the needs and demands of each era. Before independence in 1960, most Cameroonians pursued university education abroad but the education they received overseas was poorly adapted to the needs of Africa in general, and of Cameroon in particular (ADEA, 1999). In 1959 France granted the status of self-governing by Decree No.57/501 of April 16, 1957 which marked the birth or origin of HE in Cameroon. During this period Cameroon considered Education as the only solution to problems of underdevelopment and the greatest instrument for society progress. In fact, HE was necessary to equip Cameroonians with skills and capabilities needed for the nation's development (Ndongmo and Gwei, 2000,

p.126). ADEA (1999, p.20) equally remarked that, from its inception, the objectives of HE in Cameroon were tied to the vision of a newly independent nation that sought to develop locally trained human resources in order to manage its own affairs (independent), especially the training of national cadres, especially for senior positions in the civil service. By establishing many of university institutions, the government succeeded, to a very large degree, in the limiting the cost of training Cameroonians abroad as well as stemming associated brain drain.

Next, Achankeng (2014) observed that, after independence there was need to coin education to suit the needs of Cameroon; like bilingualism, ruralization or back to land as well as efficiency, solidarity and respect of human nature and human personality as in Communal Liberalism of Biya in 1984. Similarly, Doh (2015) remarked that barely recovering from the onset of population in the seventies (70s), HE was faced with increasing competition, extensive internationalization, higher demand for quality graduates and the obligation to prove itself to varying stake holders. The constant and unceasing change in demands across nearly every field of employment, skills and manpower directly affects students who are preparing for specific fields of study and finding the need to be capable of learning new information at increasingly rapid pace just to keep up with minimum societal standards. In addition, World Bank analysts noted that a variety of factors led to significant flaws in many of the HE institutes in Cameroon during the 1990s, the chief ones being that technical schools were "*not providing meaningful job-oriented practical training due to a lack of teacher motivation, poor planning of the disciplines that are taught, resource constraints, and a complete separate on between the colleges and the world of work*" (World Bank, 1997).

More, in attempt to drastically change the narrative of HE in Cameroon, Cameroon's 1995 Educational Forum was the largest gathering on education in Cameroon since independence and this forum was the revolutionary towards Educational Development of Cameroon given that it marked the start of more concerted efforts to formulate National Education Policy in a more formal manner (Tambo, 2003). Given the several problems faced and failures recorded by Cameroon's Educational System since independence, the general objective of this forum was to adopt an educational policy which will help Cameroon take up the challenge of the 21<sup>st</sup> century and solve the major problems plaguing the Cameroon society. This ramified around political, economic, social and cultural factors of the country. Following recommendations by the 1995 forum, led to the passing of the law N°98/004 of 14<sup>th</sup> April 1998 to lay down Guidelines for Education in Cameroon. Part I of the law spells out in Section 4 specified that: "*the general purpose of education shall be to train children (students) for their intellectual, physical, civic and moral development and their smooth integration into society bearing in mind prevailing economic, socio-cultural, political and moral factors*" For the aforementioned objectives to be effectively achieved, the same law positioned and recognizes the undeniable significance of a teachers in implementing the law. Specifically section 37 (1) of Law No 98/004 of 14 April 1998 clearly states that, "*the teacher shall be the principal guarantor of quality education*" meaning teachers and teaching quality must be

enhanced for learners to acquire the required skills, knowledge and attitude to develop and transform Cameroon. The passing of the law N°98/004 of 14<sup>th</sup> April 1998 led to other educational laws on in Cameroon.

Furthermore, in view of the HE objectives, the effort to consolidate the reforms of 1993, led to the promulgation in April 2001 the HE orientation of law No.005 of April 2001 (Tambo, 2003, p.285) aside the enhancement of laws N°. 98/004 of 4<sup>th</sup> April 1998 providing orientation of Education in Cameroon. It's important to note that Law No. 005 of 16 April 2001 to guide higher education in Cameroon is the most recent and current HEO in Cameroon as such justify why the scope of this study was delimited to this law (currently used). For better understanding of this study, it is worth stating the original forms of the objectives of HE in Cameroon as officially documented. The objectives of HE in Cameroon as stipulated and documented by MINESUP, (2001) in Law N°.005 of 16<sup>th</sup> April 2001 to Guide HE are stated as follows; Part focuses on the general provisions in which Article 2: states that the HE realm shall be assigned a basic mission of producing, organizing and disseminating scientific, cultural, professional and ethical knowledge for development purposes. Article 5: states that in HE, the State shall ensure that bilingualism is a factor for unity and national integration. Chapter I: focuses on HEO which are stated as follows: Article 6: (1) the basic mission of the HE realm stipulated in article 2 above shall have the following goals:

- The quest for excellence in all domains of knowledge;
- The promotion of science, culture and social progress;
- Social promotion, with the participation of competent national bodies and socio-professional circles, especially as concerns the drawing-up of programs as well as the organization of theoretical courses, practical and internships;
- Assistance to development activities;
- The training and further training of senior staff;
- The deepening of ethics and national consciousness;
- The promotion of democracy and the development of a democratic culture;
- The promotion of bilingualism; In this end, the HE realm shall:
  - Ensure that higher education or secondary school students are informed of the organization of studies as well as the professional openings and reorientation possibilities from one training course to another;
- Guarantee the initial and continuous training of higher education students and other learners in the intellectual, physical and moral domains;
- Organize the training of trainers and researchers;
- Train intermediate and senior staff for scientific and technical domains;
- Ease innovation as well as individual and collective creativity in the domain of arts, letters, science and techniques;
- Promote bilingualism, culture and national languages;
- Contribute to the strengthening of national consciousness;
- Contribute to the promotion of respect for the law by disseminating a culture of respect for justice, human rights and freedom;

