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Colonial Legacy, Education, and Employment Opportunities: The Case of Cameroon

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MA, SIT Graduate Institute, VT

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Dissertation Submitted in Partial Fulfillment

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Abstract

The history of colonialism is one of the most powerful factors affecting the development of newly independent African states and limiting their chances for successful evolution. This research involved Cameroon and employment and educational issues associated with colonialism. The division between France and Britain contributed to the establishment of bilingualism within its territories, which is a source of multiple problems today. The study involved investigating the current situation in Cameroon through the lens of colonialism and its influence on countries. Theoretical foundations for this study were the colonial and postcolonial theory, neocolonialism, and concept of postcolony. They are used to explain roots of existing problems in the state and establish a framework for discussion. The study included peculiarities of bilingualism in Cameroon and how they influenced citizens' chances of being educated and getting jobs. To examine the problem, a questionnaire was distributed to Cameroonians from the education and employment sectors with the goal of collecting relevant data and reaching conclusions about the current state of the problem in the country. Findings indicated a concern as it slows down Cameroon's development and limits its chances for successful state-building. Resolution of the problem might help to promote positive social change by providing Cameroonians with new opportunities to become educated and find worthwhile employment.

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Chapter 1: Introduction to the Study

Regardless of multiple attempts to create new independent states free from the remnants of the past, the colonial history of several nations still has a significant influence on their policies, both internally and externally. Cameroon, previously the colony of Germany, is one of those nations. France and the United Kingdom shared Cameroon between the First World War and independence in 1960 (Ashu, 2020). This period became a serious factor in shaping the development of this state and its most important sectors. For this reason, the study involves colonial legacy in terms of education and employment in Cameroon. This issue was chosen because it remains an enduring public policy issue in Cameroon. Effects of colonial legacy on education and employment have generated challenges and resultant conflicts. However, the Cameroonian state has not made required changes in policy to address these challenges. Thus, understanding Cameroon's past helps to determine methods to mitigate them, improving quality of life of people representing different disadvantaged groups or vulnerable minorities.

This chapter includes the problem of the study involving colonial legacy and its effect on education and employment. Next, I provide a background to the problem, as well as the purpose of the study and research questions. I also include a brief discussion of the theoretical framework, nature of the study, definitions of key terms, assumptions, limitations, significance, social change implications, and conclusions.

Background of the Study

Colonialism continues to have a strong impact on Cameroon and the operation of its major institutions. Diang (2013) maintained colonialism has not left the country and remains a factor influencing cooperation between different groups. Moreover, the country has shifted towards neocolonialist and neoliberalist ideas (Diang, 2013). The state still critically depends on European countries economically, meaning that its ability to perform as an independent nation remains in doubt. Education and employment are controlled, not by the government of Cameroon, but by other states, which creates the basis for the emergence of multiple problems.

British and French Rule in Cameroon

Cameroon is critically influenced by European nations and their dominance in the area. Occupation, division, and colonization of most territories of Africa by Western states is referred to as the Scramble for Africa, which resulted in 90% of the area being controlled by Europeans, including Cameroon (Clark, 2019). Initially, the German Empire viewed it as its own protectorate and exploited the country; however, after WWI, Great Britain and France divided the state, which resulted in the emergence of a significant divide between local populations and created the basis for contemporary problems observed in Cameroon. British rule was a period of rapid economic development during which agriculture involving production of cacao, coffee, and bananas was supported to ensure sufficient amount of goods needed for the metropole (Clark, 2019). However, it was not followed by positive alterations in terms of cultural and social life in the state.

The British Empire introduced its own customs and traditions, including language. Crook et al. (2018) noted for giant empires consisting of multiple overseas territories, promoting a single language to be spoken in all those territories was a top priority, as it simplified governance and empowered its position. For this reason, Cameroon, owned by the British crown, was characterized by focus on cultivating use of the English language, making it the language used in all official interactions and educating representatives of the local population with the goal of strengthening their ability to speak English (Njoh & Ayuk-Etang, 2020). This resulted in the emergence of discriminative models as Anglophones had better opportunities for employment and education.

Compared to British Cameroon, French Cameroon experienced greater economic development, mainly due to a focus on industrial and infrastructural development. De Juan and Pierskalla (2017) stated higher education levels, better healthcare, and gross national product per capita were the result of a wise development policy and the need to create the basis for French rule in the area. For this reason, territories of the state owned by France benefited from timely and necessary measures that served to stimulate local production (Njoh et al., 2017). This period of history was in general positive for Cameroon as it established the basis for future evolution and led to better quality of life and reconsideration of some outdated practices inherited after German rule (Njoh et al., 2017). However, De Juan and Pierskalla (2017) noted French colonizers also brought their own language and cultivated its wide use in social and economic life. Hence,

currently, it serves as the source of language problems and promotes divides between multiple population groups in Cameroon.

As with any metropole, France was interested in establishing its own authority through powerful government and policing methods. Culture was also viewed as one of the potent tools for helping to control people and avoid conflicts. Via cultivation of the French language, the state managed to create a segment of the population loyal to the metropole, and that was used to perform a variety of important tasks and occupy certain vital positions (Hamann, 2020). This practice resulted in the emergence of the first signs of division between population groups. Individuals with the appropriate level of fluency in the French language acquired the chance to participate in the functioning of the country and expected a better quality of life.

In this way, the division of the state between French and British Empires became critical in terms of preconditioning further development of Cameroon. The German Empire created the prerequisites for the divide between various population groups, while the emergence of two dominant languages complicated the situation. Both France and Britain started cultivating their cultures while disregarding local customs and traditions (Hamann, 2020). For this reason, this formed the foundation of the language problem. Citizens who only spoke indigenous languages were opposed to individuals speaking English or French (Njoh & Ayuk-Etang, 2020). Jing (2019) indicated disregard of the population's needs and patronizing attitudes of Europeans toward then, combined with their mission to enlighten locals, promoted the emergence and strengthening of practices.

Being ruled by different empires, Cameroon inherited different cultural norms and traditions.

Altogether, British and French rules were fundamental for the state. Moreover, tendencies and patterns that emerged over that period of time remain relevant and affect contemporary Cameroon. The existence of two official languages and gaps between populations should also be viewed as the result of policies used by empires to govern territories. Furthermore, the decline of local culture and inability to act independently can also be traced to colonial rule. For this reason and in recognition of the crucial role these two Western states played in the formation of Cameroon and how they led to the language problem in the area, answers to research questions were sought.

Independence

Acquisition of independence by Cameroon became a critical period in its history, but it did not resolve multiple problems resulting from the colonial past. Jing (2019) stated disappearance of Western states with their powerful governments and methods to rule in colonies aggravated local problems and led to the need to choose a new and unique course of evolution. The issue also was partially due to not all parts of Cameroon became independent at the same time. French Cameroon proclaimed independence in January 1960, while Nigeria became a new state later in the same year (Jing, 2019). This led to the question of British territories and their future in new Africa. As a result, the Southern area voted to join the Federal Republic of Cameroon as one of its states (Njoh et al., 2017). However, regardless of expectations, that did not create the basis for stable development of the area and its future rise.

Researchers have agreed multiple problems affecting Cameroon today were caused during the process of becoming independent and joining some parts of the British domain to the French territories. For instance, Njoh et al. (2017) noted officials did not consider local peculiarities and cultural differences, resulting in clashes of interests between various population groups and their inability to find their own place in a new country. Disappearance of old institutions led to the necessity to create new ones in order to avoid a power vacuum and ensure that the territory was ruled effectively. However, the European influence remained critical for Cameroon, as during the first periods of independence, the role of French advisers was fundamental (Hamann, 2020). This resulted in the formation of specific social institutions inheriting old problems and conflicts.

The English- and French-speaking parts of the population had to learn how to live and work together, which also served as a basis for new conflicts. Hamann (2020) assumed the rule of strong European countries in the area influenced the position of educated groups and their opportunities for better quality of life and employment. At the same time, local people speaking aboriginal languages were disregarded, both by metropoles and the government of the newly-formed state (Hamann, 2020). Furthermore, differences in cultures and languages made the divide more critical and aggravated situations in the state. Hamann (2020) emphasized the Anglophone crisis in Cameroon was the result of a longstanding Anglophone problem and characterized by unfair distribution of benefits and complicated access to them.

At the same time, independence did not lead to fast evolution of aboriginal culture as was expected. Instead, according to Jing (2019), their position was disregarded as neither French advisers nor newly elected presidents were interested in cultivating unique African cultures. Inability to resolve the problem during the first stages of the state's evolution led to longstanding issues influencing the social life of the nation and its chances for successful development. The military conflict between Anglophones and Francophones, as well as disregard of aboriginal populations' needs increased tension between groups and mitigated Cameroon's prospects for future evolution.

Independence also resulted in reconsideration of employment and education issues. During colonial rule, these issues were mainly resolved by local governments which were focused on the creation of devoted and loyal population groups ready to support all incentives (Hamann, 2020). However, after becoming independent, Cameroon had to resolve such problems on its own, and a preference for French- and English-speaking individuals become obvious (Hamann, 2020). This revealed the government's desire to use employees who had specific characteristics, and at the same time, contributed to the isolation of people speaking aboriginal languages (Hamann, 2020). As time went on, this tendency continued and became visible in all aspects of social and economic life in the state. Instead of creating a new approach to educating specialists, the Cameroonian government continued to use earlier and discriminative models and did not offer additional support to those who had problems with employment or insufficient language skills.

Regardless of expectations, independence in Cameroon did not lead to the resolution of numerous problems and improvement of the state of aboriginal people. Following guidelines offered by French advisers, the new government could not resolve all issues they inherited as part of their colonial history. Moreover, inclusion of lands inhabited by Anglophones resulted in the aggravation of relations between different population groups and the development of a military conflict. With independence came the necessity to create new approaches to education and employment that would meet the demands of local people; however, that goal was not achieved. The problems of the past still influence the state, and there is a need for an effective solution to create the basis for Cameroon's development.

Aftermath

Prolonged colonial rule and the acquisition of independence by Cameroon resulted in emergence of numerous problems that are common to other newly-formed nations. According to Mbembe (1992), Cameroon became a postcolony, or a state which has a specific style of political power, developed pluralism, and unique historical trajectory that still affects the nation and problematic issues. Moreover, double standards and ineffective governance methods have complicated the state's transformation from a postcolony to a developing nation (Njoh et al., 2021). As a result, in the future, there is a lack of opportunities for successful development.

Today, Cameroon demonstrates all problems that are typical of countries previously governed by Western nations. The aftermath of colonial rule is still evident. Police, as an institution vital for the effective work of the government, continue to

employ policies, practices, and behaviors that are typical for the colonial policing system (Boateng & Darko, 2016; Jing, 2019). This results in problems for law enforcement and corruption of its image within countries. Populations do not trust officers and view them as potential enemies (Jing, 2019). Such forces were used to suppress individuals or groups and maintain order in the region.

The establishment of neocolonialism is another result of the long colonial history and preservation of the Western influence on Cameroon. It involves methods to use economics, cultural imperialism, and colonial aid to influence nations and attain desired outcomes. Instead of direct rule, colonial methods, and military power used previously by empires, indirect political control and approaches are employed (Burchardt, 2020). This helps to support existent ties and cultivate relationships of dependence and financial obligation towards neocolonial nations (Ejiogu & Mosley, 2017). Degree of political control might differ; however, it remains one of the critical factors influencing the development of states and their place in international discourse. Ejiogu and Mosley (2017) said neocolonialism is a common problem for all African states that were previously parts of European empires. They cannot act independently and are critically dependent on their patrons who offer support in return for loyalty.

The example of Cameroon shows that past colonial patterns remain, thus limiting the nation's opportunities. Independence of Cameroon was followed by France's decision to install neocolonial governments, guaranteeing that people and resources would remain subservient to French interests (Burchardt, 2020). At the same time, national elites also created by the colonial state were selected to form a vision of national sovereignty and

avoid conflicts or claims involving preservation of the colonial system (Burchardt, 2020). This means that benefits remain distributed unequally, and most population groups are deprived of the opportunity to enjoy all advantages of an independent state. Jing (2019) viewed neocolonialism as the major source of the language problem in Cameroon which led to multiple issues involving employment and education. Elites cooperating with Western states disregard local interests while securing additional benefits and concentrating power in their hands (Burchardt, 2020). This results in the emergence of conflicts and tensions such as the Anglophone crisis as well as some groups' inability to find jobs and have appropriate quality of life.

Another visible outcome of colonial rule is the absence of strong opposition with the power to influence national policies and protect interests of local people or minorities. Wahman (2017) stated even prominent opposition leaders, such as Samuel Eboua and Adamou Njoya, previously worked in the president's administration, meaning they had close relations with France and lobbied for its interests in the region. For this reason, their ability to radically alter politics was doubtful, and the future remains unclear as the country suffers from neocolonialism, the worst manifestations of capitalism, and biased attitudes of Western nations (Dietrich, 2017; Jing, 2019). Reconsideration and elimination of these patterns are key to promoting positive social change in Cameroon in order to help vulnerable groups. However, this remains complex as there is no strong political power that can accomplish these goals.

Cameroon suffers from the aftermath of its colonial past, which serves as one of the major causes for most of its problems. The old system was replaced with a new one

that nevertheless preserved similar traits and methods. Neocolonialism also has multiple negative effects on the state in terms of independent policymaking and pursuing local interests. Being a part of French Africa, Cameroon follows France's goals, and its elites prefer to disregard the problems of aboriginal people involving their inability to find a job or become educated, which was an issue in the 20th century.

Current State

The current state of Cameroon is complex, and multiple investigators have attempted to determine the most significant problems affecting the area. Numerous issues are shaping the economy, education, employment, and social life of the nation, and they mostly involve replacement of colonialism with neoliberalism. Diang (2013) asserted this system should be viewed as a new embodiment of colonialism at its worst. One of the critical problems is that neoliberalism promotes market capitalism and transforms people who want to find their own identity into customers (Lafferty, 2020). In Cameroon, the purchasing power of most individuals is extremely low, meaning that they are of little interest to Western partners, and their problems becomes less important compared to promoting some other interests or acquiring a competitive advantage (Diang, 2013). For this reason, neoliberalism, as the dominant paradigm, leaves little space for the development of social institutions in the ways aboriginal or discriminated minorities need.

Contemporary Cameroonian education is affected by the ways in which neocolonialism, neoliberalism, and the country's complicated past affect the newly independent state. For example, loss of indigenous languages has resulted in increased

topicality of the language problem. Differences between Anglophones and Francophones in terms of their struggles and inability to find common ground preconditions the decline of local culture, which is also observed in education. Lafferty (2020) noted Western communication patterns in most educational establishments promote creation of privileged groups and languages. Cameroonians with a poor knowledge of these languages do not have chances for education and acquiring a desired degree or career (Lafferty, 2020). For this reason, education remains one of the most problematic issues in modern Cameroon and creates new problems for the state and government.

Employment is another challenging sector in Cameroon which is also linked to the colonial past. According to Segell (2019), problems in education result in the emergence of issues regarding the job market. There are several reasons that uneducated Cameroonians do not have chances to find well-paid and prestigious jobs. First, they do not know European languages such as French, which results in their exclusion from elite circles and replacement with individuals who have these skills (Segell, 2019). Additionally, as stated previously, aboriginal people cannot enroll in most educational establishments, which makes them a discriminated minority and results in complexities when looking for jobs. Tribalism, traditionally an issue in the area, makes the problem more complex as members of different tribes face barriers preventing them from becoming educating and improving their communities (Segell, 2019). For this reason, employment issues are linked to complex education in terms of its inability to meet local needs.

Cameroon's bilingualism is another important factor affecting the state and quality of people's lives there. Dupraz (2019) argued that the bilingual character of education is explained by French and British control over the state and its history. It also serves as a source of instability and conflicts between various groups. Bilingualism cultivates exclusivism and makes differences between groups more complex and sophisticated (Alonso & Le, 2020; Dupraz, 2019). The current two-language system confuses most citizens and might serve as a barrier to employment and education. The unity of the nation also suffers, which is evidenced by divisions between Anglophones and Francophones, their inability to find common ground, and the ongoing military conflict between them (Dupraz, 2019). Additionally, by considering English or French as central languages, governments forget about the problems of local people with their aboriginal culture and traditions. For this reason, bilingualism does not cultivate diversity but results in new issues and a growing dependence on European states.

Thus, the current situation in Cameroon is complex as important aspects of social life and critically important institutions remain dysfunctional. They suffer due to manifestations of neoliberalism and neocolonialism, which involve cultivating capitalism and transforming local people into customers who can generate additional income (Issar, 2021). However, for Cameroon, with its citizens' traditionally low-buying capacity, these attempts do not work, resulting in disregard of local interests (Kundnani, 2021). Critical problems involving education and employment are also disregarded or unresolved, which means that in the future, Cameroon will still experience the strong influence of Western states and will remain dependent on their specialists and investments. The current

situation also shows the national crisis and opposition between various groups with different customs and traditions. For this reason, it becomes vital to step away from past practices and start a new cycle of development characterized by increased attention to local issues and problems.

The colonial and Europhobe divide in Cameroon can be barriers in terms of the state's evolution into a democratic state. Mbihbiih (2016) stated the possibility of establishing a democratic state is reduced because of the absence of unity in the nation and lack of culture or single mentality that can serve in order to attain certain goals. The current body of research proves there are still strong influences of the colonial past on the state. However, there is also a gap in knowledge related to how exactly biculturalism, bilingualism, and divides between Germany, Britain, and France affect Cameroon and its education and employment patterns (Hamann, 2020). The influences of these factors are strong; however, the current body of research lacks information about how to cope with the legacy of colonialism and what problems might arise.