- Participate in the elimination of all forms of discrimination and shall encourage the promotion of peace and dialogue;
- Contribute, within the national and international scientific and cultural community, to discussions, the advancement of research and cultural exchange;
- Contribute to the mixing of peoples and national integration;
- Participate to the development and strengthening of gender equality;
- Contribute to the emergence of a democratic culture, as well as a culture of peace, development and tolerance.

Of the many HEO objectives listed above, this study was delimited to two (2) objectives; the strengthening of gender equality, and the training of trainers and researchers at the independent sub-variables.

Last but not the least, becoming an Emergent Nation by 2035 remain the main concern of the Cameroonian government from the developmental perspective. Vision 2035 came up as a result of the Poverty Reduction Strategy Paper (PRSP) of 2003. MINEPAT report of 2009 shows that the Government of Cameroon was able to maintain a stable macroeconomic framework and sustain positive growth rates up to 2008 by implementing the PRSP adopted in April 2003. As documented by MINEPAT (2009) Cameroon's Vision for the next 25-30 years is as follows: "*Cameroon: An Emerging, Democratic and United Country in Diversity*". The vision focuses on the identification of the population's needs, aspirations and the ambitions of politicians. The determination to become an emerging country calls for a number of specific or general objectives which are summarized below;

**Table 1:** The General and Specific Objective of Cameroon's Vision 2035

General Objectives	Specific Objectives
1. Reducing poverty to socially acceptable level	<ul style="list-style-type: none"> <li>- Make the population an effective development factor.</li> <li>- Increase investment in infrastructural and production sector.</li> <li>- Improve supply and guarantee access quality health care.</li> <li>- Improve safety and social security.</li> <li>- Increase supply, quality and adequacy of training promote generation of decent positions.</li> </ul>
2. Becoming a medium income country	<ul style="list-style-type: none"> <li>- Increase economic productivity.</li> <li>- Intensify agro pastoral and fish farming activities as well as mining exploitation etc.</li> <li>- Maintain macroeconomic stability.</li> <li>- Encourage mutation and the professionalization of service.</li> <li>- Encourage, popularized and upgrade research result.</li> </ul>
3. Becoming newly industrialized country	<ul style="list-style-type: none"> <li>- Intensify investment in infrastructural and production sector.</li> </ul>

	<ul style="list-style-type: none"> <li>- Develop a sound, competitive and diversified manufacturing sector that can transform the structure of external (export and import)</li> <li>- Collect savings, finance growth and development.</li> <li>- Modify the pattern of foreign trade and gain new market.</li> <li>- Integrate itself into the international financial arena and improve banking intermediation</li> </ul>
<p>4. Strengthen national unity and consolidating democracy by promoting the ideals of peace, freedom, justice, social, progress and national solidarity.</p>	<ul style="list-style-type: none"> <li>- Strengthen national solidarity.</li> <li>- Consolidate the state guarantor of the general interest.</li> <li>- Promote the rules of law and the credibility of the justice system.</li> <li>- Ensure greater community participation.</li> <li>- Consolidate social freedoms (expression, association)</li> <li>- Reinforce the safety of persons and property.</li> <li>- Enhance decentralization and local development.</li> </ul>

**Source:** Vision Formulation Project (MINEPAT, 2009).

General objective number one (1): Reducing poverty to socially acceptable level and objective four (4): Strengthen national unity and consolidating democracy by promoting the ideals of peace, freedom, justice, social, progress and national solidarity were selected for this study. Therefore, subsequent paragraphs will be delimited to the two selected objectives of vision 2035.

### 1.2. Statement of the Problem

The problems of Higher Education (HE) in Cameroon are many and divers, the major ones include; rapid growth in students population, Bilingualism, inadequate financial and material recourses, exodus of highly qualified teaching staff due to relatively low salaries and poor conditions of service and, Wastage due to a relatively high rate of student failure, serious brain drain of highly skilled students , dropout, as well as unemployment experienced by graduates and such problems can hinder the achievement of HEO (Tambo, 2003). In addition, Doh (2015) observed that, management deficiencies in Cameroon associated with overly centralized decision-making often made it hard for HE to respond to local conditions and to the needs and preferences of students or faculty. More specifically, despite the increase in the level of professional education institution with thousands of graduates each year from Higher Institutes of Learning, there seems to be no significant increase in the nation's development. A significant percentage of about 70% graduates constitute a high dependency ratio (job seekers instead of job creators and problem solvers). Contrary to Article 2 of Law N°. 005 of 16 April 2001, to guide HE in Cameroon which stated that, "*The Higher Education realm shall be assigned a basic mission of producing, organizing and disseminating scientific, cultural, professional and ethical knowledge for development purposes*" (MINESUP, 2001) and the anticipated dream of 2009 to transform Cameroon into an Emerging, Democratic and United Country in



Diversity by 2035 (MINEPAT, 2009). The big gap that exists in the area of bilingualism, gender equality, research, industrialization, professional development, corruption, embezzlement, tribalism, nepotism, crime waves, poverty, democracy and national unity, just to name a few does not reflect the HEO, hence a call for an urgent concern. The problem with HEO seems to lie in its implementation such as ineffective teaching-learning process which leaves most graduate with unprofessional, mediocre and pedestrian skills, knowledge and attitudes. It is as a result of little efforts employed in research and monitoring of the aforementioned relationship since 2001 that provoked the researcher to investigate the relationship that exists between the implementation of HEO and the attainment of Cameroon's Vision 2035. Considering that, the level of implementation may predict the attainment of Cameroon's Vision 2035.

### **1.3. Objectives of the Study**

The purpose of this study was to investigate the level implementation of Higher Education Objectives (HEO) on the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy.

#### **1.3.1. Specific Objectives of the Study**

- 1) To find out whether the strengthening of gender equality is effectively ensuring the attainment of Cameroon's Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy.
- 2) To find out whether the training of trainers and researchers is effectively ensuring the attainment of Cameroon's Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy.

### **1.4. Research Questions**

To what extent does the implementation of HEO ensure the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy?

#### **1.4.1 Specific Research Questions**

- 1) To what extent does the strengthening of gender equality ensure the attainment of Cameroons vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy?
- 2) To what extent does the training of trainers and researchers ensure the attainment of Cameroons vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy?

### **1.5. Hypotheses**

**The Null Hypotheses (Ho):** The present implementation of HEO does not significantly facilitate the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy.

**The Alternative Hypotheses (Ha):** The present implementation of HEO significantly facilitates the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy.

### **1.5.1. Specific Hypothesis**

**H<sub>01</sub>:** There is no significant relationship between the strengthening of gender equality and the attainment of Cameroons Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy.

**H<sub>a1</sub>:** There is a significant relationship between the strengthening of gender equality and the attainment of Cameroons Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy.

**H<sub>01</sub>:** There is no significant relationship between the training of trainers and researchers, and the attainment of Cameroons Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy.

**H<sub>a2</sub>:** There is a significant relationship between the training of trainers and researchers, and the attainment of Cameroons Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy.

## **2. Method and Procedure**

### **2.1. Research Design**

The cross-sectional survey research design was used for this study, adopting both the quantitative and qualitative approaches (a mixed-method design).

### **2.2. Population of the Study**

The population of this study comprised of all the final year students and teachers (instructors) of Higher Institutions of Learning (HIL) both public and private in the Fako and Meme Divisions. The target population was made up of 24000 students and 300 teachers of HIL. The accessible population constituted of 13623 final year students (potential graduates: B.Sc, B.Ed, M.A, M.Sc, M.Ed, Ph.D, and HND etc.) and 252 teachers of HIL in the Fako and Meme Divisions, both public and private. The Accessible Population of this study involved students and teachers from 14 HIL in the Fako and Meme Divisions; (4 public and 10 private).

### **2.3. Sample and Sampling Technique**

The sample population was made up of 370 students, and 28 teachers. This sample was chosen proportionately to the total population as recommended by Krejcie and Morgan (1970). The sample of this study was made up of representative students and teachers from the 14 accessible HIL in the South West Region. The simple random sampling technique was use for this study. Fourteen (14) Higher Institutes were selected using the simple random sampling, four (4) public and ten (10) private (2 Denominational and 8 Lay Private) institutions.

#### **2.4. Instrumentation**

A questionnaire was used as the main instrument for data collection, accompanied by an interview guide for teacher. Guided by review of literature, the items were developed to address the specific objectives of the study. The questionnaire was made up of closed ended opinion statements with a total of twenty eight (28) items. All the opinion statements were rated on a 4-point Likert-type scale (alternative responses) ranging from "Strongly Agree" (SA), "Agree" (A), "Disagree" (D), to "Strongly Disagree" (DA). 370 questionnaire copies were administered. 28 teachers were interviewed using the interview guide prepared for the study. The interview guide was constructed with guiding questions based on the research questions to find out from teachers the relationship of the research variables (dependent and independent). Instrument Validity (face and content) and reliability was taken into proper consideration. The questionnaire was validated by 30 students who did not constitute part of the sample.

#### **2.5. Administration of the Instrument**

The researcher employed the services of two research assistants. The assistants were trained on how to administer and collect data as well as the appropriate behavior required. A daily plan of activities was drawn and the researcher and the assistants visited at least 2 HIL a day. The researcher and the assistants guided the respondents and personally administered the instruments to them face to face to ensure consistency, avoid errors and ensured a favorable returned rate.

#### **2.6. Procedure for Data Analysis**

Descriptive and inferential statistics were used for data analysis. The statistical tool used for analysis was the Pearson Product Correlation Moment Analysis (PPMCA). The formula using deviation from the mean method was;

$$\Gamma_{xy} = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}}$$

Where x is the independent variable, y is the dependent variable and  $\Gamma_{xy}$  is the correlation coefficient for x and y.

### **3. Results**

The results of the statistical analyses of data gathered for this study are presented here. The presentation of the data was done following the trends of the two hypotheses directing the study.