Another problem due to the colonial past is the loss of indigenous languages and numerous resultant issues involving education and employment. Echitchi (2019) observed differences between Anglophones and Francophones, along with the need to preserve good relations with European countries, created the basis for the decline of existing languages, culture, and education. The dominance of Western communication forms in terms of higher educational establishments makes them privileged languages, meaning that Cameroonians who do not know these languages are limited in terms of their opportunities to find well-paid and professional employment (Echitchi, 2019).

Hodieb (2020) emphasized the generational gap in learning that contributes to the extinction of indigenous languages, customs, and traditions and claimed colonialism becomes a substantial threat to local cultures. Moreover, people who try to preserve their ancestral heritage can experience difficulties in terms of finding jobs or becoming educated because of the dominance of French and English languages in the country (Hodieb, 2020). That is why it is vital to continue investigating this issue to better understand its effects and acquire tools to mitigate those effects.

Colonial history remains a serious factor influencing educational policy in Cameroon. The bilingual nature of tertiary education is one of the remnants of the past and a result of French and British control over two parts of the state (Dupraz, 2019). However, instead of promoting diversity and improving language skills of local populations, these policies introduced exclusivism and created the basis for divisions inside the country (Hyasinth, 2018). The existing two-language system of Cameroon contributes to growing confusion among citizens, their inability to find good jobs without knowing one of these languages, and growing gaps in education (Hyasinth, 2018). The existence of several languages in the state leads to barriers preventing its further evolution away from its colonial past. Cameroon remains dependent on European policies, meaning that languages are important for its functioning and influence all aspects of the nation's life.

Cameroon is a developing nation trying to create a democratic and prosperous state for its citizens. However, the country still experiences problems involving divides attributed to language and the country's colonial past. Bilingualism does not cultivate

diversity; instead, it creates exclusiveness and issues with employment. For this reason, the given study is justified in order to outline effects of past history and find causes for current problems involving evolution of the state. Furthermore, the gap in knowledge also justifies relevance of the selected topic. This study involved focusing on analyzing education and employment patterns in Cameroon to understand influences of colonialism and how they can be assuaged using modern tools.

Problem Statement

The problem under study was the current divide between Anglophone and Francophone populations of Cameroon specifically involving education and employment. Although there is a significant body of research devoted to this problem, the connection between employment and education influenced by the colonial history of Cameroon had not been explored. While authors have examined the influences of the bilingual divide and European impacts on education, there exists a dearth of studies linking problems in employment and professions studied by Cameroonians and their colonial past. For this reason, there is a need to conduct additional research analyzing effects and possible outcomes for the state, along with solutions that can be used to improve the situation and minimize adverse effects of this divide.

Purpose of the Study

The purpose of this qualitative case study was to explore the link between British and French colonialism in Cameroon and the country's current educational system with particular focus on graduates' future employment opportunities. This was based on the current divide between populations in the state and history characterized by presence of

multiple powers. It is vital to investigate the current trends and peculiarities in Cameroon to address how the country functions in terms of the effects of its colonial past. Thus, via 20 participants, I collected data from educational and employment sectors in Cameroon. That data served to address the research gap, which was the current lack of information regarding relations between educational and employment opportunities in terms of language divisions of the nation and emergence of some privileged groups.

Research Questions

This study involved addressing the following questions:

RQ1: How has British-French colonialism in Cameroon affected the formation of the country?

RQ2: What is the role of bilingualism in education in Cameroon?

RQ3: What are the effects of colonialism on the country's employment?

RQ4: What is the perceived connection between postcolonial education and choice of professions in Cameroon?

These questions assisted in guiding research and data collection procedures. The project was organized to gather information and credible evidence and discuss issues and provide clear answers. This impacted the selection of research method and theoretical foundation of the study. Research results were related to these questions and will improve understanding of the problem under investigation.

Theoretical Foundation

The central purpose of the study was to explore the influence of British and French colonialism on Cameroon and its future. For this reason, the theoretical

framework of the study related to colonialism, newly independent nations, and their nation-building efforts, all of which are elements of the postcolonial theory, which was applicable to the study. Postcolonialism is a field focused on analyzing and exploring the legacy of colonial pasts and imperialism (Bhabha, 2004; Said, 1979). It emphasizes lands that were previously under European power and state building-attempts there (Echitchi, 2019; Fanon, 2021). The theory also involves centering and analyzing history, culture, literature, and language of local communities, how they were and continue to be altered under the influence of other states, their current state, and future (Gregory, 2004). It involves culture, language, and power.

The framework of the study comes from the ideas of postcolony and culture. Mbembe (1992), cogitated on the notion of postcolony and the banality of power in Cameroon, and spoke about the most notable influences that are linked to past rule of European states and the way nations evolve. Postcolony refers to a state with a distinctive style of political power, pluralism, and specific historical trajectory still affecting the country and resulting in the emergence of multiple issues and problems (Bhabha, 2004; Mbembe, 1992). The state suffers from past and ineffective patterns, binary categories, and inability to find its own way.

The postcolonial theory was used the study and justified due to events currently occurring in Cameroon involving its state-building attempts and power patterns. Decolonized people acquire a specific postcolonial identity based on past interactions, one that influences their current and future states (Said, 1979) Moreover, this study

involved focusing on culture, language, and legacy, which are vital in order to determine relationships between colonialism, modern education, and employment patterns.

Conceptual Framework

The theoretical framework was used to introduce several concepts that were related to the study because of their applicability to discussed issues, including postcolony, neocolonialism, postcolonial identity, and culture. The influence of colonialism and decolonization leads to people developing a postcolonial identity. Moreover, colonization is a factor that informs policy, even after countries gain independence. One of the central elements of this paradigm is the notion of postcolony, which can be used regarding Cameroon and discussion of leading issues that can occur in the state today. The term is linked to theories of postcolonialism and related major assumptions.

African nations today suffer from past experiences and patterns inherited from European empires (see Echitchi, 2019; Lekane, 2017; Mbembe, 1992; and Nyoh, 2018). The cultural legacies of the British and French Empires are still visible and influence the development of countries in their influence, which includes culture itself, religion, education, and employment (Nyoh, 2018). The concepts of postcolony and postcolonialism remain applicable to the study of Cameroon and factors that are critical for its populations. Using the selected theory, it is possible to predict the further evolution of states their ability to create their own independent governments and establish a powerful authority capable of maintaining order and forming the basis for further

development (Gregory, 2004; Nyoh, 2019; Said, 1979). For this reason, chosen concepts are critically important to discussion and analysis.

Past division between European states, their interference in domestic affairs, and attitudes toward local populations created the basis for the emergence of severe problems (Lekane, 2017). Today, multiple state-building attempts have failed because of characteristics peculiar to postcolonies, such as dependence on former domains, weak power, and problems with culture, language, and education. Mbembe (1992) noted postcolony is characterized by a specific way in which identities are multiplied and transformed. Instead of creating a unique nation possessing characteristics of its citizens and having a distinct culture, newly independent nations try to follow patterns established by colonizers. This results in the emergence of divides and privileged and discriminated groups, along with evolution of new problems.

For Cameroon, existence of gaps between different population groups is one of the most important factors affecting quality of life and individuals' ability to find good jobs and support families (Lekane, 2017). Postcolony status and this divide are interrelated and viewed as one of the central features of states that emerged after the collapse of giant empires and independence of their overseas domains. For this reason, the concept of colonialism and divide is vital for the study as it helps in terms of improved understanding of the current situation in the country and opportunities for successful development.

Some previous studies also focused on the term postcolony and its use regarding the specific theoretical framework. For instance, although Ndille and Litt (2018) did not

directly use this concept, they determined traits common to all states with similar histories and past experiences. It means there is a common perspective on conflicts and failures typical for areas that were previously owned by empires. This similarity in visions explains the relevance of the term postcolony, its applicability to different contexts, and use of the concept to describe some critically important processes in such countries.

The postcolonial theory offers multiple opportunities for discussing and cogitating about major causes for the emergence of specific problems in some nations. For Cameroon, its dependence on European states and inability to have an independent policy are due to its colonial past (Mbihbiih, 2016). In addition, the theory also involves concepts that have a positive influence on problems, meaning that employment can help uncover opportunities for some progress by eliminating divides or improving positions of discriminated groups (Lazarus, 2016). For this reason, the theory and its concepts were critical for the study and acquisition of reliable results and outcomes.

The conceptual framework for the study was the postcolonial theory. Researchers have focused on elements that are common to nations with histories of colonialism and are traditionally problematic, which include national identity, culture, language, and divides within countries. These are applicable to a postcolony or state passing through the state-building period and experiencing multiple hardships. This study is focused on Cameroon as one such entity as it demonstrates similar issues. Focusing on the education and employment sectors and applying notions of postcolonialism, I investigated impacts of the state's past on its current existence and options for further evolution. Alignment of

conceptual and theoretical paradigms created the framework for the study and increased relevance of conclusions.

Nature of the Study

I used a qualitative case study design. This was due to several factors. First, I focused on investigating the concept of colonialism in the Cameroonian environment. Moreover, objectives of the study were to determine connections between education, choice of profession, and employment in the state. Answering these questions demanded collecting personal experiences to enhance understanding of how the state functions and what problems people face in their everyday lives (Creswell & Poth, 2017). Moreover, an analysis of bilingualism and its effects in education made it necessary to cooperate with individuals within this environment to evaluate their experiences and views. For this reason, the qualitative research method was selected to allow for better analysis of personal data, attitudes, and perspectives, processing, and structuring in order to provide reliable conclusions.

A qualitative case study design is also effective in terms of researching a specific phenomenon and discussing its major peculiarities. This includes the examination of concepts, meanings, interpretations, and importance via a scientific context of inquiry (Gammelgaard. 2017). This helps to investigate real-world dilemmas by discussing certain experiences and analyzing them (Gammelgaard. 2017). The case study design also helps to ensure results have high validity and reliability, along with credibility of findings (Merriam & Tisdell, 2015). The investigation of the effects of colonialism was conducted using Cameroon's educational and employment sectors as the basis for

analysis. This involved collecting relevant information about the issue of interest and to answer all research questions.

I used a case study design. Data were collected from educational establishments and employment sectors of Cameroon, with the involvement of participants to create research and guarantee lack of bias or corrupted facts. This was done by distributing questionnaires among 20 Cameroonians. Secondary data sources included books, journal articles, theses, and other documents about Cameroon's education and employment. Using the qualitative paradigm, a thematic analysis was employed to clarify relationships between colonialism, bilingualism, and employment patterns in Cameroon. Results of this analysis helped to answer the research questions and allow for a discussion of effects of the colonial past on modern state-building attempts, quality of people's lives, culture, language, and customs.

Definitions

Anglophones: English-speaking people. In terms of the context of the study, representatives of a particular population group influencing the education and employment sectors of Cameroon (Fon, 2019).

Bilingualism: The ability to use two languages (Nyoh, 2018) A person may become bilingual by learning a second language or due to a surrounding environment. In terms of Cameroon, this is specifically the ability to use both English and French.

Binary aspects: Presupposing two options or perspectives. For Cameroon, these might include attitudes regarding education, employment, and culture (Mbembe, 1992).

Colonialism: The practice and policy of partially or fully controlling a certain country, occupying it, and using it economically to fulfill specific needs, resulting in the emergence of giant states, such as the British Empire, and control over vast territories (Said, 1979).

Divide: The gap in Cameroonian society which emerged due to the existence of groups speaking different languages and belonging to various cultures (Mbihbiih, 2016).

Francophones: French-speaking people (Ndille & Litt, 2018). In terms of this study, this refers to the cohort of Cameroon's citizens who use French as their first language, which affects their education and employment.

Indigenous culture: Native culture of Cameroon experiencing decline because of the influence of English and French traditions and languages (Bhabha, 2004).

Neoliberalism: A policy oriented on reform policies to revitalize the market, such as economic liberalization, privatization, deregulation, free trade, globalization, austerity, and stimulation of the private sector (Diang, 2013) It includes ideas from the 19th century which were proposed to make society more liberal and democratic.

Postcolonial theory (postcolonialism): The study of the legacy of colonialism and imperialism with a focus on consequences they had on people and lands. It involves analyzing history, culture, literature, and imperial power patterns (Mbembe, 2001; Said, 1979). Postcolonialism also involves investigating current states of former colonies through the prism of their colonial past to determine how colonial policies still affect these countries.

Postcolony: A former colony of one of the European states possessing some features typical for such nations, such as pluralism, divide, problems with local culture, inability to establish a clear development course, and difficulties with state-building attempts because of lack of experience (Mbembe, 1992). Mbembe (1992) discussed Cameroon and its multiple problems.

Socioeconomic status: A social condition of a particular class, individual, or group that is usually represented as a combination of education, income, and profession. Examining this status helps to determine demographical peculiarities and their influence on the state.

Assumptions

It was assumed that one of Cameroon's central problems today is the inability to find its own way to evolve and lack of experience being an independent state. This assumption is influenced by my personal judgement based on seminal studies on postcolonialism. That had destructive social effects on countries, which is viewed as the main basis for establishing premises (Fanon, 2021; Said, 1979). Thus, the nation acquired independence and the chance to become a strong country with multiple resources in order to evolve into a potent player regionally and globally (Ndille & Litt, 2018). However, the colonial policies originally established by the British and French contributed to the formation of weak leaders who were unable to avoid copying previous patterns and finding new ways. Today, Cameroon remains dependent on European states and experiences problems that are typical for postcolonial countries.

Another assumption is related to language in Cameroon. Bilingualism is traditionally associated with diversity and multiculturalism (Echitchi, 2019). However, it has become one of the barriers to uniting the nation. The divide between Anglophones, Francophones, and the rest of the population creates privileged classes and leads to aggravation of problems in education and employment (Echitchi, 2019). For this reason, it is vital to cultivate local languages and cultures as they can be used to avoid discriminative patterns and create the basis for future successes.

In the context of the study, I assumed the case study methodology was the best method to investigate this topic. This approach constitutes an in-depth description of a bounded system (Merriam, 2008). Thus, Cameroonian education and employment sectors could be researched by using this methodology in order to form a framework influenced by specific factors. Applying these selected research methods enabled me to collect credible evidence needed to form conclusions about the most significant factors affecting Cameroon.

Scope and Delimitations

In order to collect up-to-date and relevant information about the current situation in Cameroon, it was necessary to include local populations in research. Via 20 participants, data were collected from educational and employment sectors of Cameroon. Participants were adults with experience in education and employment sectors. It was also vital to engage representatives of both Anglophone and Francophone communities who were able to provide primary data involving the problem in educational and employment sectors, as well as share their visions regarding how it can be managed.

Participants' gender was irrelevant as it was not a factor that was investigated. Cameroon still experiences multiple negative effects linked to its colonial past, and this investigation and improved understanding can lead to better solutions or recommendations for improving people's lives and avoiding discriminatory patterns.

I focused on colonialism as the central concept as well as related policies. Education and work are expected to experience the most severe impacts due to the government's inability to establish a clear and specific course and follow it. The choice of this topic was due to the critical importance of these fields, which serve as indicators of the state's wellbeing and ability to overcome hardships associated with the colonial past. Results of the study can be transferred to real-life settings. Feasibility and scope of findings indicate the topicality of the problem that was selected for discussion. Investigating the current state of Cameroonian education and employment sectors is vital for understanding how postcolonial states evolve in current conditions.

Limitations

The study also has several limitations that should be mentioned because of their potential impact on results. First, the selected methodology implies using both primary and secondary data to address and discuss the chosen problem. However, access to information sources and participants was complicated. First, the pandemic introduced the need for isolation and distancing measures, meaning that when working with participants, it was vital to follow specific rules and minimize the risk of being infected. That in turn demanded additional time and effort, which was a potential limitation. Second, I depended on information provided by people during communications or via answers to

survey questions, meaning that data may not be subjective and lead to inaccurate outcomes in terms of research and relevance of findings. For this reason, it was vital to control the data collection process and ensure maximum objectivity.

Another possible limitation involved access to credible sources of information about the current state of education in Cameroon. Lack of knowledge in this field creates the need to perform additional research to find sources that can help to fill gaps and create the theoretical basis for the investigation. Finally, transferability of the project might be limited because of its focus on a certain state and its unique problems. However, numerous postcolonies experience similar issues, meaning results of this research can be applied to other cases with few modifications. The study has several limitations that might influence results; however, I mitigated them to acquire more relevant and up-to-date data.

Significance of the Study

Numerous states still experience problems involving their histories and inability to create new independent structures. This research will contribute to scholarship on colonial influence in Africa as well as underlying issues involving Cameroon's education and employment. The study also helps to fill the identified gap in knowledge involving effects that a colonial past can have on independent nations in terms of language division, formation of privileged classes, and chances for finding a good job.

Significance to Practice

Cameroon has a bilingual society consisting of representatives of different groups and cultures. However, this does not lead to increased diversity; rather, it creates the basis

for discrimination and slows down the state's growth. A comprehensive investigation of the problem and its roots was used to come to conclusions about ineffective current policies as well as their inability to resolve existing conflicts and eliminate remnants of the colonial past. Results of the study can be used to modify existing policies and help the government of Cameroon improve the quality of people's lives and find a new course for the state's growth. Additionally, findings can help to attract attention to the most vulnerable groups and help them improve the quality of their lives by outlining new employment opportunities or eliminating factors which limit them.

Furthermore, study results can be used by other researchers or authorities to address similar problems that might occur in other states with colonial pasts. Research has shown the existence of similar patterns in different regions recovering from divided or complex histories (Ndille & Litt, 2018). This research is vital for helping to develop policies that will lead to better quality of life and improved problem-resolution patterns.