### 3.1 Return Rate of Questionnaire

Out of the 370 questionnaires administered, 363 were returned which revealed a favorable returned rate of 98.1% as shown in Table 2.

**Table 2:** The Return Rate of Questionnaire

School Type	N° of Questionnaire Distributed	N° of Questionnaire Returned	Percentage Returned
Public	153	148	40
Denominational	45	45	12.16
Lay private	172	170	45.94
<b>Total</b>	<b>370</b>	<b>363</b>	<b>98.10</b>

### 3.2. General Description of Data/Variable

The main independent variable of this study was the implementation of Higher Education Objectives while the main dependent variable was the attainment of Cameroon's vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy. Descriptive data analysis for all variables in the study are presented in Table 3.

**Table 3:** Means and standard deviations of all variables in the study

Variables	N° of Respondents	N° of Items	Mean	Std. Deviation
Strengthening of Gender Equality	363	8	19.11	5.99
Training of Trainers and Researchers	363	8	13.87	5.12
Poverty Alleviation	363	6	16.91	3.75
National Unity and Consolidation of Democracy	363	6	17.09	3.88

The scores obtained were analyzed, presented and interpreted to accept or reject each of the four null hypotheses guiding this study.

### 3.3. Data Analysis and Interpretation

**Ho:** There is no significant relationship between the strengthening of gender equality and the attainment of Cameroon's Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy.

**Table 4:** PPMCA of the influence the extent of strengthening of gender equality, and the attainment of Cameroon's Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy (N=363)

Variable	$\Sigma X$	$\Sigma X^2$	$\Sigma XY_1$	$\Gamma_{xy1}$
	$\Sigma Y_1$	$\Sigma Y_1^2$	$\Sigma XY_1$	$\Gamma_{xy1}$
	$\Sigma Y_2$	$\Sigma Y_2^2$	$\Sigma XY_2$	$\Gamma_{xy2}$
Extent of strengthening of gender equality(X)	6937	145567		
Poverty Alleviation (Y <sub>1</sub> )	6137	108837	119014	0.213*
National Unity and Consolidation of Democracy (Y <sub>2</sub> )	6204	111490	123418	0.577*

p\* < 0.05; df=361; critical  $\Gamma_{xy}$  = 0.113

The result of the analysis reveals that the calculated  $\Gamma_{xy}$  -value of 0.213 for poverty alleviation and 0.577 for national unity and consolidation of democracy are both greater than the critical  $\Gamma_{xy}$  -value of 0.113 at .05 level of significance with 361 degrees of freedom. With the result of the analysis, the null hypothesis was rejected and the alternative hypothesis retained for the attainment of Cameroon's Vision 2035 with respect to both poverty alleviation and the strengthening of national unity and consolidation of democracy. That is to say, there is significant relationship between of strengthening of gender equality and attainment of Cameroons Vision 2035. This result therefore means that the extent of strengthening of gender equality is high and therefore guarantees the attainment of Cameroons Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy. Results revealed that factor in favor of the gender equality include; Policies adjustment leading to inclusive education, equity and increase in gender access, relatively equal opportunities in Science Departments, a relative change in teachers' Perception towards women education, relative decrease in favoritism and increase in meritocracy rate in HE classrooms, increase in female leaders, teachers and researcher to influence decision making leading to relative balance in the inclusion of male and female students in major school projects, activities and decisions.

**Ho:** There is no significant relationship between the training of trainers and researchers, and the attainment of Cameroon's Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy.

**Table 5:** PPMCA of the influence the training of trainers and researchers, and the attainment of Cameroons Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy (N=363)

Variable	$\Sigma X$	$\Sigma X^2$		
	$\Sigma Y_1$	$\Sigma Y_1^2$	$\Sigma XY_1$	$\Gamma_{xy1}$
	$\Sigma Y_2$	$\Sigma Y_2^2$	$\Sigma XY_2$	$\Gamma_{xy2}$
Extent of training of trainers and researchers(X)	5035	97577		
Poverty Alleviation (Y <sub>1</sub> )	6137	108837	89340	0.355*
National Unity and Consolidation of Democracy (Y <sub>2</sub> )	6204	111490	93238	0.58*

p\* < 0.05; df=361; critical  $\Gamma_{xy}$  = 0.113

The result of the analysis reveals that the calculated  $\Gamma_{xy}$  -value of 0.355 for poverty alleviation and 0.58 for national unity and consolidation of democracy are both greater than the critical  $\Gamma_{xy}$  -value of 0.113 at .05 level of significance with 361 degrees of freedom. With the result of the analysis, the null hypothesis was rejected, and the alternative hypothesis retained for the attainment of Cameroon's Vision 2035 with respect to both poverty alleviation and the strengthening of national unity and consolidation of democracy. Therefore, there is a significant relationship between the training of trainers and researchers, and the attainment of Cameroon's Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy. A further exploration of this result showed that the calculated  $\Gamma_{xy}$  -value of 0.355 for poverty alleviation and 0.58 for national unity and consolidation of democracy are both positive and high. Generally,

this means the training of trainers and researchers was found low (unsatisfactory) as such does not guarantee the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy. This better the promotion of training of trainers and researchers the better the attainment of Cameroon's vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy. Results revealed that, factors influencing the low level of Training of Trainers and Researchers in HE include; generally low quality control and monitoring in HE, inadequate financial, material and human resources to effectively influence training of trainers and researcher, poor research funding and management, low motivation of staff and students to attend seminars, ineffective research supervision and duration for learners to gain required skills, poor feedback quality from research supervisors, contribute to the low level of Training of Trainers and Researchers in HE.

### 3.4. Description Analysis of Responses from the Interview

This section is concern with results obtained from interview conducted in this study. The following are teachers' responses;

**Table 6:** Description of Respondents on whether teachers in HIL treat male and female students equally with respect to strengthening of gender equality and their role played in implementing it

Responses	Frequency		Total	Percentage
	Male	Female		
Yes	10	12	22	91.67
No	2	0	2	8.33
<b>Total</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>100</b>

Table 6 indicates that, 91.67% of respondents said that they usually encourage the promotion of gender equality by treating male and female students equally in all situations while 8.33% revealed that, they do not encourage the implementation promotion of gender equality because they treat male and female students differently especially in solving difficult problems in class, they prefer to call male students.

**Table 7:** Description of Respondents on whether HIL encourage the organization of training of trainers and researcher and role played by teachers in implementing it

Responses	Frequency		Total	Percentage
	Male	Female		
Yes	8	8	16	66.67
No	4	4	8	33.33
<b>Total</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>100</b>

Table 7 indicates that, 66.67% of respondents said that their school encourages the organization of training of trainers and researcher by organizing seminars, workshops, and offer courses on research, supervise student's research projects and are subjected to

in-service training. On the contrary 33.33% revealed that, their institutions do not encourage the implementation organization of training of trainers and researcher because they rarely organize seminars, workshops, and offer courses on research which lack dept., poor supervision of student's research projects and have no in-service training.

**Table 8:** Description of Respondents on whether HIL encourage poverty alleviation and role played by teachers in implementing it

Responses	Frequency		Total	Percentage
	Male	Female		
Yes	9	9	18	75
No	3	3	6	25
<b>Total</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>100</b>

Table 8 indicates that 75% of respondents said that their school encourages poverty alleviation. This is because they offer courses in entrepreneurship, resource management, banking and accountancy compulsory to students; as such student will have necessary skills for self-employment. On the contrary 25% revealed that, their institutions do not encourage poverty alleviation because their institutions do not offer courses in entrepreneurship, resource management, banking and accountancy compulsory to students, as such some student may not have necessary skills for self-employment.

**Table 9:** Description of Respondents on whether HIL encourage the strengthening of National unity and consolidation of democracy and role played by teachers in implementing it

LM	Frequency		Total	Percentage
	Male	Female		
Yes	10	10	20	83.33
No	2	2	4	16.67
<b>Total</b>	<b>12</b>	<b>12</b>	<b>24</b>	<b>100</b>

Table 9 indicates that 83.33% of respondents said that their school encourages the strengthening of national unity and consolidation of democracy. This is because they encourage the creation of student's association, organizes games, send students on internship, and treat students from different cultural diversity equally. On the other hand, 16.67% revealed that, their institutions do not encourage the strengthening of national unity and consolidation of democracy because they do not encourage the creation of student's association, organizes games, send students and finally do not treat students from different cultural diversity equally.

#### 4. Discussion of Findings

Results from this study revealed that, the relationship between the strengthening of gender equality and Cameroon's vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy is high. This result therefore means that the extent of strengthening of gender equality is high and therefore guarantees the

attainment of Cameroon's Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy. Results revealed that factors in favor of gender equality include; Policies adjustment leading to inclusive education, equity and increase in gender access, relatively equal opportunities in Science Departments, a relative change in teachers' Perception towards women education, relative decrease in favoritism and increase in meritocracy rate in HE classrooms, increase in female leaders, teachers and researcher to influence decision making leading to relative balance in the inclusion of male and female students in major school projects, activities and decisions. This is in line with MINEPAT (2009) whom from equitable educational perspective emphasized that in order to improve youth employability, it is urgent to increase in secondary school and higher education, the rate of students enrolled (both male and female) in scientific and technological courses notably from the current 5 percent to 30 percent by 2035. To achieve such ambition, bold actions are required to ensure early guidance and counselling of children, and use new techniques for knowledge communication as well as further training. Meaning more and more HE institutions are working towards this direction of equitable education from the perspective of consideration in gender enrollment, and reduction of bias for female learners in the science, technology, engineering and mathematics (STEM) related departments/ domains. In addition, ADEA (1999) remarked that prized gains of the 1993 reforms are seen to be greater institutional autonomy, increased equity in terms of regional and gender access, and relative improvements in educational quality and relevance. The aforementioned reform which eventually influenced that current HEO (Law No. 005 of 16 April 2001 to Guide Higher Education) is responsible and self explains the reasons for current increase in gender equality which are increased equity in terms of regional and gender access. The University of Buea, for example, runs professional programs among which is Women and Gender Studies to further strengthen the HEO of gender equality. More, Yeba (2015) found that, there is a relationship between socio-cultural factors (marital status, tradition, participation in decision-making and financial autonomy) and gender inequality at the doctorate level in HE. This finding correlates and partly explain the results of the current study with regards to increase in gender equality in Cameroon's HE. Meaning more and more girls can now gain access to HE because of financial autonomy, unlike in the past where they are relegated to the background, to depend on their parents or partners with a common yet wrong saying that "*a woman place is in kitchen*". (Women are only qualified to be housewife). This situation has changed because the more gender inequality/ accessed gaps into HE is narrowed, the more educated women in the society, to enlighten and empower others as well as engage in meaningful decisions making process and actions to transform the nations. So in my personal opinion, gender equality should be encourage and enhanced in all domains/ sectors this will not only lead to national development such as vision 2035, but for us to leave a harmonious, happy and properties long life.