Significance to Theory

The study is also significant for theory. The problem of colonialism and its influence on various states continues to exist. There is a tendency to analyze problems some African states face through the prism of their pasts. Furthermore, the postcolonial theory has become one of the applicable frameworks for investigating the effects of past colonial rule and determining problems linked to it. However, there are still under researched fields such as education, language, and employment. A limited number of authors have discussed problems involving Cameroon in terms of its bilingualism, decline of local language, culture, and customs. Therefore, the goal of the proposed study

was to cultivate a fuller understanding of the concept of postcolony in terms of modern environments and newly independent states such as Cameroon.

The study helps to fill the current gap in knowledge and generate additional theory. Its results can help in terms of understanding links between education and employment opportunities regarding the language divide, existence of Anglophone and Francophone groups, and privileged status of some communities. This information is vital for future discussion of Cameroon using the postcolonial theory when focusing on culture, power patterns, state-building attempts, and the need to create a new and unique course. Altogether, the study is justified by its focus on new ideas and factors acquired during the course of research. Obtained findings are valuable for both postcolonial and colonial theories, along with new ideas involving neoliberalism.

Significance to Social Change

The study is significant to social change in terms of its focus and nature of the research. Problems involving education and employment might result in critical deterioration in terms of quality of people's lives and deprive them of chances to engage in both personal and professional development. Effective work of educational establishments and their ability to prepare specialists to meet the state's demands are indicators of the nation's health and its ability to evolve. For Cameroon, specific issues in this sectors involving the colonial past are typical. The country cannot eliminate the existence of privileged groups because of language factors and belonging to an educated class. For this reason, this investigation focusing on outlining and analyzing roots of the problem is vital for promoting positive social change.

An improved understanding of the current problem will promote enhanced situations. Today, many people face difficulties finding good jobs because of their inability to become educated. Resolution of this problem via the creation of policies addressing the divide existing in Cameroon can result in better quality of people's lives and increase their contributions to the nation's evolution. Currently, a significant number of individuals are excluded from discourse within the country because of factors discussed in this study. Their inclusion can help to revitalize numerous processes in Cameroon and create the basis for its further evolution. This study's conclusions are significant to promoting social change in the state and helping people eliminate remnants of the past and engage in new state-building processes.

Summary and Transition

This chapter served to introduce the study, its purpose, research questions and nature, and justification for choice of data collection methods and analysis tools. I focused on exploring links between British and French colonialism in Cameroon and the country's current educational system with particular attention focused on graduates' future employment opportunities.

The chapter also included the significance of the project in terms of its ability to fill in a knowledge gap and promote positive social change by improving the quality of people's lives.

Chapter 2 includes a literature review, which was vital to discussion and analysis of the problem. Further, the review includes major concepts that were examined by researchers which were applicable to this study. Chapter 2 also includes major

assumptions and choice of frameworks for investigation. The literature review is

structured and logically organized to avoid fallacies or bias.

Chapter 2: Literature Review

As stated in Chapter 1, the problem under study is the current divide between Anglophone and Francophone populations in terms of education and employment. My aim was to explore links between British and French colonialism in Cameroon and the country's current educational system, with particular focus on graduates' future employment opportunities. To accomplish this, it was vital to review existing literature and analyze other researchers' views of the problem. Most sources agreed that the problem exists and influences the population of Cameroon. Hence, it there is a need to outline possible solutions and ways to improve.

The chapter begins with a discussion of literature search strategies. Next, I map out the theoretical foundation and basis of the study. Third, I review extant literature as a way of situating the study in the body of existing literature.

Literature Search Strategy

Only credible and relevant sources were utilized in this literature review. This included the following databases: SAGE, ProQuest, Elsevier, JSTOR, ScienceDirect, EBSCO, Sociology Database, PubMed, Google Scholar, and Cambridge University Library, as well as other reliable sources. I used the following keywords: *Cameroon*, *colonialism*, *British and French rule*, *divide*, *employment*, *Anglophone and Francophone populations*, education, *Jobs, privileged jobs, unemployment, work, agriculture, poverty, salary, social class, resources, family, female jobs, payment, English language, French language, African postcolonial states, and former colonies*. Using these terms, it was possible to find the most relevant and credible sources that provided information about

the situation in Cameroon and how citizens experienced it. I categorized available literature to avoid using unnecessary data or corrupted knowledge.

The literature search strategy had several stages. First, central research questions and purpose of the study were formulated. They were vital for consideration of next steps to create an improved understanding of how the current situation in Cameroon evolves and what measures were suggested. Second, a list of keywords was created to simplify searches and ensure that only relevant sources were included. The search was narrowed to sources published between 2018 and 2023. This was vital to guaranteeing that the problem of language in Cameroon was discussed using up-to-date data, and conclusions had a high practical value and can be used in ongoing research.

The study also includes other relevant sources such as reports, credible websites, and newspaper articles. To exclude unreliable or false sources, several criteria were used. First, reputation of the source and its global influence were taken into account. Second, information was compared to other credible researchers to ensure there were no flaws or false facts. Finally, applicability of information was analyzed in terms of research questions and the overall purpose of the study, ensuring that the study only contains appropriate literature that will contribute to a better discussion of the problem.

Availability of resources relevant to the issue under investigation helped in terms of organizing literature. The problems of colonialism, postcolonialism, and new nations remain topical in contemporary society. Regardless of numerous attempts to eliminate remnants of the past, states such as Cameroon still suffer from the influence of historical

issues and experience problems in terms of buildin new nations. There were no difficulties involving looking for demanded sources and creating discussion.

Theoretical Foundation

The central purpose of the study is to explore the influence British and French colonialism on Cameroon today. The study involves discussing elements of colonialism, newly independent nations, and their nation-building efforts. The postcolonial theory was applicable to the study and serves as the basis for the following assumptions and conclusions. Postcolonialism is a field which involves analyzing and exploring the legacy of colonial pasts and imperialism, with an emphasis on lands that were previously under European power and related state building-attempts (Echitchi, 2019). The theory also involves analyzing history, culture, literature, and language of local communities, how they were or are altered under the influence of other states, their current state, and the future. For this reason, the postcolonial theory was the foundation of the study as it involves culture, language, and power.

The theory is frequently used by researchers who work on similar issues and evaluate the global aftermath of colonialism and state evolution after the collapse of giant empires. The impossibility of creating strong nations with powerful authority and economy comes from the lack of experience (Mbembe, 1992). Furthermore, European states such as Great Britain and France, preserve their positions and often serve as forces influencing the region and policies of states. Applying the postcolonial theory, it is possible to understand the nature of these tendencies and analyze them in order to offer credible conclusions.

  The framework of the study is also formed by the idea of postcolony. Mbembe (1992) explained postcolony and the common use of power in such states using the example of Cameroon, and spoke about the most notable influences that are linked with past rule of European states and the way these nations evolve. The idea of postcolony indicates the existence of a state with a distinctive style of political power, pluralism, and specific historical trajectory still affecting the country and resulting in the emergence of issues and problems (Mbembe, 1992). The concept is closely linked to the ideas of ethnocentrism which was employed by the Western world in the past and remains one of the paradigms used to interact with Africa nowadays (Osha, 2000). It means that postcolony has a specific paradigmatic status differentiating it from other states and making its position initially vulnerable and subordinate (Osha, 2000). Moreover, most postcolonial societies are characterized by the contradictions of socio-economic and political formations (Adebanwi & Orock, 2022). From the postcolonial theory, the inability to avoid the label of a former part of a big empire is the central cause for the emergence of issues typical for postcolony (Nyoh, 2018). In such a way, Cameroon is one of the nations fitting the category of a former colony with as the state suffers from past and ineffective patterns, binary categories, and the inability to find its own way.

  The idea of postcolony can also be found in other contexts and research works involving similar problems. Echitchi (2019) discussed newly independent states or who are focused on analyzing the postcolonial theory and demonstrates the applicability of the term and its ability in terms of driving research and findings. Current attempts of

acquiring a better understanding of the situation cannot be performed without using given theories as the basis for discussion.

The relevance of the selected theoretical foundation can also be proven by the fact that multiple researchers have tried to analyze the problem from this perspective. For instance, Nyoh (2018) ascertained that most issues in newly independent nations come from their colonial past, meaning that the resolution to these problems should be created while considering the colonial theory and the postcolony concept. In other words, most states belonging to this cohort experienced a similar set of questions that deteriorate the quality of people's lives and their chances for successful state-building. In such a way, the applicability of the selected theory comes from other researchers' attempts to use it and to demonstrate the topicality of current problems and the necessity to resolve them by using specific approaches and methods.

Another reason for selecting the theory for the research is its ability to promote a better discussion of the chosen issue and to answer the formulated research questions. Thus, the study focuses on the investigation of the current state of language problem in Cameroon, in so far as it results from the past of the state and the British and French rules. That being the case, it is impossible to analyze the issue while disregarding the major assumptions of the postcolonial theory.

The postcolonial theory becomes the basis for the research. Its choice is explained by the events happening in Cameroon today; its state-building attempts and power patterns can be explained using the basic assumptions of the given theory. Moreover, the selected paradigm focuses on such aspects as culture, language, and legacy, which are

vital for the study and the attempt to determine the relationship between colonialism, modern education, and employment patterns. For this reason, the focus of the selected theory and its ability to create the basis for the most assumptions made in the research. Referring to major ideas formulated by Mbembe (1992) and other postcolonial scientists, it is possible to analyze the chosen area of interest. The given theories can also improve the relevance of findings and their practical utility as it is possible to use the study in terms of the postcolonial theory or as the basis for further study.

Literature Review

Colonialism

The existing literature emphasizes that most problems modern African states experience mainly come from their past occupation by the European empires. Most authors have agreed that those who ruled a territory pursued their own interests and that metropoles exploited human and natural resources and established discriminative or unfair laws or regulations (Crook et al., 2018). In general, colonialism is defined as an approach to control a nation or territory by creating different forms of domination and imposing religion, language, and other cultural practices (Crook et al., 2018). The central aim of this practice was to acquire additional economic and human resources that could be used to empower the state and support its global dominance (Pulido, 2018). Metropoles were not interested in incorporating local customs and traditions or to offer the provision of independence and the establishment of powerful local authorities. European rules determined all strategic decisions, meaning that, for decades, lands had been depressed and deprived of the chance to move in their way.

Colonialism and imperialism, two closely connected terms, significantly impacted the areas and contributed to the emergence of deeply rooted practices and mechanisms that remain visible today. Boateng and Darko (2016) stated that the century-long colonization by European empires had a crucial influence on the area and impacted the contemporary governmental institutions in former colonies. The methods used by metropoles to rule the land and control the population remain in place today, which results in the emergence of multiple problems and conflicts between different population groups (De Juan & Pierskalla, 2017). Additionally, the lack of attention to local culture and needs created the basis for problematic self-determination and the inability to establish an own and unique course (De Juan & Pierskalla, 2017). Colonialism is one of the prior causes of numerous problems observed in newly independent states nowadays.

European states, which recognized the critical importance of the area, divided and ruled Africa. However, the first contact with the continent happened much earlier and also impacted the land. Adebanwi (2017) noted that the initial attempts to interfere with the functioning of African establishments altered the development of the area and preconditioned its future colonization. For instance, the Atlantic slave trade had begun prior to the establishment of the formal rule of Africa by Europeans; however, the continent's human and natural resources were used to form the basis for the rapid development of empires and the evolution of imperialism. Later, limitless access to cheap manpower and its use for a variety of purposes allowed states to colonize Africa. Starting from the late 19th century, most powerful European nations, such as Britain, France, Netherlands and Germany, occupied the area and imposed their laws, regulations, and

methods (Lee, 2017). It became the turning point in the history of modern African states and resulted in the emergence of critical problems.

When probing the colonization of Africa, researchers have agreed that Europeans used discriminative patterns. The feelings of racial superiority and a specific responsibility for people who were mostly considered savages impacted colonizers' attitudes toward locals. Njoh et al. (2017) emphasized that ideologies of racial hierarchy created the idea of the necessity to enlighten and civilize Africans, which also helped to justify both colonialism and the harsh laws enacted within these lands. This attitude also resulted in the attempts to alter local culture and interaction models, making them European-like, and create beneficial conditions for the rise of European culture (Segell, 2019). This was achieved by discouraging the use of local languages and traditions and by disregarding the needs of Aboriginal people (Segell, 2019). This approach became a basis for the emergence of long-term problems that currently affect the nations of Africa.

In such a way, colonial rule can be viewed as one of the most important factors shaping African nations and resulting in the emergence of critical issues and failed nation-building attempts in modern states. Shome (2016) indicated that one of the most notable and visible aftermaths of colonialism were the degradation of cultures and alterations in people's mentalities resulting in the lack of both confidence and self-determination. The long history of being ruled by other nations negated the attempts by aboriginal people to create their own independent and functional states with the developed state machine and culture (Yeh, 2016). The use of native Languages, as the central uniting phenomenon helping people to identify themselves as a nation and move

forward to achieve common goals was discouraged by colonizers, who replaced those languages with their own (Steinman, 2016). For this reason, today, there is a gap between various population groups and the existence of discriminative patterns relevant for minorities who speak African languages or do not have sufficient knowledge of English or French.

Altogether, the current body of literature indicates that most problems in a number of spheres, including culture and language, peculiar to African countries today can be traced back to and should be viewed as the heritage of the past. The discriminative practices of colonialism and the need to exploit the land resulted in laws depressing local people and their attempts to create their own governments and states. For this reason, today, territories remain dependent on European patrons and cannot eliminate remnants of the past that are especially problematic in the areas of education and employment.

Bilingualism

From an historical perspective, bilingualism in Cameroon results from the British and French rule over the territories now belonging to the state. Due to colonial educational and cultural policies and attempts to enlighten local people and transform their culture into one that resembled those found in Europe, groups of elites speaking two European languages emerged. Fon (2019) stated that this factor became critical for the history of Cameroon as it created the basis for future division. The acquisition of the independence and annexation of some territories of British Cameroon introduced the need to resolve the problem of the existence of other languages across the land. At the same time, as Ndille and Litt (2018) made clear, when choosing the official languages, no

attention was paid to those of the aboriginal peoples. That resulted in the decision to make French and English two languages that the government officially accepted.

Following the official view, bilingualism in Cameroon is one of the factors vital for promoting the unification of the nation and the formation of its unique self-identity. When considering this problem, Ashu (2020) determined that, on a political level, bilingualism is a strategy used to hold political and social integration intact and avoid issues that might emerge on a language basis. It is a tool to ensure that the territory of Cameroon previously owned by several states is unified, respecting the interests of English and French-speaking groups and regions (Echitchi, 2019). The diversity of dialects and forms was also considered when making this decision but it was decided that bilingualism was essential for Cameroon and was hence established to minimize the possibility of conflicts.

However, contrary to official statements, there are also some other perspectives on bilingualism and the role it plays in the functioning of the state. For instance, Takam and Fassé (2020) noted that the decision to officially recognize two European languages in the African state demonstrates the failure of the state-building attempts and the readiness to follow the recommendations of Western partners and accept their rules. This decision also signaled a disregard of local populations and their dialects as no attempts were made to analyze their needs and introduce regulations protecting their interests and helping to support declining local culture, traditions, and languages (Flores, 2016). For this reason, Echitchi (2019) found bilingualism in Cameroon to be an ambiguous issue as it has several impacts on the state. On one hand, it offers opportunities for people who

know English and French to become educated and find good jobs (Baker et al., 2016; Echitchi, 2019). However, for other groups, it is a discriminative practice, creating a barrier to joining the social intercourse and becoming a part of a privileged cohort.

Speaking about the influence of bilingualism on the state, multiple researchers have offered different opinions. For instance, Hamann (2020) observed that the existing conflict between Anglophones and Francophones results from formal bilingualism which, in practice, is not as effective as hoped. It creates a particular misbalance resulting in the emergence of discriminative models and a more advantageous position for French-speaking populations (Hodieb, 2020). At the same time, English-speaking groups struggle to improve status, along with the opportunity to play a more active role in the development of the state (Hamilton, 2019; Hodieb, 2020). Bilingualism might contribute to the division of Cameroon instead of uniting it and helping it to move forward to attain a common goal.

Furthermore, the exclusion of aboriginal languages or local cultures from the social discourse can also be viewed as a result of bilingualism and its support from the government. Nyoh (2018) said that attention devoted only to French and English languages creates a risky situation characterized by shifting priorities towards them with the lack of focus on current needs. In Cameroon, people speaking various dialects do not have regulations or rules protecting their rights, meaning that they remain vulnerable as there are no legal tools available to them (Hodieb, 2020; Park, 2021). From this perspective, it becomes a serious problem for the state, which tries to find its own way to create a new course.

The influence of bilingualism can also be seen in the education and employment spheres, which have been discussed by multiple researchers. As stated previously, most higher institutions offer opportunities for both English- and French-speaking people, meaning that they have a chance to acquire better knowledge and build a career. However, as Dupraz (2019) noted, while there have been some attempts to create additional opportunities for other groups, Cameroon remains mainly a Francophone country. The constitution emphasizes the need to promote bilingualism; however, there is a focus on its implementation or institution responsible for controlling the cultivation of bilingualism in Cameroon (Mbihbiih, 2016). There is no legal framework helping to supervise the functioning of institutions and the way they observe the law.

At the socio-cultural level, bilingualism is also used to achieve several goals existing within a state. For instance, Mbihbiih (2016) stated that there are attempts to maintain and respect different cultures and traditions of English and French-speaking populations which are seen in distinct judicial and educational systems, dressing styles, religions, and beliefs. From this perspective, bilingualism might support the strict border between different population groups and prevent them from uniting or being a part of a single entity.