In addition, results from the interview conducted in this study indicated that 91.67% of teachers (10 male and 12 female) said that they usually encourage the promotion of gender equality by treating male and female students equally in all situations while 8.33% (2 males and 0 female) revealed that, they do not encourage the



implementation promotion of gender equality because they treat male and female students differently especially in solving difficult problems in class they prefer to call male student. It is worth nothing that the relationship that exists between the strengthening of gender equality and the attainment of Cameroon's Vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy is high at the same time a further explanation on why it has not attained the 99.99% gender equality scale of 21<sup>st</sup> century global expectations maybe as a result of some institutional factors. ADEA (1999) remarked even before promulgation of the current law that very few institutions have addressed the issue of gender balance. Which means that even though the current gender equality structure in HE is relatively high, some institutions/teacher and practitioners still accounts for the incomplete gender equality status in HE. It is important to state here that. All humans are born equal, as such all (male and female) should be treated equally in all sphere of life (Jacobs, 1996). To effectively strengthen gender equality in education, Yeba (2015) recommended that, government should fight against all forms of socio-cultural practices that impede women's progress in education for the realization of an inclusive and gender sensitive education. More, from the feminist, humanitarian and manpower requirement approach (MRA), if all students' gender equality is effectively strengthening poverty alleviation and national unity and consolidation of democracy will be high. This is because the labor force / employability will increase as well as national unity respectively. This is in line with investigating the relationship between "Schooling and National Integration in Cameroon" by Elad (1982) who found that schools foster a positive attitude towards integration, therefore the promotion gender equality in HE will lead to the attainment of vision 2035, since there will be increase in output in the area of poverty alleviation and unity and political stability in the area of democracy and national unity.

Next, results from this study revealed that, the mean for the training of trainers and researchers was found low as such does not guarantee the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy. The result of the analysis in Table 5 above of the analysis revealed that the calculated  $\Gamma_{xy}$  -value of 0.355 for poverty alleviation and 0.58 for national unity and consolidation of democracy are both greater than the critical  $\Gamma_{xy}$  -value of 0.113 at .05 level of significance with 361 degrees of freedom. Therefore, the extent of training of trainers and researchers has as significant relationship with the attainment of Cameroon's vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy. However, a further exploration of this result showed that the calculated  $\Gamma_{xy}$  -value of 0.355 for poverty alleviation and 0.58 for national unity and consolidation of democracy are both positive and high. Generally, this means the training of trainers and researchers was found low (unsatisfactory) as such does not guarantee the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy. This better the promotion of training of trainers and researchers the better the attainment of Cameroon's vision 2035 with respect to poverty alleviation and national unity and consolidation of democracy. Results revealed that,

factors influencing the low level of Training of Trainers and Researchers in HE include; generally low quality control and monitoring in HE, inadequate financial, material and human resources to effectively influence training of trainers and researcher, poor research funding and management, low motivation of staff and students to attend seminars, ineffective research supervision and duration for learners to gain required skills, poor feedback quality from research supervisors, contribute to the low level of Training of Trainers and Researchers in HE.

This result correlates with, Doh, (2012) who found that, while Cameroon was advancing in its professionalization policy through the use of teaching and curriculum, this structural separation between the university and the research ministry and institutes in Cameroon remains a major obstacle for an efficient role of higher education in knowledge-driven economic development, with the consequences. Amongst these are; university research is not recognized, lack of system strategic planning and central system budget for university research, fragmented and unsustainable funding along university trajectories. This situation produces university researchers depending mostly on application and use of external grants to do research. The lack of status and dominant dependence on external grants reflects on weak research evaluation, relevance and input to the economy. The nature of relationship between the universities and the research institutes is not dynamic, and such separation makes graduate training and supervision of doctoral work more difficult to access (Gaillard and Zink, 2003, 14 cited in Doh, 2012). The separation accounts for the difficulty of the dissemination and use of results from university research as well. It is therefore important to emphasis here that, HE originally hopes to train resourceful, skillful and professional graduates to appropriately fit in the labor market and society to consequently translates to the nation's development, at the same time the low level of training of trainers and researcher proves a handicap of HE towards fostering research, science and technology and industrial innovations which should have higher potentials to drive knowledge based economic development towards vision 2035. Therefore, there is a strong need to revive and effectively implement the HEO of training of trainers and researchers in Cameroon HE, else, vision 2035 will remain a political slogan to deceive the masses.