Altogether, bilingualism remains one of the important characteristics of Cameroon. Officially, it is viewed as a tool to unite diverse population groups and ensure they are ready to cooperate and respect each other rights. However, numerous studies have also found that it serves as the point of difference and makes the gap between various groups even more significant (Kerner, 2017). The disregard of other dialects is

another negative aftermath of bilingualism, as little attention is devoted to aboriginal cultures. In such a way, it might be viewed as a heritage of the colonial period that continues to influence the functioning of the state and should be discussed regarding the problem peculiar to education and employment spheres.

Education

Education is one of the spheres that traditionally suffer most of all from the colonial past. Mbihbiih (2016) declared that past Empires were not interested in educating the majority of people living in their areas as it would result in the growth of their self-identification, confidence, and the desire to take a more active part in the state-building process. Instead, they devoted attention to educating a limited number of people who formed new elite groups loyal to the existing government. For this reason, states such as Cameroon experience multiple problems in the education sphere due to the lack of knowledge and the inability to overcome traditional barriers and create a system meeting the demands of local people (Ndille & Litt, 2018). It becomes a severe challenge for the newly independent states.

The educational system of Cameroon is not an exception as it has multiple problems. First of all, there is unequal access to most educational establishments and the chance to become educated. Dupraz (2019) mentioned that modern Cameroon still suffers from the patterns peculiar to its past and the period of division between two European empires. She observed that Cameroonians born in the second half of the 20th century have better chances to finish high school and enroll in the university if they were born in the sector previously controlled by the British Empire (Dupraz, 2019). This has been

explained by the legacy of the past attempts of Great Britain to form elites, issues in the French-speaking education system, and adverse impacts of high drop-out rates (Dupraz, 2019). There is inequality peculiar to the Cameroon education system, making attempts to create the basis for future evolution more complex.

Authors have also discussed the difference in demand for higher education affecting that sphere and its future. Dupraz (2019) held that religious factors in Anglophone Cameroon resulted in the increased value of education and more individuals wanting to acquire knowledge. This is mainly explained by the desire to read the Bible of Protestants who find it critically important for their lives (Bongmba, 2016). From another perspective, other regions did not have forces that influenced this factor, which resulted in their decreased education rates. For this reason, there were multiple disparities existing today, resulting in the emergence of additional difficulties for people to become educated and acquire skills vital for their success.

Independent Cameroon acknowledges the fundamental role education plays in the development of a nation. Diang (2019) emphasized that the constitution of Cameroon guarantees the right to education for every child and that, moreover, primary education shall be compulsory and be a central duty of a state. Unfortunately, the constitution created following the Western examples is not observed as there is no compulsory elementary education allowing all citizens to acquire basic literacy (Diang, 2019). At the same time, multiple public primary schools were established to meet the educational needs of elites and ensure they had skills vital for better employment, including English and French languages (Diang, 2019). Declaration of free education in 2000 did not alter

the situation for the better, as it also implied high costs, and the government could not

support this incentive; parents still had to pay significant sums to ensure their children

could attend schools and become educated. The high tuition cost became the central

factor creating the gap between different population groups (Dupraz, 2019). The

complexity of the situation also came from the differences in income peculiar to

Anglophones, Francophones, and people speaking aboriginal languages.

The existing government also shows little interest in altering the situation and

trying to make education more accessible and affordable. The local crisis and military

conflict, along with the high corruption levels, have resulted in a shift in priorities from

eliminating poverty through improving education to buying arms and sponsoring parties

that can support the dominant party (Bonds & Inwood, 2016; Diang, 2019). For this

reason, the nation suffers from a gradually declining education system characterized by

the strong influence of the colonial past and the complexity of finding new methods to

evolve. Maboh et al. (2021) acknowledged that bilingualism, the divide between

population groups, and the inability to establish a fair and available system make

Cameroon a problematic area with a vague future. The roots of these problems also come

from colonialism and its central features.

The educational policy used today mainly stems from the models introduced by

the Western nations. Nyoh (2018) maintained that the approach used today comes from

the colonial cultures African people inherited from their former masters. This indicates

that the past administration established a bilingual system promoting the creation of two

sub-systems of education in contemporary Cameroon (Nyoh, 2018). West Cameroon,

previously owned by Great Britain, got the English system, while East Cameroon acquired the French one (Nyoh, 2018). The establishment of the National Institute for University Studies was another step made towards considering the needs and realities of the nation (Nyoh, 2018). However, cultural peculiarities became the basis for multiple problems of diversity in Cameroon and the National Institution's inability to provide all learners with equal opportunities for education and development (Eta et al., 2018). Over time, these problems became worse and triggered the growth of dissatisfaction among multiple population groups.

In addition, the colonial past influences the demographic composition of the state and the way citizens with different cultures were distributed. Mbah et al. (2021) found that although the state adopted the bilingual system, Cameroon essentially became a French-speaking country, with 4/5 of the population using that language. The same tendency is observed in the education sphere and new establishments formed during contemporary history. Classical facilities and special institutions were determined to be bilingual universities offering tuition in two languages (Nyoh, 2018). However, the dominance of the French-speaking population resulted in the formation of its majority in those institutions (Ejiogu & Mosley, 2017). The education sphere started to suffer from bilingualism and the colonial past of the state. Students who were taught in terms of the Anglo-Saxon pre-tertiary education demonstrated poor academic results and graduate rates (Lekane, 2017). Nyoh (2018) said that such shortfalls can be explained by the language disparity and the dominance of the French language in most institutions. That

has become a serious barrier for most who are attempting to acquire the desired skills and competencies vital for their future careers.

The University system of Cameroon has also failed to meet the new needs of the local population. Nyoh (2018) ascertained that the central goal of any effective education is to prepare specialists with outstanding communication, problem-solving and critical skills ready to integrate new ideas and foster the future evolution of the nation. Instead, the Cameroonian approach and higher education policy presupposed the creation of new cadres ready to occupy senior positions in the civil service, as it was the central employer (Ngouhouo & Nchofoung, 2021). Furthermore, the attempts to enhance the cultural diversity in higher education were also ineffective and failed due to the divide between Anglophone and Francophone populations. New efforts did not meet the needs of the majority of citizens for educational excellence, helping to make graduates confident in their skills and create careers in spheres other than civil service (Nyhoh, 2018; Peace-Hughes et al., 2021). Most students remain unable to acquire intellectual knowledge and implement it in many spheres.

Researchers have also agreed that bilingualism as a policy failed to demonstrate outstanding results. For instance, Nyoh (2018) posited that the past colonial experiences and practices used by masters created the basis for the marginalization of some groups. Teaching was carried out mostly in French, increasing the misbalance between languages and making the gap between different groups even more significant (Crook et al., 2018). Eighty percent of lectures and library materials were also in French, meaning that existing educational necessities were not considered, and students continued to suffer

from multiple disparities and an unfair system (Nyoh, 2018). At the same time, the government's inability and unwillingness to address the problem resulted in the growth of dissatisfaction and a national crisis.

Altogether, the idea of cultural inclusion and bilingualism as a uniting factor failed. A significant cultural divide traditionally affecting all spheres of Cameroon preconditioned the preservation of the demographic inequalities between the Francophone and Anglophone populations. The English and French subsystems failed to coexist and meet the current population's needs. On the contrary, the second language became a significant barrier to learning at the tertiary level. English-speaking populations as a minority suffered from the discriminative policies and demonstrated worse results compared to other cultural groups, which is explained by differences in approaches and the use of French as the dominant language in higher education. The current situation shows a decrease in the level of knowledge and limited employment opportunities for citizens to find a job, all while empowering the colonial and neocolonial patterns particular to the state.

Employment

When examining the current body of literature, it becomes clear that colonial rule also results in the emergence of multiple critical issues in the economy, which, in turn, can be linked to employment problems. Thus, contemporary Cameroon has numerous stressors and unresolved questions in this sphere. Recent statistics show that the rapid increase in the labor force has not been followed by the appropriate development of the job market (Crook et al., 2018). It means that people might suffer from the lack of

opportunities to find a job and enjoy a good quality of life. At the same time, existing

offerings are also not available to all population groups as there is a significant barrier

that cannot be overcome by populations with specific cultures or skills (Boisselle, 2016).

Most authors have agreed that the employment sphere in Cameroon suffers from the

colonial past and the neocolonial methods used by the Western states to acquire benefits

from controlling the land by preserving a strong influence on it.

First of all, bilingualism as the heritage of the past results in the growing

disparities between individuals and their confusion. For instance, Tioumagneng and

Njifen (2020) stated that Cameroonians who do not know French cannot hope for a well-

paid or respected job. As stated previously, the civil service sphere is the central

employer in the state, offering good opportunities for young and educated people to build

a career (International Labour Organization (ILO), 2020). However, that area is

predominantly French, which means that Anglophones are denied similar opportunities of

being hired and promoted (Tioumagneng & Njifen, 2020). Additionally, the ineffective

education system results in the absence of specialists who can work in other spheres and

improve the economic state of the country (Tioumagneng & Njifen, 2020). For this

reason, the youth and other individuals experience serious pressure regarding their future

and must struggle to earn money to support their families.

Another problem in the employment sphere comes from the strong influence of

France and the dominance of its interests over the national concerns. Nkengim (2016)

outlined the fact that the economy of Cameroon and its government mainly function to

fulfill the orders from Western nations and to ensure their ongoing investment in specific

projects. For this reason, only certain industries evolve and contribute to the emergence of new job opportunities for specialists (Bhambra, 2016; Yeros & Jha, 2020). Considering the existence of the divide between two cultural groups, this factor preconditions the emergence of additional barriers and complexities for individuals looking for new career opportunities and trying to find well-paid options.

The colonial past also preconditions the existence of elites and privileged groups that might benefit from their status and have more chances to be offered an outstanding opportunity to find a job. For instance, More (2017) says that members of the French-speaking population are characterized by a higher income level and, overall, the more attractive opportunities available to them. That is a heritage of the past divide and the imperfect educational system, which also educates mainly Francophones, while representatives of other cultures remain deprived of better chances for stable and attractive employment (Morreira, 2017). For this reason, dissatisfaction with the current situation is rising as citizens feel the existence of a serious divide within a nation with a shift of balance towards specific population groups and their representatives functioning as elites.

Some authors have also linked the current state of the employment sphere with previously created traditions. Owning these lands, the British and French Empires focused on their own interests and created conditions for the rise of specific industries vital for them. It also preconditioned the development of specific educational institutions preparing workers for these segments (Dery & Bawa, 2019). At the same time, other areas were given less attention because they were unimportant to the Western states.

Today, a similar situation can be observed as most of the population works in the agricultural or other industries which do not demand a high level of skills, education, or preparation (Swindell, 2019). However, these jobs are also characterized by low salaries; if a person manages to find an employment opportunity, their earnings may be insufficient to meet all his/her needs. Clearly, problems in the realm of employment demand increased attention and the introduction of new policies vital to the elimination of poverty and the creation of a middle class.

Altogether, currently, Cameroon's employment sphere suffers from multiple effects of past colonialism and its aftermath. The disparities between cultural groups, the inadequate education system, and the lack of job opportunities for all people result in the development of poverty and growing dissatisfaction. Many researchers are confident that this situation is explained by the increased levels of corruption, a focus on Western states' interests, and their inability to avoid using neocolonial approaches limiting Cameroon's ability to become a truly independent state (Nwoye, 2017; Swindell, 2019). The impossibility of finding work limits a person's power and his/her contribution to the growth of the nation and its goal of becoming an important international player. Resolution of the existing employment issues is critical to the country's future evolution.

Education, Employment, and Discrimination

The existence of multiple problems in the areas of education and employment creates the basis for the emergence and development of discriminative practices. Nyoh (2018) noted that the acquisition of independence by Cameroon had to eliminate outdated and unfair colonial models and to guarantee equal opportunities for all people. However,

this historical achievement had not delivered the desired result. On the contrary, Cameroon became one of the more problematic nations, with the deep division between two dominant cultures existing within a state and the disregard of some aboriginal dialects and traditions (Morreira, 2017). Discrimination against various groups and their exclusion from social discourse mirror the country's colonial past (Erixon Arreman et al., 2016). For instance, schools and universities, characterized as they are by the dominance of the French language, promote the empowerment of one group and limit the success of others. Members of the English-speaking populations become discouraged as they suffer from these inequities, which can be seen in the military conflicts affecting the state.

The employment sphere can also be analyzed regarding colonialism and its role in supporting the discriminative practice. Morreira (2017) observed that education and employment are closely interconnected as, while the former prepares specialists, the latter is responsible for their integration in the nation's economy and contribution to its development. Moreover, the job market influences the work of higher education as it introduces orders for specific occupations. In Cameroon, the diversity of jobs available to the population is limited; moreover, the most prestigious and attractive ones are already occupied by elites having the necessary language skills and knowledge (Ngwa & Akgün, 2021). The ineffective work of these two areas and the lack of governmental attention and control result in the exclusion of multiple individuals from the state's functioning and their discrimination.

To a greater degree, this situation comes from the current peculiarities of Cameroon, which be used to classify it as postcolony. Following Mbembe's (1991)

definition, a state exhibiting pluralism and binary philosophies and lacking a unique course can be analyzed regarding its past relations with metropoles. For Cameroon, most of its current problems come from preserving the impact of French occupation and that country's determination to remain a potent actor in the region. Being sponsored by Europe, Cameroon remains dependent and unable to set its own course of action. Thus, it lacks diversity in its economy and cannot provide all its citizens with the jobs they need to meet their needs. Kenfack Essougong et al. (2019) stated that this discriminative model prevents the evolution of the state and should be replaced by a new, more effective one. However, that would require radical changes, which is impossible in terms of postcolony and the central aspects of its functioning.

The problematic employment and education spheres can be viewed as parts of a single system and, at the same time, as a result of the prolonged colonial dominance of Western empires. For instance, Ndi (2017) observed that, being interdependent, they have a combined influence on the work of most social institutions of the state and influence its future. For Cameroon, that means that the existence of discriminative practices in both these segments contributes to problematic state-building attempts and the impossibility of avoiding new issues in the future (Ngouhouo & Nchofoung, 2021). That is why positive change must begin with these two spheres, as they are crucial for contemporary Cameroon.

Considering the issues mentioned above, the future of Cameroon remains cloudy. The divide that has traditionally influenced the state has not eliminated; on the contrary, it has become even more significant because of a lack of attention to new problems and

the preservation of colonial patterns. Population groups with certain cultures do not have opportunities to find secure and well-paying jobs as higher education establishments fail to provide them with the necessary skills and knowledge. For this reason, poverty and social discomfort influence the nation and its future. Once the richest of the new African states, Cameroon nowadays suffers from multiple problems that decrease the quality of people's lives and their chances for success in the future (Abelson et al., 2019). Researchers have agreed that colonial influences are still too strong for the government to set a new course independent of the Western nations.

Altogether, it is possible to conclude that most sources accept the fact that colonial rule is a major cause of all the problems that are worsening the situation in the area. The Anglophone and Francophone divide becomes more significant and affects populations, their well-being and comfort levels. The ineffective and incomplete education system deprives some cultural groups of the chance to acquire needed skills and find a good job. Considering these conditions, it becomes vital to analyze the problem to find additional solutions and the means of altering the situation for the better.

Assessment of Literature

This literature analysis shows that the existence of a significant body of evidence and multiple works devoted to Cameroon and the investigation of its problems regarding its colonial past and the difficulties the young state is experiencing today. Numerous authors have agreed that the country has all features peculiar to postcolony and hence can be analyzed regarding neocolonialism and neoliberalism paradigms (Riley, 2020). Moreover, many focus on the problems in the employment and education spheres as two

fundamental areas vital for the consolidation of the nation and its collaboration to achieve common goals and eliminate remnants of the past (Misra, 2017). The current issues prevent the state from future development and make the past problems more significant.

The literature also devotes much attention to bilingualism as one of the factors affecting all spheres of social life in Cameroon. Most investigated sources emphasized that the use of two languages does not promote multiculturalism in the state; instead, they result in a divide and the emergence of the barrier for minorities and isolated groups (Jackson, 2017). Thus, Cameroon must alter its policies as they relate to languages, which can help to improve the education sphere. Otherwise, the nation will continue to suffer from the deterioration of relations between different population groups and fail to create a strong government uniting citizens from all of those groups. This task is critical, and researchers have agreed that it should be given priority by policymakers.

The central strength of the existing body of research is that it offers an in-depth and comprehensive overview of the problem with its root causes, historical perspective and analyzes of current issues regarding colonialism that are peculiar to the area. Most studies have emphasized that Western nations have continued having a strong influence on Cameroon and view it as their domain, which results in the implementation of specific policies and interference in the state-building processes. All attempts to find a new course face resistance and are difficult to accomplish due to the absence of real power and tools (Drapeau, 2019; Maddix, 2018). The analyzed literature can help to form a basis for the current research due to the availability of information concerning the ongoing situation in Cameroon.

However, analysis shows that some gaps in knowledge exist and can influence the understanding of the issue under study. For instance, most authors use relevant and credible sources to evaluate the problem from the outside. However, the problems are largely internal, i.e., involving specific population groups within the country. To discuss these problems, it is crucial to understand the experiences of those who deal with and suffer such issues. Thus, a limited number of researchers have focused on the experiences of individuals within a system, such as teachers working in educational establishments who most likely know all of the elements of bilingualism in Cameroon (Sari et al., 2019). To fully grasp these experiences and their effect, researchers should connect with those belonging to both the minority and majority with the goal of understanding the views of all parties on the question, as well as their suggestions as to ways to resolve the problems. This gap in knowledge might influence the outcomes of studies and precondition the emergence of incorrect ideas or conclusions. For this reason, it is critical to expand awareness of this aspect and ensure the experiences of these individuals are collected and analyzed.

The discovered gap also explains the nature of this study and its focus on investigating the effects of bilingualism on education and employment spheres. By acquiring the relevant data from individuals functioning within a system, it is possible to fill this gap and to reach conclusions about the issues currenting influencing Cameroonians and their attempts to create a new state. The importance of these findings is also explained by the fact that they can help to create a full image of the problem and contribute to its better resolution.

In such a way, there are multiple sources devoted to the problem as it remains relevant for most decolonized states. Authors have said that an effective resolution requires a full understanding of the root causes and their elimination by using wise policies and their integration in the employment and education spheres of Cameroon. The central strength of all researchers is the emergence of a clear vision of how the question emerged and evolved, which, in turn, will assist in the development of a theoretical framework for the investigation and in-depth analysis.

Summary and Conclusion

In summarizing the existing body of evidence, it is possible to conclude that problems involving education and employment are critically important for Cameroon in terms of its state-building attempts. There is a lack of understanding among different population groups resulting from colonial influences and patterns specific to education (Maniar, 2019). It becomes critical to offer effective solutions based on available information and population needs of modern Cameroon. Neocolonialism is a problem that is peculiar to regions such as Africa and their prospects in the future (Nair et al., 2016). Solutions to the problem in Cameroon can be applicable to other states that are dealing with similar issues.

It is vital to acquire up-to-date and relevant information that is necessary to eliminate deficits in knowledge as well as suggest steps to be taken to avoid further situations. Relevant evidence supports major assumptions and justifies choice of the topic for investigation and analysis. I supported major ideas with more recent findings.

I focused on literature in terms of four major topics related to Cameroon: colonialism, bilingualism, education, and employment. British and French rule created the divide between populations in the state. Moreover, the nation promoted the introduction of bilingualism as the central national policy. However, this resulted in the establishment of barriers for some population groups and discriminatory patterns. French- and English-speaking individuals do not have the same access to educational resources and suffer from worse employment opportunities. Understanding Cameroonians' experiences in terms of education and employment is vital to promoting a well-informed discussion of the problem. For this reason, I focused on literature that supported the practical utility of the study and relevance of the selected topic.

The research will help to fill in gaps in knowledge related to how people within education viewed the problem and what solutions they offered to improve it. The theoretical framework was vital for choosing data collection methods. I outlined peculiarities of society and people affected by the problem, which was essential for selecting sampling methods and working with participants. Chapter 3 includes a detailed explanation of the research methods and design.

Chapter 3: Research Design

The purpose of this qualitative case study was to explore links between British and French colonialism in Cameroon and the country's current educational system, with particular focus on graduates' future employment opportunities. I formulated specific research questions that were necessary for discussing and evaluating selected issues. To achieve this, a specific methodology was needed to ensure credibility of findings as well as their practical utility.

The chapter includes several major sections. First, I discuss the research design and rationale for choosing it. Second, my role as the researcher is examined. Third, I discuss the methodology, including choice of participants, instrumentation, procedures for recruitment, and data analysis plan. Finally, I discuss issues of trustworthiness as well as ethical and credibility issues.

Research Design and Rationale

The study involved addressing the following research questions:

RQ1: How has British-French colonialism in Cameroon affected the formation of the country?

RQ2: What is the role of bilingualism in education in Cameroon?

RQ3: What are the effects of colonialism on the country's employment?

RQ4: What is the perceived connection between postcolonial education and choice of professions in Cameroon?

The questions involve central concepts which include colonialism, neocolonialism, postcolony, bilingualism, and divide. These factors are central to an in-

depth analysis of Cameroon and how to solve the problem, improve the situation in the state, and create a framework for successful cooperation between all population groups.

Answering research questions required collection of credible data from population groups affected by the problem. Personal experiences, attitudes, and claims of individuals who have an improved understanding of how bilingualism and division affect the state were fundamental to conclusions and creation of future research. The qualitative case study design was selected to conduct the study and acquire desired outcomes.

I worked with specific population groups and collected their experiences and knowledge in order to focus on processing of a particular phenomenon and the way it was viewed by participants. This approach demonstrates increased effectiveness in situations when a problematic issue affects different population groups and should be investigated. The qualitative method also involves collecting personal and nonnumerical data that are needed to discuss a certain issue, understand how it impacts the current situation, and forecast possible solutions. For this reason, the qualitative method was preferable considering the given context and research questions.

The case study design was also use in order to provide credible results and use them to discuss the issue. Merriam's views on this method formed the basis for the research, allowing for a detailed analysis and discussion of education and employment in Cameroon (Merriam, 2008). By employing the case study method, it was possible to analyze personal data provided by participants in order to conduct a comprehensive study of the issue under research. Moreover, according to Creswell and Poth (2017), this helps to structure existing knowledge using a specific background and discuss that information

in terms of existing goals. A case study involving participants with demanded parameters can also help in terms of making the study more important and relevant. Quantitative methods were less effective because there was no need for statistical or numerical information pertaining to the problem.

Role of the Researcher

Studies makes several demands of researchers that are vital to preserving credibility of findings. First of all, he or she should perform the role of observer, avoiding unnecessary interference with conditions for participants. This investigation involved collecting data about experiences and processing, meaning that I ensured information was collected in an effective, ethical, and clear way to avoid corruption or other claims from participants or parties influenced by the study. A researcher's role is limited to observation and controlling procedures needed to answer research questions. He or she should also supervise all stages of research to ensure a specific plan is followed and there are no delays or confusion.

To increase objectivity of findings, the researcher is not allowed to have personal relationships with participants, as that might influence credibility of conclusions and lead to wrong assumptions based on personal preferences. Instead, it is recommended that researchers engage in professional relationships in order to guide and provide additional explanations if something become unclear for participants. For this study, past research has implied a negative view of colonialism as a destructive phenomenon, which influenced the major assumptions and the choice of research methods. It is expected that

adverse effects during research were associated with past colonial experiences and acquired data supported this assumption.

Researchers should avoid conflicts of interest or violation of any ethical issues. Further, they should also be ready to follow codes of ethics to ensure all participants feel comfortable and their rights are not infringed upon; otherwise, credibility of findings and conclusions can be affected. For this reason, any plan to address these issues must include creation and observation of guidelines to avoid ethical claims or problems with participants.

It is vital to act as an observer and avoid interfering with the process or establishing personal relationships with participants, as this can influence credibility of findings and relevance of conclusions. This is critical to the study and its transferability for future projects. Researchers must accept responsibility and act in a way that warrants the best possible results.

Methodology

Basis of Participant Selection

The problem involves education and employment sectors of Cameroon; the study's central purpose was to explore this system and chances of graduates for better employment. All participants were required to have experience with the educational sector and developed their own beliefs about it, which addressed by ascertaining participants' current level of knowledge and awareness. Criteria also included age, Cameroonian citizenship, and education and employment background and experience. Nonprobability convenience sampling was necessary to creating a pool of participants

with desired characteristics (Creswell & Poth, 2017). Using this method, it was possible to exclude participants who did not meet required criteria; such exclusions contributed to increased credibility of findings. Moreover, this method helped to save costs and time when working with narrow population groups; hence, this approach was selected to form a sample.

Data were collected from 20 participants, all from the educational establishments and the employment sphere of Cameroon. The participants were found by examining social media profiles; an invitation to take part in the research was sent to all individuals meeting inclusion criteria. Additionally, with the organizations' approval, invitations to take part in the study were posted on university websites. Those universities were also be asked to assist by contacting graduates or current students to request their participation in the study. Participation involved completion of a questionnaire and was voluntary. Further, all individuals could leave the project at any time if they were not satisfied with the procedure or cooperation with the researcher.

The given approach to sampling has several benefits and was justified by the nature of the study. Among the advantages, it is vital to mention the possibility of creating a pool of participants with qualities necessary for making conclusions about the current situation in the education and employment spheres of Cameroon and offering some possible solutions. Second, convenience sampling is a more flexible and less complex way to find individuals with the features required for the study. For this reason, by employing this paradigm, it is possible to expect better outcomes and highly practical results. Furthermore, the qualitative research paradigm allows using non-probability

sampling as it is focused on personal data. It is possible to apply this framework and expect for desired results.

The selected approach can also ensure that data saturation is achieved, which is critical for studies; that term indicates that there is no need for further data as no new information will be acquired (Ravitch & Carl, 2020). Saldana (2021) stated that a saturation point directly impacts the sample size and helps to guarantee that a sufficient number of facts is gathered to allow for an in-depth analysis and conclusion. It is also important as researchers might have accrued an extremely amount of data portions unnecessary for the study that would, in fact, complicate it. Thus, determination of the saturation point shows whether it is possible to ensure the high credibility of findings using the available number of participants and information presented by them. For this project, it was expected that the sample size of 20 would suffice and would help to avoid unnecessary complexity and complicated calculations.

Instrumentation

As stated previously, the study benefited from using different types of sources and data, allowing the researcher to address the problem from different perspectives and offering relevant conclusions. For this reason, numerous data collection instruments were used to work with various types of information. First, some legal documents were employed to show the current state in Cameroon, existing regulations, and legal framework established for resolving the language problem and improving the cooperation between different population groups. Moreover, some statements and official papers related to the policy of Cameroon were analyzed to discuss postcolonial features peculiar

to the country. This historical and legal information came from the official site of the Cameroonian government, the International Labor Organization, and the United Nation's sites, platforms that are considered to be reputable sources that can provide investigators with credible and up-to-date information that can be used in the research without the risk of data corruption.

Second, the study focused on analyzing personal data of people involved in the functioning of educational and employment spheres and who had real-life experiences associated with them. For this reason, there was a need for an effective data collection tool for use when interacting with participants and acquiring data. In this regard, a questionnaire, as a part of the survey, was selected to gather evidence and support the study with credible information. It is essential to clarify the distinction between employed tools; thus, the first one is a blank with questions distributed among participants in the course of research that will assist in learning about their opinions about the problem (Ravitch & Carl, 2020). However, the survey is a process of collecting, processing, and analyzing the data collected from all participants (Ravitch & Carl, 2020). For this reason, a questionnaire is viewed as a part of a survey conducted within a study. Numerous researchers have spoken to the effectiveness of this instrument for qualitative studies as it guarantees the in-depth analysis of the issue under concern via a collection of personal information from participants who have desired characteristics. However, there is also a degree of complexity as the questionnaire should cover all issues vital for the research. A survey with a researcher-developed questionnaire became the instrument of this study.

The existing literature sources justify the use of this data collection tool and prove its effectiveness. Most resources focusing on the same problem also used a survey and a questionnaire as the primary approaches for gathering data from participants taking part in the investigation (Creswell & Creswell, 2017). This results in the collection of credible and relevant knowledge and, at the same time, meets the criteria established by the researchers (Creswell & Creswell, 2017). However, many researchers have also agreed that the flexibility of this method helps them to design their own approaches and add questions that might help to acquire a better understanding of the current situation and to investigate it from different angles (Creswell & Creswell, 2017). For this reason, using the given instrument, it was possible to find answers to the research questions cited above via cooperation with relevant population groups and conducting an analysis of their experiences.

Thus, the choice of the data collection instrument was also justified by its ability to meet the purpose of the study and to answer all research questions. That presupposed interaction with specific population groups who were able to share their knowledge related to the education and employment spheres and help to create the basis for the discussion. It implicates the qualitative study focusing on the investigation of attitudes and personal views. For this reason, the questionnaire formulated to reflect the study's goals and the desired outcomes was an effective approach to interacting with selected groups and collecting their personal data. At the same time, Esposito and Evans-Winters (2021) noted that a survey with a well-planned and designed questionnaire can help to improve the credibility of findings and precondition the practical utility of those findings.

With that in mind, all participants were provided with questionnaires containing questions about the issue under research.

Another issue vital for the research is the validity of data as it ensures the high practical utility of findings and their use in future research. A questionnaire is a tool that is characterized by high validity as it allows investigators to collect credible and relevant information linked to the issue of concern; the term "validity" refers to the extent to which the tested items are representative of the whole group, with tools having high validity allowing researchers to link findings to real-life situations and apply them to bigger populations (Creswell & Creswell, 2017). Speaking about the current researcher-developed instrument, it was vital to guarantee it met the requirements for content validity. As the questionnaire needed to cover all relevant parts of the issues it measures (Creswell & Creswell, 2017), the questions were designed to discuss the situation in all spheres and collect information from participants with relevant experiences. Second, the questionnaire was distributed among people affected by the work of education and employment spheres, meaning that they were able to represent attitudes and visions of a specific population group. Finally, achievement of data saturation point using data from 20 participants meant that information was credible and could be used to discuss broader populations. The validity of the content was be established by designing a questionnaire that met the central research objectives.

When designing the data collection tool, it was also vital to consider context and culture-specific issues related to the population group under investigation. First, the issue of language had to be considered as Cameroon is characterized by two broad population

groups speaking different languages and having different perspectives on how the situation in the country has evolved. For the credibility of findings and the avoidance of subjectivity issues, it was important to collect all views on the research problem and to analyze their relevance. Additionally, the historical background of the state was taken into account to avoid touching on controversial issues during discussions as that might result in a conflict of interest and the corruption of acquired data. Finally, the researcher-developed instrument assisted in conducting the research within the established time frame and avoiding delays or problems with data collection. The high flexibility of the given method and the ability to adapt it to different conditions or alter it to reflect current conditions made it an advantageous approach to helping to improve outcomes and create a basis for future discussion.

Altogether, the need to use different types of data influences the choice of various instruments for collecting information. Legal and historical documents were taken from credible and reputable sources to avoid corrupted data and ensure the appropriate framework was formed for the discussion. The personal data were collected using a questionnaire specifically designed with the goal of understanding whether people in Cameroon have problems with education and obtaining employment. The data saturation and validity of findings were achieved via the inclusion of the specified number of participants and the use of questions aimed at covering the issues pertaining to the study. The selected data collection instrument served as an effective way to analyze the problem under research and to acquire credible findings.

Procedures for Recruitment, Participation, and Data Collection

The outlined data-gathering instruments, specifically the survey and a questionnaire, means specific details of data collection were established regarding the current research questions. First, the research focused on investigating problems peculiar to the education and employment spheres in Cameroon. For this reason, that data were collected from the educational establishments and the employment sphere of Cameroon to ensure that credible and relevant information linked to the issue of concern is included in the study. Several institutions were included in the research as it is vital to collect information linked to many establishments to guarantee a comprehensive analysis of the issue. Individuals who have had difficulty with employment also shared their data to improve the credibility of findings.

Data needed for the research were collected by the investigator. Several factors justify the choice of the approach. First, the sample size was comparatively small, meaning no additional complexity was related to this procedure. Second, being the main data collector, the researcher could introduce changes if some issues or problems occurred, which is vital for qualitative studies (Creswell & Creswell, 2017). Realizing the nature of the study, its main aspects, and the demands for the quality of data, he/she could introduce the required alterations without influencing outcomes and avoiding critical deterioration of findings (Creswell & Creswell, 2017). Under these conditions, data collection by the investigator was a preferable option as it ensured effective and comparatively simple procedures with no additional costs or time needed to attain the goal and guarantee the required amount of information is acquired.

The frequency of data collection was also specific as it applied to the nature of the study. It was expected that a single session would be adequate to acquire the necessary quantity of information. In other words, all participants were provided with questionnaires and instructed on how to complete them, as well as given a realistic amount of time, i.e., two to four days, to complete the questionnaire and answer all questions. However, there was no need for the second data collection procedure as there was no interference that might influence results, which also meant there is no need to compare data portions gathered at different periods. The given approach was a simple but an effective method to conduct a qualitative study and ensure no unnecessary procedures would increase the difficulty of doing so.

As stated previously, a specific duration of data collection events should be chosen. It depends on several factors that should be considered to ensure the increased convenience of all procedures. First, the schedule of all participants served as the condition influencing the duration. They may have their own plans, occupations, work, and family issues, meaning that additional time may be needed to answer all questions in the blank. Participation did not require the presence of the researcher as the files were sent to them online. Any questions they might have had were addressed by the researcher via social media, video chats, or Messenger. Second, the personal characteristics of all representatives of the target population are essential elements of the research. For this reason, the duration of data collection events was limited to two weeks, a period that was sufficient regarding the planned survey and its major aspects.

Data recording is another critical peculiarity of the research as it influences the credibility of findings. Thus, the study uses the questionnaire as the primary data collection tool, meeting some unique specifications. First, a paper form containing blank spaces will be provided to participants to read and answer questions vital for the investigation. That simplifies the data collection and recording procedures as all information will be presented within those blank spaces, after which, the form will be returned to the researcher (Creswell & Creswell, 2017). Second, all provided information can be structured and recorded using specific approaches for coding and data processing. Evidence collected from other sources will be recorded and structured in the literature review section as the part of the theoretical background of the research. This method ensures the availability of collected data and its further use for different purposes.

Any study should also have a follow-up plan if it is impossible to find the needed number of participants and the saturation point cannot be achieved. First, an additional search among the educational establishments and employment of Cameroon should be performed. It might help to include the necessary number of participants and avoid claims about the inappropriate sample size or its impossibility to contribute to the high validity of findings. Second, already recruited participants might be asked to assist in finding individuals who fulfill the criteria and who are willing to share their experiences. Finally, if both approaches fail, the study should be conducted using the available participants; however, it is vital to indicate limitations and possible results of the inclusion of a limited number of individuals. That will help to explain assumptions and conclusions.