In addition, Manga (2014) affirmed that *"The education, training and research are being conducted without a normative standardized framework that would make convergent and effective these activities in our academic institutions. Academic standards are, from this point of view, an excellent practical tool for modernization in Cameroonian academic institutions"* (MINESUP, 2015). It is therefore worth noting that all Higher Education Institutions (HEI) are governed by one ministry, the ministry of HE (MINESUP), as such they should all be guided by one stipulated standard and have same objectives to follow in the context of Cameroon. From such view, Ndongo cited in MINESUP (2010), recommended that HIL have to translate into concrete action the new vision of the university (Law No. 005 of 16th April 2001) prescribed by the Head of State through profound changes aimed at, among others, the improvement of the quality of university services in matters of teaching and research, to render our universities attractive and competitive at the

national, sub-regional and international levels and the level of implementation partly depends on teachers and teaching quality since Law No 98/004 of 14 April 1998 in laying down guideline for education in Cameroon, section 37 (1) clearly states that, "*the teacher shall be the principal guarantor of quality education.*"

Results from the interview conducted in this study indicates that 66.67% of teachers (8 males and 8 females) said that their school encourages the organization of training of trainers and researcher by organizing seminars, workshops, and offer courses on research, supervise student's research projects and are subjected to in-service training. On the contrary 33.33% (4 males and 4 female) revealed that, their institutions do not encourage the organization of training of trainers and researcher because they rarely organize seminars, workshops, and offer courses on research which lack depth, poor supervision of student's research projects and have no in-service training.

From the perspective of training of trainers, Tchombe (2010) pointed out that inadequate access to seminars and workshops and no follow up for Capacity Building Training program for initial and in-service need to reflect the needs of the school system. She argued that the programs are inadequate for effective teacher preparation as concern the development of skills in ICT, Human rights, and HIV/AIDS. Furthermore teachers in most of the HE institutions are not trained and those who are trained are not well trained. In-service provisions whenever such is provided do not pay particular attention to teachers' immediate needs. Suggestions advanced here were; organizers of in-service training ought to have an operational rationale focused primarily on identifying practicing teachers' needs. Teacher education should provide student teachers with skills for research so that they can be critical of their own teaching and be self-evaluative, etc. It important to mention here that, once HE "trainers of trainers" lack sufficient skills and knowledge, it is difficult for them to execute the aforementioned HEO, hence ineffectiveness. Similarly, Endeley (2014) argued that if one component (e.g. supervision or duration) is weak, student-teachers may not acquire adequate competencies and this will affect the quality of the exercise. Again, according to the Systems theory cited in Tambo (2003) teacher and students are at the Centre of the teaching learning process as such, they interact in the course of the process thereby effectively implementing the HE objectives via teaching and learning. If teachers and students are well trained and do quality research, they are capable of transforming the nation via the acquired skills. In relation to the training of trainers and researchers. Endeley (2014) found that supervision is the core of Teaching Practice exercise. The role of supervisors therefore is of great importance in ensuring quality HEO implementation. This to say for the training of trainers and researchers to be effectively implemented there is a need for effective supervision of instruction and monitoring of such activities to enhance quality. In addition, Gujjar, Naoreen, Saifi and Bajwa (2010) believe that a university supervisor's duty is not only to evaluate the lessons of teaching practice, but to use his/her abilities to make this experience results-oriented. He/she should have meetings and conversions with teacher educators, experienced teachers of the institution, educationists, concerned school head teachers and other teachers.

Again, Tchombe (2010) found training of trainers and researchers ineffective in the area of teacher training. For improvement purposes, she highlighted four issues as way forward: Create opportunities for capacity building for teacher educators through exchange; Provide institutions with information communication technological (ICT) tools to enhance the development of new pedagogical skills for sustainable teaching and learning; help with the equipping (ICT materials) of the ten focal centers in the ten regions of Cameroon for contact with distance education in-service teachers; Support the strengthening of institutional capacity for caring and managing vulnerable and disabled students. That is to say these HEO need to be continually implemented and effectively in the realization of vision 2035. Doh (2012) also found out that universities are going through a second revolution of the socio-economic relevance of their mission, thus suggesting an entrepreneurial paradigm encompassing a third mission.

Furthermore, teaching practice and internships are examples of the training of trainers and researchers. Endeley (2014) found out that generally, the teaching practice exercise in the University of Buea is effective but supervision and duration need to be improved upon and implications for preservice education are discussed. With respect to responsibilities of the supervising teachers, all supervisors have an important role to play in order to ensure quality or effectiveness. With regard to the school climate, they should support the student teachers (Williams, 1994), give a considerable amount of feedback (Calderhead & Shorrock, 1997; Maynard, 1996), and collaborate with the student teachers even to the point of team teaching with them (Feiman-Nemser & Beasley, 1997; Fosnot, 1996). Eid (2014) found out that research contributions to contemporary issues, initiatives and reforms HE therefore if all of these recommendations are considered in all HIL in Cameroon and quality researches carried out, the training of trainers and researchers will be enhanced and strengthened in its unique areas hence paving the way to attaining Vision 2035. Also, ADEA (1999) remarked that Quality control is virtually non-existent in the universities. In the effort to rectify this omission, the University of Buea has run seminars, with the collaboration of experts from the University of Manchester, on quality control and quality assurance. But the actual implementation of quality control is yet to be carried out. There is no doubt that this is a very serious handicap. Periodic performance evaluations are the only way in which the reforms can be monitored and kept on track. Results from interviews indicates that 75% of respondents said that their school encourages poverty alleviation. This is because they offer courses in entrepreneurship, resource management, banking and accountancy compulsory to students; as such student will have necessary skills for self-employment. On the contrary 25% revealed that, their institutions do not encourage poverty alleviation because their institutions do not offer courses in entrepreneurship, resource management, banking and accountancy compulsory to students, as such some student may not have necessary skills for self-employment. This is in line with Doh, (2012) who found that the two major orientations that stand conspicuously as the internal strategies adopted within the HE system towards the growth and poverty reduction in Cameroon are: employability which is tackled through teaching and the curriculum by professionalization and research through an