The study also has some debriefing procedures to ensure the appropriate participants' exit from the research. First, the data collection part should start with the briefing procedure, explaining the role of individuals and their duties. Second, after the questionnaire form is provided to the researcher, he/she should perform the debriefing procedure explaining results, outcomes, and how the study ended. All participants need to know when the research comes to an end and they no longer are expected to perform additional tasks. The debriefing procedure can be performed using printed material providing any necessary explanations and sent to everyone who agreed to take part in the study. This will also serve to avoid additional questions or claims about the violation of any ethical rules or issues. This procedure is critical for the study results and its further use.

Finally, some specific follow-up procedures might be useful to structure data, process it, and use it in the analysis. First, all participants provided their contact information to ensure the researcher's ability to communicate with them and clarify any issues that may have arisen. They were also ready to take part in the interview if it was required, as some of their answers may have demanded additional explanations. For this reason, follow-up procedures may have included online discussions regarding the basic terms of the investigation. Furthermore, the collected data were structured and organized to simplify its following coding and debates. Altogether, the procedures outlined above were vital to the research and successful data collection. Their observation guaranteed the absence of critical flaws and the enhanced credibility of conclusions, which is essential for research projects of this sort.

Data Analysis Plan

The central determinant of any research project's success is the connection of data to the research questions formulated in the course of the investigation. For this reason, the data analysis plan outlined the ways in which acquired information was related to previously established research questions and can hence assist in answering those question(s).

In terms of the research focus on gathering information on individual experiences, those responses revealed how ordinary citizens viewed the problem. Additionally, this type of data contributed to a better understanding of how education and employment spheres are viewed by individuals with real-life experiences.

Second, historical and legal data were also linked to the research questions. They are focused on investigating the effects of colonialism on the state and how the current government handles the problems inherited from the past. It was vital to use such documents to determine the problem, how it can be resolved, and what policies in the contemporary state are related to colonialism. In such a way, the analyzed data were linked to the research question regarding its type, mentioned issues, and how they influence Cameroon today.

The given research presupposed thematic analysis to outline links between colonialism, binary aspects, bilingualism, and employment patterns in Cameroon. This implies a specific approach to the coding was needed to analyze collected data and draw conclusions. First of all, deductive coding was used to work with acquired data, meaning the employment of an established set of codes and assigning them to qualitative findings

(Creswell & Creswell, 2017). Considering the fact that the literature review and the already established research questions had provided a better understanding of the problem of research, desired codes were already known. In terms of the study, the survey on Cameroonians' experience in employment and education spheres was conducted; hence, the following codes were relevant: bilingualism, colonialism, binary patterns, barrier, discrimination, unemployment, education, postcolonial, professions, French, and English. The flat coding frame was used as all codes possessed the same level of importance and could indicate data vital for the discussion.

These codes were critical to the research as they were applied to questionnaires to analyze them and to avoid using unnecessary data. The coding procedure was vital for to determine whether there were some common themes mentioned by the respondents, and could be grouped to reflect the similarity of discussed concerns. Second, an effective coding preconditions a more thorough investigation of answers provided by participants, which was vital for the credibility of findings and their applicability. Finally, the utilization of a deductive coding procedure was essential for working with data sets offered by all individuals with the required experiences who were selected for the research. The described coding method helped to avoid extra complexity when conducting the study.

Thematic analysis was performed in several stages. First, the acquired data were investigated, after which codes were assigned to categorize information attained from the data. Third, specific patterns in those codes were identified (Creswell & Poth, 2017). All themes were be reviewed to acquire a better understanding of the discussed phenomena.

Next, the codes and patterns were named, expanded upon, and included in the report about the problem under research. This approach assisted in processing all acquired data and avoiding irrelevant or false conclusions.

Thematic analysis can require using some additional software for the investigation of information sets and their processing. Such applications simplify coding and result in the faster and more effective investigation of provided answers. However, automated coding and machine analysis are mainly used for studies presupposing a high number of participants. For this research, the sample size was 20, meaning that manual coding and data processing might be sufficient and effective methods to perform all tasks and gain the sought after information. The possible pitfalls of the method include inconsistency or lack of coherence if themes derive from research data (Creswell & Creswell, 2017). That can be addressed by focusing on relevant concepts and disregarding statements not related to the issue under research. Codes can be analyzed for their applicability to the investigated phenomena and theories to avoid using irrelevant or unnecessary data portions.

Additionally, MS Word could be used as the software for working with data acquired from different sources. It offered an opportunity to look for particular words, which is critical when using codes and performing qualitative thematic analysis. For questionnaires provided in the online forms, using Word and its search engine can help to save time via improved navigation and selection of themes vital for the research. At the same time, it helps to avoid extra complexity or spending needed to buy additional software that is usually used for processing and analyzing more significant data portions.

In such a way, the number of participants, type of coding, and the nature of the research presupposed using manual methods to analyze and structure information that would allow conclusions to be drawn. This served the purpose of the study, answered the research questions, and determined the planned outcomes. Additionally, this approach saved time and costs as no additional software was needed to perform the thematic analysis of all data gathered in the research. The researcher could also notice disputable issues and work with them regarding his knowledge of the study and its outcomes.

However, any research might contain corrupted data or discrepant cases that might deteriorate outcomes and influence the credibility of findings. For this reason, there is a need for an approach to work with such data portions and avoid their negative influence on outcomes. First, the identification procedure should be outlined to help discover them. The answers containing information different from the assumptions offered by most researchers should be given specific attention. Additionally, answers containing initially erroneous data should also be viewed as being discrepant. Under these conditions, an additional check of the provided information was needed to ensure the data were not false and could be used in the project. Otherwise, it should be disregarded or analyzed to find the root causes for providing incorrect answers. The interviewees could also be asked about the reasons for providing this information or contacted to clarify disputable issues.

Altogether, the data analysis plan focused on using flat deductive coding to investigate answers and create the basis for discussion. The manual approach was also applicable as there was no need for a high number of participants, and information

provided by them could be processed using MS Word and a manual approach. That method guaranteed the credibility of findings, their practical utility, and the absence of corrupted data portions. Moreover, that data analysis plan ensured that the study's goals were considered and no critical errors that might influence the outcomes emerged. The method also provided the researcher with flexibility and an opportunity to devote more attention to any cases that might have corrupted or discrepant data portions.

<div align="center">**Issues of Trustworthiness**</div>

Credibility

The credibility of the study was established in several ways. First, all members participating in the research were checked as to whether they had qualities and experiences vital for the investigation. They must have belonged to the education or employment sphere and be ready to share their knowledge about these areas; that ensured the credibility of findings and avoided involving participants who do not have relevant knowledge. Furthermore, the selected sample size helped to achieve the saturation point vital for the relevance of results and avoid claims about the irrelevance of major assumptions.

Moreover, using academic, relevant, and credible sources to create the theoretical background for the research helped to achieve the credibility of findings. The literature review mainly consisted of peer-reviewed articles published within six years, meaning that only proven and accepted facts were used to discuss the problem. This approach also helped to avoid using irrelevant or false information, which might have threatened the results and introduced additional claims about the lack of validity in the research.

Transferability

Transferability of research means the extent to which its findings can be used in other contexts or investigations (Korstjens & Moser, 2018). It warrants that the discussed concepts have a universal character, and their importance has been justified by other investigators. The transferability of this research was achieved by delving into the postcolonial theory and how it influences Cameroon. Other research projects focused on the problems of colonialism in this country might benefit from using the information presented here as it will remain relevant for a variety of spheres.

Furthermore, the choice of participants also influenced the transferability of the study. The inclusion of participants with up-to-date and first-hand knowledge of the current situation in Cameroon guaranteed that the survey results would be useful to investigators working in similar areas to answer other questions. The relevance of those results were assessed by asking questions about individuals' experiences and verifying their education and employment status, and their current status in Cameroonian society. In such a way, the external validity came from the universal character of the discussed concerns, the inclusion of only relevant data, and conclusions that can be used by other authors speaking about the language problems in Cameroon or its colonial past. Transferability also proved the importance of the study for the global context.

Dependability

The dependability of the research speaks to the stability of findings over time and presupposes participants' evaluation, interpretation, and recommendation to ensure that all assumptions are supported by credible information from primary sources (Korstjens &

Moser, 2018). The dependability of the study was established in several ways. First, the information provided by participants was analyzed to ensure that the process was aligned with the accepted standards (Creswell & Creswell, 2017). For this reason, the existing guidelines and works linked to the same issue were investigated to ensure the dependability of the research.

At the same time, an audit trail, i.e., the provision of notes made during the process, meetings, sampling, and research materials, and reflective thoughts on the chosen method, was used to show the dependability of the study (Ratitch & Carl, 2020). That served to justify the accepted solutions and prove the high dependability of the study and its relevance in the future. Furthermore, the high level of dependability of the research was indicative of the importance of the topic and supported the researcher's reasons for choosing that topic, as well as the entire process of data collection and analysis.

Confirmability

Confirmability of the research shows the degree to which all results can be confirmed by other investigators (Korstjens & Moser, 2018). For the study, this was established in several ways. First, the neutral position of the researcher helped to secure the inter-subjectivity of findings and guaranteed there were no attempts to present findings from the perspective accepted by the researcher. The interpretation of findings was based on relevant theories, such as colonial and postcolonial ones, and grounded by the framework created by the literature review, both of which spoke to the objectivity of findings and their acceptance by other researchers.

Moreover, reflection was also used to ensure the study was confirmable and did not contain subjective judgments or ideas that might be viewed as irrelevant. The audit trail mentioned above helped to closely the investigation process and ensure there were no steps made under the impact of personal judgments or biased ideas (Creswell & Poth, 2017). Altogether, the confirmability of the study was evidenced by reflections and using grounded theories and the audit trail method.

Ethical Procedures

As with any study involving participants, this one should give much attention to ethical procedures to avoid the emergence of conflicts and claims. First, the permission to work with the participants should be acquired. The IRB application includes details about this cooperation and establishes the ethical framework. Moreover, the recruitment process and materials might also introduce some ethical concerns, such as anonymity of data, confidentiality, and voluntary character of participation (Hammersley & Traianou, 2012). These aspects were addressed by offering all individuals an informed consent form to avoid misunderstandings, incorrect definitions, or claims in the future. They were also guaranteed the anonymity and confidentiality of data provided by them. All participants were sufficiently mature to ensure they understand the nature of the research and their participation. Moreover, it was vital to ensure all individuals were respected, received the same treatment, and their rights were not infringed.

Data collection and activities can also give rise to some ethical concerns that must be addressed. First, the informed consent form helped to minimize such problems. Second, participants refusing to take part in the study did not suffer any penalties, and the

procedure was easy and fully explained. It is vital that any participant can withdraw at any stage of the research, as their participation is voluntary. For this reason, the emergence of any ethical issues during the data collection activity can be resolved by appealing to the major assumptions of the informed consent form and the code of ethics peculiar for the study.

Data treatment procedures should also be organized following the code of ethics. First, all data provided by participants are confidential and cannot be disclosed without the participant's permission. It will guarantee the observation of the major human rights and the lack of tension in relations between a researcher and a participant. Second, data will be stored in a way guaranteeing the security and protection of confidential data (Hammersley & Traianou, 2012). This will also help to eliminate trust issues and ensure any participant can ask for his/her answers if he/she wants to withdraw.

Altogether, observation of the existing code of ethics is vital for the research as it guarantees the absence of problems in relations between participants and the researcher and minimizes the chance of a conflict of interest. The voluntary nature of the study, confidentiality of findings, and the ability to withdraw at any time should be provided to all individuals. Informed consent is a vital document to ensure everyone knows the basics of the study and is ready to accept the terms to share knowledge and take part in the research. This attention to ethical concerns was key to achieving the higher credibility of the findings and practical utility of the research.

Summary

This chapter includes information about data processing and analysis. The qualitative research method was selected to conduct the study. The non-probability sampling method was employed to create a pool of participants consisting of 20 individuals from Cameroon who work in educational and employment sectors. The questionnaire designed by me was the primary data collection tool used to collect data and create the basis for discussion. Thematic analysis was used to process findings and evaluate them using special codes. Deductive and flat coding was also used for discussion. No additional software was needed to perform thematic analysis and acquire desired outcomes.

Using the given methodology, it was possible to conduct an in-depth investigation of research questions. Credibility, dependability, transferability, and confirmability of research was confirmed. Additionally, ethical issues were addressed as it is vital to avoid conflict of interests or human rights concerns. For this reason, informed consent was acquired from all participants. Participation was voluntary, and all data remained anonymous. Results and acquired data revealed the current situation in Cameroons. Chapter 4 includes results and outcomes of research questions.

Chapter 4: Results

The purpose of this qualitative study was to explore links between British and French colonialism in Cameroon and the country's current educational system, with particular focus on graduates' future employment opportunities. This was based on the divide between populations in the state and history characterized by the presence of multiple powers. That is why it is vital to investigate current trends and peculiarities in Cameroon to acquire information about how the country functions and reacts to the effects of its colonial past.

I used the following research questions:

RQ1: How has British-French colonialism in Cameroon affected the formation of the country?

RQ2: What is the role of bilingualism in education in Cameroon?

RQ3: What are the effects of colonialism on the country's employment?

RQ4: What is the perceived connection between postcolonial education and choice of professions in Cameroon?

Results were determined through use of the methodology outlined in Chapter 3. Chapter 4 includes the research setting, main conditions influencing participants, demographics and specific characteristics of the sample, data collection procedures, major approaches to collecting relevant data, data analysis, with information about how collected information was analyzed, a discussion concerning trustworthiness that shows how credibility of findings was achieved, and study results. Finally, Chapter 4 concludes with a summary.

Research Setting

I employed the qualitative methodology with a particular sample to collect necessary information and provide results. For this reason, conditions influencing participants should be mentioned to avoid misunderstandings that could lead to credibility issues. First, the study was conducted during the COVID-19 pandemic, meaning that cooperation and direct interaction with participants was limited because of the need to remain safe. For this reason, online methods of working with participants were preferable. Most communication took place on the Internet by using social media or special platforms, Messenger, and browsers. This impacted the study and data collection methods.

Second, data were collected from participants who possessed particular knowledge about the issue of concern; hence, the setting was not significant. That meant there was no need to establish a setting for conducting interviews, which made additional spending, large amounts of time, and use of additional resources unnecessary while ensuring all participants could be easily reached and interviewed, which was vital for effective data collection. Further, the study was conducted using an online and interactive means of collaboration as it guaranteed availability of participants, increased convenience levels, and simplified data collection.

Demographics

The following sample was created. First, 13 participants were males, and seven were females. This unequal distribution can be linked to specific gender issues peculiar to Cameroon, as women have poor access to education and employment opportunities, with

most of them working in the agricultural sector or at home. Furthermore, the following distributions regarding age were observed:

18 – four individuals (two females)

23 – three individuals (one female)

26 – one individual

28 – three individuals (two females)

34 – three individuals (one female)

40 – two individuals (one female)

45 – two individuals

55 – two individuals

The average age of participants was 27.4, which shows the topicality of the problem for this age group and their concerns about finding a job and building successful careers.

All respondents were bilingual, with knowledge of both English and French, which allowed them to compare conditions in the state and speak about current problems. Moreover, all selected participants had at least a middle school education level, meaning they could share their experiences and provide credible evidence. 10 participants had experience either working or interacting within the education sectors, while additional participants had stable jobs but faced numerous difficulties finding them. Sample demographics show selected participants possessed knowledge necessary for investigating the problem and collecting relevant information.

Data Collection

There were 20 participants, which ensured availability of desired information and helped in terms of avoiding excessive complexity, duration, and resources. There were no strict demands in terms of location as research was focused on interviews conducted online via social media, email, and other means of communication. Data collection required only one session with each participant. During sessions, I distributed survey forms, explained how to complete them, and answered any questions. Participants were provided with the time necessary to answer all questions and to provide me with their responses. I endeavored to avoid influencing participants and their thinking, meaning there was no reason for a second data collection session.

Duration of data collection was 1 month. This allowed for distribution of survey forms to all participants as well as communication aimed at ensuring they understood terms of the study and were able to answer all questions and provide information to me. In addition, this was sufficient to collecting all answers sent via email.

The plan outlined in Chapter 3 was observed when working with participants. However, there were also some slight variations, although they did not affect credibility and relevance of findings. First, some participants demanded additional explanations about the nature of the research and information they had to share; they were then provided with support during their data-sharing activities and more detailed instructions about how to answer questions. Second, in several cases, problems with sending completed forms arose; that was resolved by asking participants to resend emails. These issues are typical for research focusing on collecting data from individuals, self-reporting,

and using the Internet. For this reason, there are no factors that might affect outcomes, as the data collection stage was effective.

There was also no need for specific tools for data recording. I originally used the Internet and applications such as Microsoft Word to share survey forms with participants; that meant all information presented by them was already recorded in text files. This method significantly simplified the recording phase of data collection, as well as prevented any misunderstandings.

Data collection and recording procedures were sufficiently effective and conducted according to the plan. There were no delays in gathering the needed material or problems with participants. All issues that emerged during this stage were resolved by using mediated communication and additional explanations. Respondents also agreed to provide their contact information if additional clarification was needed. The information obtained helped to create the basis for future discussion and analysis, which are critical for the research and outcomes. At the same time, this data collection method guaranteed the increased value of presented findings and their possible use in new projects linked to the theme.

Data Analysis

The data analysis involved using codes to analyze the acquired information, process it, and present findings. Considering the nature of the study, the following codes were introduced: bilingualism, colonialism, binary patterns, barrier, discrimination, unemployment, education, postcolonial, professions, French, and English. A flat coding frame was used as all codes possessed the same level of importance and might indicate

data vital for the discussion. The analysis of data showed that these words can be found in all surveys provided by the participants, thus proving the importance of these ideas for Cameroon, the relevance of the investigated issue, and its significance for populations. Codes such as bilingualism, unemployment, discrimination, barrier, and education appeared more frequently as most participants mentioned them several times. Additionally, French and English and the concept of language were present in all forms completed by the participants.

The following codes could be extrapolated to broader representations of the core problem in the state and the way people view it. From the data analysis, it could be seen that all participants are concerned with the current situation in the country and know about the existing problems. The larger representations arising from codes showed that most of them associated unemployment with language and the barriers it creates to acquiring education and a specific status in society. This was viewed as one of the central problems. At the same time, the concept of colonialism was less significant, with only approximately half of respondents associating the current issues in the employment and education sphere with the nation-building attempts in the colonial past. Another half were certain that the existing challenges come from the weak government, corruption, and an inability to find the right way to evolve.

Furthermore, all respondents admitted the existence of a divide in Cameroonian society. They associated it with the history of the state and opposition between Francophones and Anglophones. The ideas of neocolonialism were barely mentioned as the individuals did not have an adequate understanding of the term. At the same time,

they made note of the focus of the current policy on following European recommendations, which they viewed as a negative tendency that might slow the nation's growth and unification.

From the given codes and their analysis, it is possible to outline several important themes. The first significant theme was unemployment and elements linked to it. Participants emphasized the fact that at the moment, it is difficult to find a prestigious job because of the barriers to acquiring education and existing language problems. This theme is important as it was discussed by all participants.

The second significant theme was the divide influencing the nation and its state-building attempts. Respondents are worried about the current state of Cameroon and the absence of perspectives for establishing a strong state with centralized power. These fears arise from tensions between different population groups and problematic employment and education options.

Bilingualism is another theme that can be outlined via codes. All analyzed surveys contained information about this issue, with most participants sure that the existence of two languages can be utilized to create a better environment. However, the current approach to dealing with this problem is ineffective and preconditions the further growth of opposition.

Finally, the theme of discrimination is another topical aspect that should be considered in the course of this research. Most respondents were certain that the state evidenced certain discriminative patterns that might affect citizens by depriving them of

opportunities for meaningful work, education, and a high quality of life. All participants

had the experience of witnessing unfair attitudes in the employment or education sphere.

The significance and relevance of these themes can be seen in the participants'

responses:

"Finding a job is a challenge today."

The quote is the answer to the question about the current state of the employment

sphere and the availability of good jobs for the population.

"Language can really prevent you from being successful."

The respondent spoke about the role of bilingualism in the state and whether it

affects the person's chances for finding a good job or becoming educated.

"Sometimes, they just refuse you because of your culture and language."

The respondent's words show that Cameroon suffers from the divide and the

cultural issues linked to the problem of language are relevant and topical.

"Bilingualism is not a bad concept in general; however, in Cameroon, it promotes

multiple problems and should be managed better."

The quote shows that citizens recognize the possible benefits of knowing several

languages; however, in the context of Cameroon's colonial past, it remains a serious

problem that exacerbates the divide and makes problems within Cameroonian society

more complex.

Altogether, these quotes show that the analysis of codes and the creation of

themes were relevant. Analyzing the data acquired from surveys made it clear that there

exists a high level of dissatisfaction with the current situation and a strong desire for

change. However, participants showed little understanding of how the state can achieve this goal and become stronger.

The data analysis also did not determine discrepant cases that might contradict the overall findings. All respondents were united in the opinion that Cameroon faces some severe challenges, and that their resolution is vital for the future and chances to become a stronger nation with its own identity.

In general, the data analysis proved the effectiveness of using flat coding to process all information provided by clients. Looking for specific words, it is possible to generate more generalized themes and use them to improve the overall understanding of the problem, its roots, current influences, and how it is perceived by people affected by it (Creswell & Clark, 2017). The effectiveness of this data analysis method is also evidenced by the fact that there were no contradictory or corrupted data portions. All answers provided by respondents contained information that allowed for analysis through the use of coding and specific themes discussed within the project.

Data analysis also showed that the overall representations presented by the respondents are close to those offered by other researchers, i.e., that Cameroon suffers from the colonial patterns that have remained visible in the employment and education spheres; these elements slow down the speed of the nation's evolution (Njoh et al., 2021). Similar ideas were revealed by using coding, which shows that the themes supporting this statement were discussed by all respondents and are an essential element of their experiences. Second, data analysis helped to structure and present the results of the

investigation. For this reason, the outlined codes, themes, and representations are vital to the following discussion and conclusion.

As mentioned, the information provided by participants was analyzed by using flat coding, Ms Word, and thematic analysis. That analysis showed that the codes were frequently seen in individuals' answers and their cogitations about the nature of the issue under review. Participants' statements showed that they were interested in discussing the topics that served as the focus of this research as they viewed these elements as being fundamental to the future of Cameroon. The codes were also used to create themes that should be outlined in the results section as they are linked to research questions. In such a way, the given statements created the basis for the future investigation of the selected problem, its discussion, and debates.

Evidence of Trustworthiness

Credibility

The credibility of the study was established by following the guidelines outlined in Chapter 3. First, all participants were checked as to whether they had qualities necessary for the investigation and all belonged to the education or employment spheres and possessed the desired knowledge about the investigated phenomenon; that ensured the credibility of findings and excluded individuals with irrelevant or insufficient knowledge of the current situation in Cameroon. Further, the participants were willing to voluntarily share the information (Fink, 2019). With 20 respondents, the need for a sufficient sample size was also met, which allowed the researcher to attain the saturation point necessary for the relevance of results and observance of any corrupted assumptions.

There were no serious issues or violations that could have had a negative impact on the results of the study, further ensuring a sufficient level of credibility.

Transferability

The results of this study are certainly transferable to other investigations. The initial plan applied to the colonial theory and its influence on Cameroon, which formed the investigation's theoretical background and ensured the relevance and credibility of the research. During the data collection phase, the theory remained intact and served as the basis for the survey. Another factor was the inclusion of participants who possessed up-to-date information about the current state of the issue in Cameroon, which was vital for the investigation. For this reason, it was possible to collect information useful to other researchers working in the same area. The language problem in Cameroon remains an issue demanding intervention and discussion; thus, it is possible to continue the analysis of the themes discussed in the paper in other projects. This indicates both the transferability of the study and its contribution to the overall understanding of the problem, its root causes, and the development of possible solutions that might help to improve the current situation and release tension.

Dependability

The initial plan supposed that dependability would be achieved by analyzing the information provided by participants to ensure it met existing standards. Additionally, it was planned to use the audit trail to guarantee the high dependability of the study. Both these goals were achieved during the data collection phase. First, all information gathered from the participants was investigated and classified. Second, all notes made during the

cooperation with individuals involved in the research were saved and structured to

demonstrate the process and reflect on the possible problems and solutions (Hempel,

2019). In general, there were no serious issues that might influence dependability of the

data as the investigation logic was not corrupted. It was possible to follow the initial plan

and move from one stage to another, which can be seen in the existing notes (Berenson,

2017). It means that the study results can be trusted as the planned methodology was

implemented and observed during the most important stages of the process. The high

dependability of the study also supports its credibility and the possibility of its use in new

projects focused on the investigation of the current situation in Cameroon.

Confirmability

Finally, the confirmability of the study was achieved by following the outlined

guidelines. First, the neutral position was observed during the data collection phase. The

participants were assisted in some tasks; however, their answers were not impacted by an

investigator, ensuring the objectivity of findings. Second, all acquired results were

analyzed regarding the colonial, postcolonial, and neocolonial theories to avoid bias and

possible subjectivity of judgments. At the same time, reflection was used to ensure the

confirmability of the study and its ability to meet existing standards (McKenney &

Reeves, 2018). Looking at the results of the audit trail and the outlined guidelines, it was

possible to ensure that the study met all requirements and managed to provide credible

and reliable data that could be used in future research. Hence, it can be concluded that

confirmability, transferability, dependability, and credibility of the paper are high due to

the observation of the objectives mentioned in the previous chapter. The study can be

viewed as valuable and relevant and can be employed by other investigators as the basis for discussing the language problem in Cameroon.

Results

The objectives of the study included the determination of the connection between education, choice of profession, and employment in the state. For this reason, the results of the study are organized to answer the above questions formulated and to meet the intended goals. Using and structuring the data acquired from the participants, the next section explains the existing correlations between the investigated aspects and outlines the current state of the problem in Cameroon.

RQ1

The data collected in the course of the survey provided an answer to this question. First, most of the participants responded in the affirmative to the question of whether British-French colonialism had a significant influence on the formation of the country. All of them were sure that their history and the experience of being divided between two European powers resulted in the establishment of an existing system of governance and led to the emergence of problems they observe today. However, the participants offered different ideas about how exactly colonialism impacted Cameroon:

Table 1

Influence of Colonialism

Influence	Number of answers (of 20 in total)	Number of multiple answers
Divide	7	5
Weak government	4	4
Bilingualism	6	2
Employment and education problems	3	2

Table 1 shows that the current divide observed in society is one of the most visible aftermaths of colonialism in the state, as it was mentioned seven times. The table presents the list of the elements associated with colonialism by respondents. All issues were introduced by the participants and viewed them as one of the critical problems. When asked the question (see Appendix A) about the effects of colonialism on the state, they demonstrated both knowledge and a full understanding of the problem. The greatest number of influences noted in the list are linked to the existing problems affecting the nation, meaning that the respondents view their colonial past as the most important aspect affecting their future. The presented table indicates the frequency with which a specific aspect was mentioned by the participants as well as the times it was selected by more than one respondent. For instance, "divide" as the direct result of colonialism was mentioned five times by more than one respondent. Bilingualism holds second place, with six answers, two more than by one participant; weak government and employment

issues followed correspondingly. Thus, one of the respondents gave the following answer on one of the questionnaire's questions:

Q2. What are the most visible and significant effects of colonialism on Cameroon observed today? (see Questionnaire in the Appendix A)

A: "Divide within the state and weak government are obviously results of our past. We still cannot find our unique way and suffer from it"

The quote demonstrates that individuals recognize the negative impacts of colonialism and its relevance for Cameroon nowadays.

Thus, the results show that all respondents understood and acknowledged the critical role the colonial past played in the formation of Cameroon. Additionally, they blamed it for the many problems the state currently faces.

Data collected from participants also showed that all of them agreed that the bilingualism peculiar to the country is the heritage of the colonial period. At the same time, only six respondents viewed it as the critical factor influencing the formation of the nation, while others considered it to be among other factors, but not the most important one. This indicates that bilingualism, in its pure form, does not have negative associations with the colonial past. Respondents accept it as an integral part of their current society, one that should not be eliminated; however, it demands specific management and approaches, an idea supported by further analysis.

RQ2

The survey distributed among the participants also helped to learn about their attitudes toward and visions of bilingualism in the education sector in Cameroon. All

respondents agreed that there is a significant impact of this factor, leading to the emergence of numerous adverse effects. First, the prevalence of the French-speaking population influenced most educational establishments and resulted in the formation of a Francophone majority there. It means that even educated Cameroonians might have issues with acquiring necessary knowledge. Three respondents who considered English to be their first language admitted difficulties they had during their studies at the University. They emphasized the complicated access to resources and problems during lectures and classes. Moreover, other respondents noted the existence of the unfair distribution of educational resources and training toolkits. For instance, when discussing this, one respondent noted:

Q5: What aspects are associated with bilingualism in the education sphere (from your experience)? (see Questionnaire in the Appendix A)

A: "I really had difficulties with finding English books. I know French; however, I feel better when I speak English. However, for me, it was almost impossible to find the needed book. It was a serious challenge, and I had to work with French sources."

The quote shows the significance of the problem and its true scope. Two participants mentioned cases of unfair attitudes based on the language they experienced during their education (see Figure 2). Under these conditions, the research evidenced that bilingualism remains a relevant topic for the education sphere of Cameroon.

Table 2

Effects of Bilingualism

Bilingualism's effects (number of choices)	Discrimination	Lack of educational resources	Problems with communication	Language issue during classes
Anglophones	3	3		3
Francophones	1	9		1

However, language was never selected as a barrier to communication between representatives of various groups, supporting the idea that bilingualism is not a factor preventing local people from engaging in meaningful collaboration in a variety of environments. However, for the educational sector, with its own unique setting, it becomes an issue that affects outcomes because of the problems with understanding and access to information.

Respondents accepted the critical role of education for future career attempts and agreed that the current problems in the education sector should be addressed immediately. However, all participants reported the absence of visible policies or actions aimed at improving the situation and helping various groups to overcome existing difficulties. Thirteen respondents were sure that the situation would not alter over the next ten years; six stated that it would become even worse, while only one participant believed in the possibility of the positive shifts in the outlined period. These answers speak to the ineffectiveness of government policies intended to support bilingualism in the state and manage it in the education sector.

Insufficient governmental support was viewed as one of the factors having a negative effect in the area of education. The respondents stated that educational establishments do not have the financial support needed to buy books, introduce additional classes and diversify the resources available to all learners. In terms of the limited budget, they use resources currently available, which results in the exclusion of a significant number of students from the process. It is one of the serious problems affecting the sector, transforming it into a closed privileged community, with benefits available only to Francophones (Njoh et al., 2021). All respondents agreed that greater governmental involvement might resolve the problem by introducing specific quotas and support to Anglophones and other minorities.

As a whole, the survey results revealed the existence of several significant problems in the educational sphere of Cameroon that are linked to bilingualism. As mentioned, although, in everyday interaction, language does not serve as a barrier to understanding, in terms of higher educational establishments, it creates the basis for the emergence of numerous issues such as worse academic results, poor understanding during classes, and the inability to find credible and appropriate resources in the needed language. For this reason, bilingualism plays a negative role in this sector and makes the divide even more significant. Multiple problems with obtaining an education precondition issues in the future and limit individuals in their opportunities to find a good job. For this reason, the survey responses supported the initial thesis and correlated with the results of the literature review. The education sphere demands positive change to become more inclusive, diversified, and tolerant.

RQ3

Data collected from participants also revealed the existence of the potent effects of colonialism on the country in general and its employment sphere specifically. The cumulative impacts of traditional African and Western colonial systems, combined with the current neo-colonial approach, influence the sector and the status of Cameroonians. They suffer from an underdeveloped job market, as one of the remnants of the past, language barriers limiting changes for successful employment, and the divide typical for the nation. All respondents stated that finding a good, well-paid job is a serious challenge in the country; much of available employment is low-paid, low-qualified, and sometimes risky labor with no chances for career development. These respondents' answers support this idea:

Q10: Is it easy to find a good and well-paid job in Cameroon? (see Questionnaire in the Appendix A)

A1: "I had to spend much time looking for the job that would help me to survive."

A2: "My education helped me to find a job; however, I spent much time looking for it. Moreover, I know many people who had to return to their homes and work in fields."

A3: "It is great luck if you find a good job. In most cases, you work where you started."

These participants' quotes show that a well-paid job in Cameroon is rare and even an educated person has to expend much time and effort to find the right one. For the

participants, these challenges have resulted in growing dissatisfaction and disillusionment about the nation's future.

Speaking about the job market as it pertains to colonialism, participants discussed the presence of privileged spheres, along with the less attractive but more widespread positions. They observed that civil service is still the main employer in Cameroon, offering multiple chances for educated young people or experienced specialists. All respondents agreed that this tendency is one of the most significant effects of colonialism as the rulers of the past needed representatives of the local population to work in the administration and to perform specific functions. Today, this trait remains evident, meaning that Cameroon can be viewed as a neo-colonial state. At the same time, the number of vacancies in this sphere is limited, meaning that predominantly French-speaking people with appropriate education can occupy them, while other population groups have to work in less attractive areas.

Answering the question about the most attractive employment spheres, most respondents gave similar answers.

Table 3

Patterns in Employment Spheres

Employment sphere (rank regarding attractiveness)	Number of choices	Reasons why		
		Salary	Career opportunities	Social status
1. Civil service	20	High	High	High
2. Finance and banking	15	High	Average	High
3. Industry	12	High	Low	Average
4. Agriculture	2	Low	Low	Low

Table 3 shows the distribution of preferences among respondents, with all of them indicating that civil service remains the most attractive employment for individuals. The reasons include the high salary, career opportunities, and social status. The finance and banking sector is another popular sphere, with 15 choices and for similar reasons. At the same time, industry is the least popular choice among occupations with benefits (12 votes). Agriculture is also viewed as an undesired employment sphere as it lacks career opportunities, offers low salaries, and has low social status. The given distribution is typical for the neocolonial society with the shift towards privileged spheres, while others remain underdeveloped.

However, data about the spheres where most populations work are counter to the respondents' preferences outlined above. That indicates that jobs commonly available to the population are not attractive to individuals.

Table 4

Available Jobs and Number of Populations Involved

Employment sphere	Prevalence	Approximate value
1. Agriculture	Extremely high	80%
2. Industry	Low	13%
3. Finance and banking	Extremely low	5%
4. Civil service	Rare	Less than 1%

Most respondents believed that the majority of the people living in Cameroon found employment in agriculture. The approximate value acquired from analyzing the data is about 80%, which is close to the official statistics, which indicate that 70% of citizens work in this sector (Njoh et al., 2021). Industry holds second place, with 13% of

all people working there (same as the official number), while finance and banking provided employment to only 5% of individuals. Finally, although employment in civil service is the most sought after, it is extremely rare, employing only about 1% of the population.

Respondents mentioned several factors contributing to this disparity. First, they noted the influence of bilingualism and problems in the education sphere; Francophones are more likely to be offered attractive job positions because of their cultural background and education. Considering the educational barriers mentioned above, this means that French-speaking groups have greater opportunities for employment in spheres demanding skills and offering higher salaries. Another important reason is the traditionally important agricultural sector, which has always been viewed as the central source of income for Cameroon and most of its population (Tamekou, 2020). Respondents mentioned the tendency towards the revitalization of industry and its becoming more developed; however, it remains insignificant compared to other spheres in terms of offering vacancies to individuals living in the state.