emphasis on application, R & D and university-industry and business linkages. Also, more results from interviews indicates that 83.33% of respondents said that their school encourages the strengthening of national unity and consolidation of democracy. This is because they encourage the creation of student's association, organizes games, send students on internship, and treat students from different cultural diversity equally. On the contrary, 16.67% revealed that, their institutions do not encourage the strengthening of national unity and consolidation of democracy because they do not encourage the creation of student's association, organizes games, send students and finally do not treat students from different cultural diversity equally.

## 5. Conclusion

Stated in Law No.005 of 16th April 2001, Higher Education in Cameroon is assigned a basic mission of producing, organizing and disseminating scientific, cultural, professional and ethical knowledge for development purposes. At the same time, the wide gap that exist in the aforementioned mission, particularly the low rates of returns in Cameroon's Higher Education is becoming very alarming. The purpose of this study was to investigate the level implementation of Higher Education Objectives (HEO) on the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy. After analysis of data, the findings revealed that; the strengthening of gender equality is high hence guarantees the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity, and consolidation of democracy. Results revealed that factors in favor of gender equality include; Policies adjustment leading to inclusive education, equity and increase in gender access, relatively equal opportunities in Science Departments, a relative change in teachers' Perception towards women education, the relative decrease in favoritism and increase in meritocracy rate in HE classrooms, increase in female leaders, teachers, and researcher to influence decision making leading to a relative balance in the inclusion of male and female students in major school projects, activities and decisions. On the contrary, results revealed that the mean for the training of trainers and researchers were found low as such does not guarantee the attainment of Cameroon's Vision 2035 with respect to poverty alleviation, and national unity and consolidation of democracy. Results revealed that, factors influencing the low level of Training of Trainers and Researchers in HE include; generally low-quality control and monitoring in HE, inadequate financial, material and human resources to effectively influence the training of trainers and researcher, poor research funding and management, low motivation of staff and students to attend seminars, ineffective research supervision, and duration for learners to gain required skills, poor feedback quality from research supervisors, contribute to the low level of Training of Trainers and Researchers in HE. The researcher concluded that the Implementation of HEO has a direct relationship with the attainment of Cameroon's Vision 2035 yet some of the objectives are not effectively implemented. The better the implementation of HEO, the more HE can guarantee the attainment of

Vision 2035. The researcher concluded that, there are also other factors that will significantly contribute to the attainment of vision 2035, but would like to emphasized that higher education institutions needs to effectively and efficiently play its part by implementing the all the HEO.

### 5.1. Recommendations

- Cameroon's Ministry of Higher Education (MINESUP) / Policies Maker(s) should effectively enforce and monitor all higher education institutions in Cameroon in general and particularly monitor the implementation HEO to find other gaps (gap analysis) which exist in implementation of HEO in addition to the ones highlighted in this study. MINESUP should also regularly organize Seminars /workshops at the national/ ministerial level and schools to train and orientate teachers towards the implementation of started objectives. MINESUP should provide necessary resources (human, material, and financial resources) to enhance the implementation of HEO, for example provision of research institutes, invest in teachers' professional development, equipped libraries, train and supply qualified teachers, effective supervision of instruction, pay regularly research grants to researchers for motivation, reduce brain drain of qualified researchers and teachers by enhancing employment and systemic meritocracy in Cameroon HE, etc.
- All teachers, researchers and practitioners should respect the of HEO while implementing the curriculum so that the learners will gain the required skills, attitude and knowledge and professionals in their different domains so as to be able to effectively contribute to Cameroon vision 2035.
- Considering the two official languages (English and French) to server all learners, teachers, researchers, practitioners and participants, strategic and meaningful seminars/ workshops should be frequently organized by higher institutes of learning (HIL) to enhance teachers professional development on one hand, and students growth on the other.
- Given that the high cost of internet fee and epileptic nature of electricity in Cameroon cannot sustain a favorable learning experience for an average student, most student/researchers depend on the print materials from libraries, friends and teachers for literature and more. For this reason I like to recommend that School libraries in HE should be provided with modern facilities and services including constant internet and electricity which supports and sustain research. While doing so, they should also consider the supply of references research resources such as books, journals subscriptions and articles in the two official languages (English and French), because providing resources only or few in one language, make some learners handicap in research in their research prospects. If the aforementioned problems are not addressed it will continue to influence the low research engagement and productivity in HE.

- HIL administrators should directly and indirectly supervise instructions effectively, and sanction teachers/ supervisors who are not implementing the HEO as required, put up good leadership practices that will encourage a good learning environment.

### **Conflict of Interest Statement**

The author declare no conflicts of interests.

### **About the Author**

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