Finally, respondents discussed the vulnerable position of women regarding employment and economic status, with 16 participants stating that modern Cameroonian women have limited access to resources such as education and money. That results in a decline in their socio-economic status and their disadvantaged position in the employment sphere. They become more dependent on men in all spheres of their life as they occupy a lower social class, although they continue to hope for good employment or privileged jobs. This fact has also been emphasized by other authors, so findings correlate

with existing research (Nkengla-Asi et al., 2020; O'Rourke, 2020). Most of them work in the agricultural sphere, making their positions even more difficult as it is difficult to become educated and look for better chances of success.

The results of the survey clearly support the idea of the strong influence of colonialism on Cameroon. Just as in its past, the country remains an agricultural state that involves the majority of the population, while other employment is available only to a limited number of people. Women also suffer from the existing trends, becoming one of the vulnerable population groups suffering from the underdeveloped economy and society. This situation was typical for colonies, meaning that today it is possible to observe a particular stage of neo-colonial development, with Cameroon still viewed as the source of raw materials. Problematic employment and low-paid jobs prevent the nation from further growth and evolution.

RQ4

Finally, the survey results helps to understand the connection between postcolonial education and the choice of professions in Cameroon.

Table 5

Education and Choice of Professions

Education	Employment sphere	Availability	Reasons why the distribution is observed (number of choices)			
			Past colonial and neocolonial patterns in education	Absence of opportunities for education	Problematic enrolment in higher education establishments	Barriers for moving from one social class to another
1. Basic knowledge	Agriculture	High	12	18	15	14
2. Workers' education	Industry	Low				
3. Higher education	Civil service, finance, banking	Extremely low				

As stated previously, most of the state's population work in the agricultural sector. One of the causes for this distribution are the existing trends in postcolonial education. Respondents stated that the larger percentage of citizens is only provided with basic knowledge sufficient for performing tasks demanding low skills and/or little experience. At the same time, the problematic enrolment in the higher education establishments means that citizens have no choice but to work in the agricultural sector. A smaller group of individuals can acquire skills needed to work in the industrial sector, but their numbers are limited. In such a way, the trends affecting the current education system in Cameroon influence the employment sphere by introducing barriers to moving from one social group to another. This pattern is similar to that seen in the past and justifies the application of the term, neocolony to Cameroon.

Further, respondents stated that an exclusive education is available only to a limited number of individuals who belong to a higher social class. For instance:

Q18: Do all people in Cameroon have similar access to education? (see Questionnaire in the Appendix A)

A1: "People outside big cities and those who work in fields have really low chances of acquiring education. They know it and even do not try. It is one of our current problems, I am sure."

A2: "It is almost impossible to move from one social class to another nowadays because of limited opportunities for education."

This results in the exclusion of a significant number of individuals from social processes and their inability to hope for a successful career. At the same time, the limited number of places for students who want to continue their development in civil service is also associated with the employment of old patterns used by colonial governments. Under these conditions, the survey proves the existence of the direct correlation between postcolonial education and the choice of professions in Cameroon. Most citizens select occupations that reflect their current levels of knowledge and education, meaning that they have no opportunity to succeed in other spheres and have to focus on agriculture.

Finally, most respondents noted the unreadiness of the existing education system to meet the demands of the growing nation and provide it with the specialists needed to diversify the economy and other spheres. They observed that Cameroon still uses old patterns when educating children, viewing them as a cheap labor force that can be used for working on farms. This factor has a pernicious impact on industry and the

transformation of Cameroon into one of the strong and independent states. Eighteen respondents found that individuals do not have a diversity of choice as their future is preconditioned by the education they receive and their current status. The use of ineffective patterns also demotivates various groups to try to build a successful career and results in the preservation of the traditional colonial practices in the area.

Summary

Data shows that Cameroon experiences multiple problems associated with its colonial past. The state uses neocolonial approaches to regulate its education sector, which results in a limited number of job opportunities for most populations. Bilingualism remains a critical problem, depriving citizens of the chance to succeed in higher education establishments and making Francophones advantageous for employers. The list of most popular jobs shows that civil service remains attractive for individuals, but it employs less than 1% of inhabitants. Cameroon remains mainly agricultural, with most of the population working in those environments. Thus, results support findings of the literature review and create the basis for the following discussion aimed at generating a better understanding of the issues.

Collected information was used to answer all four research questions. British and French colonialism are viewed as potent forces that influenced Cameroon. Participants agreed that bilingualism has negative effects on the education sector, which also impacts the country's employment. Barriers to acquiring knowledge also limit Cameroonians in terms of their chances to get jobs they want, which results in dominance of the agricultural sector. Drawbacks in terms of postcolonial education influence choice of

professions by citizens, as the majority has to work on farms due to their lack of skills and knowledge. Further discussion is needed to interpret acquired data and make conclusions.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this study was to investigate links between British and French colonialism in Cameroon and the country's current educational system, with particular focus on graduates' future employment opportunities. It was conducted because of the divide between populations in the state and history characterized by multiple powers. These factors affect employment and education sectors of Cameroon, which justified careful analysis. There was little information about how the educational system and employment opportunities are related in terms of language divisions in the nation and the emergence of some privileged groups.

Findings showed that most participants noted negative impacts of bilingualism in the education sector, limited number of employment opportunities, and prevalence of old colonial patterns that reduce the state's chances for successful development. Chapter 5 includes acquired information and recommendations for new projects.

Interpretation of Findings

Findings showed the significant influence of French and British colonialism on Cameroon and revealed multiple effects it currently has on the state. Past experiences involving being divided between two European empires remains relevant for the country. Acquired findings were interpreted with the goal of answering the research questions and relevant literature reviewed in Chapter 2. It is possible to conclude that data proves the presence of neocolonial patterns in Cameroon and their integration into the fundamental institutions of society, such as education and employment. This means that the state's future development can be seen through the prism of its inability to overcome problems

linked to colonialism and create the basis for new achievements by consolidating society and eliminating irrelevant and outdated practices.

RQ1

First, findings showed that modern Cameroon is the byproduct of its colonial past. Although the state became independent in the 20th century, it continues to follow recommendations introduced by European states. Data from the survey show that citizens are not satisfied with this situation and want the state to act more independently in terms of international and domestic issues. The policy of Cameroon depends on French recommendations that limit the effectiveness of state-building attempts (Nyoh, 2018; Nyoy et al, 2021). The government fails to consider relevant national issues and introduce policies that might help to resolve them. Military conflicts between representatives of various parts of the Cameroonian society support this idea. An absence of consensus results from division inherited as part of the colonial past. Today, it remains unaddressed, which destabilizes the area.

Additionally, survey data show Cameroonians correctly recognize sources of their problems, acknowledging the prolonged history of being a European colony and the state's division between two empires. It became a fundamental part of the state's history, resulting in the formation of a particular mentality among various population groups. For this reason, today it is difficult to establish a homogenous society and avoid tensions between those groups. Cameroon remains a state affected by its past and suffering from neocolonial practices. It limits opportunities for successful transformation and demands attention to ensure the problem is resolved.

RQ2

I also addressed the critical role of bilingualism as one of the factors influencing all institutions in Cameroon. Education in the state suffers from the divide between Anglophones and Francophones (Gonondo & Mangue, 2016). This has resulted in limited access to resources, discrepancies in academic achievements, and worse opportunities for minorities (Nyoh, 2018). Participants admitted bilingualism does not promote better results among learners; it instead leads to poor understanding during instruction, absence of needed resources, and cases of discrimination (Njoh et al., 2021). The dominance of Francophones in higher educational establishments, especially among professors, is a source of additional difficulty for others who want to acquire education. Because this sector is closely linked with employment opportunities, the problem becomes essential for Cameroonian society and should be resolved to ensure the state's ability to evolve.

The educational sector of Cameroon suffers from the problem of bilingualism as it creates the basis for discriminative practices (Njoh et al., 2021; Segell, 2019; Swindell, 2019). Njoh et al. (2021) viewed it as the heritage of the past, meaning that the presence of two languages in the state makes the division between population groups even more significant. These ideas are supported by my findings, as none of the participants viewed bilingualism as a factor which might help to improve their state-building attempts. Absence of governmental programs and the shift towards a particular language have resulted in the establishment of counterproductive patterns affecting the state.

RQ3

This research also proves that the country's employment sector is strongly affected by colonialism and its negative aftermath. At the moment, the state remains mainly agricultural, with the majority of the population working on farms. As results of the survey showed, this occupation remains less attractive and prestigious when compared to the administrative sector, finance, or industry (Ndille & Litt, 2018). However, regardless of these patterns, only 1% of people work in this sector, a direct result of neocolonial policies which adhere to approaches from the past. Limited access to education means citizens do not have necessary skills to work in the this sector. Ndille and Litt (2018) observed that the administration of colonies demanded a limited number of people to perform administrative functions, while others had to work to produce necessary products. Today, the situation remains the same, as these findings prove.

Bilingualism and educational barriers also influence the employment sector. Poor functioning of higher educational establishments deprives the largest segment of the population of chances to find a good job, which can be viewed as a part of neocolonial policies (Ndille & Litt, 2018; Mbihbiih, 2016; Morreira, 2017). Study results emphasized the negative effects of colonialism in terms of employment. The state fails to support people who want to work in the industrial, financial, or administrative sectors, as it remains mainly a raw material base offering agricultural products for sale. This detracts from the wellbeing of the nation and its chances for successful state-building.

RQ4

Finally, the study shows the direct correlation between postcolonial education in Cameroon and employment opportunities. As stated previously, the state does not offer equal opportunities for all people to get the education and knowledge needed to work in the sphere they want. That is a result of neocolonial policies and limitations introduced by past policies and experiences. However, at the moment, bilingualism makes the gap between population groups even more significant and makes discriminative patterns stronger (Sosso, 2020). Thus, representatives of minorities, or populations living in less beneficial initial conditions, have almost no chance to gain successful employment because of the complicated access to education and the impossibility of eliminating barriers established previously. This affects the employment sphere and makes it ineffective in providing citizens with the sources of income they want.

Moreover, these disparities in the employment sphere reflect the current state of Cameroon. The findings acquired from interviewing respondents showed that the inability to find a good job is viewed as a central barrier to improving the quality of people's lives in the state. It means that individuals must find sources of income that might be not attractive or that are insufficient (Koabigh, 2016; Tchombe et al., 2012). This makes progress in other social spheres impossible and leads to the further growth of people's dissatisfaction. In such a way, the situations in the employment and education spheres are interconnected and can be attributed to the colonial past of Cameroon. This idea was also offered by Mbihbiih (2016), who said that the promotion of positive change

in these areas would help to make the state a more powerful nation with multiple chances for further evolution.

Altogether, the findings of this study support the idea that Cameroon suffers from multiple negative effects associated with postcolonialism and ineffective policies. Bilingualism, one result of the state's history, makes the gap between population groups more significant, while education and employment spheres cannot eliminate outdated practices and create the basis for new state-building attempts. Regardless of being a formally independent state, Cameroon experiences a strong influence of European states and cannot alter the situation by providing equal opportunities to all citizens and eliminating neocolonial practices. Being a neocolony, it suffers from the issues typical for such entities, which is proven by people's dissatisfaction and the emphasis on the necessity of positive change.

<div align="center">**Limitations of the Study**</div>

As stated in Chapter 1, the study also had several limitations that must considered when discussing the findings. First, the study depended on the information provided by the participants during the survey. It means that the subjectivity of data provided by them was controlled by using the data from the literature review to ensure no false information or purposive provision of false data would corrupt outcomes. Second, access to the participants was limited because of the pandemic and he restrictions associated with it. For this reason, the Internet was used as the major communication tool to allow data collection and cooperation with all participants who wanted to take part in the study.

The limitations mentioned above also resulted in the inclusion of a comparatively small number of participants due to the scope of the study and available resources. A broader sample might help to acquire additional information about the investigated issue and expand these conclusions about the current state of education and employment in Cameroon. For this reason, further projects focusing on similar research questions might benefit from a larger number of participants.

Additionally, the transferability issues mentioned previously might be viewed as a limitation of the study because of its focus on Cameroon and its unique peculiarities. However, the research showed that most postcolonial states suffer from similar issues as a result of their past and the divide within a nation. For this reason, the data acquired in the course of the study are applicable to other projects and can be used as the basis for the discussion.

However, all limitations mentioned above were considered during the study. The answers provided by respondents were checked for reliability and objectivity by comparing them with reputable authors' ideas and the existing literature. The literature related to Cameroon and its current state was employed as the theoretical framework for monitoring the credibility of answers and avoiding using false data. Additionally, using online platforms and social media, it was easy to remain in touch with the participants, which helped to collect data and clarify all issues emerging during the investigation. Therefore, any limitation did not affect findings or reduce the relevance or credibility of conclusions. The researcher also considered and addressed the issues of trustworthiness

in the course of the study to ensure the outlined factors would not distort results and conclusions.

Recommendations

The study's findings and its nature can also be used as the basis for offering recommendations for further research. First, as mentioned above, in future research, the sample size should be increased, thus enhancing the relevance and credibility of findings due to the more diversified opinions on the analyzed issues. At the same time, a greater number of participants will help to compare answers, resolve transferability and credibility issues, possibly allowing for a more comprehensive picture of the current situation in Cameroon.

Second, the findings showed the existence of multiple issues in the education sphere of Cameroon, problems that affect the work of higher educational establishments and people's ability to become educated and select the career they want. This being the case, the nature of problems present in the educational sphere might demand an additional investigation. The study revealed that citizens view bilingualism as one of the causes for the ineffective work of the sector and its inability to provide equal access to knowledge to all who want it. However, there are few details about how bilingualism shapes relations between educators and students, and students from various groups. Additionally, an improved understanding of why the sphere fails to perform its central function might demand an analysis of current governmental policies in the education sector. Being the major force affecting the work of educational establishments, the government is also responsible for systemic problems found in these units (Asongu &

Nnanna, 2020). For this reason, additional research focusing on this aspect might be needed to improve the understanding of the current state.

Another recommendation is to conduct a study among students and educators within the Cameroonian educational sphere to acquire information about their beliefs concerning existing barriers and ways to resolve education's most problematic issues. The practical utility of this investigation will be high as it will focus on discussing elements such as bilingualism, problems in education, and unequal access to vital resources, elements also touched upon by other authors, such as Alenda (2021) and Njoh et al. (2017). For this reason, surveying representatives of this sphere might help to collect relevant data about the current state of education in Cameroon, uncover its existing problems and the ways in which they are linked to the ideas of postcolonialism.

Furthermore, another recommendation speaks to focusing on the employment sphere and how it functions in terms of the policies existing within a state and problems in the education sphere. Although the current study revealed a relationship between the state's colonial past, complexities in education, and the development of the job market, it is vital to acquire an improved understanding of the patterns or factors affecting the sphere. The suggested area of investigation might presuppose focusing on bilingualism and its manifestations in the job market or the availability of occupations for various population groups (Kouega, 2018). Cameroon remains largely an agricultural state, with the most people working in this sector, even as other areas might seem more attractive. For this reason, it is vital to clarify factors limiting citizens' choices of desired

occupations and determine whether there is a correlation between such tendencies and the colonial past of the state.

Another recommendation comes from the findings of the study and literature review. Future research might focus on analyzing the language problem in Cameroon, its roots, causes, and how it makes the gap between different population groups more significant. Language is one of the critical factors affecting the functioning and development of any state, meaning that such research might help to illuminate the factors contributing to the problems in various spheres and to arrive at conclusions concerning their nature. The research can be conducted by using purposive sampling and introducing two different groups of participants, i.e., Anglophones and Francophones. That would allow for effective data collection and comparison to determine whether those speaking different languages have similar or different visions of Cameroon's future and to identify the central factors differentiating them from one another. This project would also help to understand the nature of the division peculiar to the country and devise methods that could be used to make it less significant.

Finally, the findings revealed that the existing issues in the educational sphere also have multiple adverse effects on women living in Cameroon. The inability to acquire the knowledge and skills needed to find a good job makes them a vulnerable group, with a limited number of opportunities to earn money and become independent. It means they might become victims of discrimination that can affect the quality of their lives. Considering this factor, it is also possible to focus on investigating the current status of females in Cameroon as it applies to its dependance on the colonial past of the state,

along with the neocolonial policies still in existence today. This investigation can be conducted among both educated and uneducated women to collect data and compare it to find any correlations between the level of knowledge, job opportunities, and social status occupied by them. This research would contribute to a more thorough investigation of Cameroon and analysis of the impacts its past has on the future of the nation.

Taken together, all recommendations are linked to the study results, its limitations, and findings, including the need to work with larger samples, particularly those in education, as well focusing on the current status of women, their position, and dependence on education. In such a way, considering these recommendations, it is possible to start a new project centered on collecting the outlined type of data and discussing outlined issues related to Cameroon, its education and employment spheres.

Implications

Implications for Positive Social Change

The study also has some potential implications that might promote positive social change or affect the investigated phenomena. The findings revealed the existence of severe problems in the most important social institutions of Cameroon, meaning that the presented data can be used to reconsider the ineffective practices and establish a new paradigm of relations. First of all, the research might encourage necessary social change by emphasizing the critical state of education in the country and the growing dissatisfaction with this fact. In examining participants' responses, it became clear that there is a need for critical improvements aimed at improving the lives of several population groups and helping them become more productive.

The findings of the research revealed some of the most critical problems associated with the functioning of educational establishments in the state. Consideration of these problems might help to cultivate favorable shifts, which is vital for the future success of state-building attempts in Cameroon. The inability to provide equal conditions for Francophones and Anglophones affects the whole country as the number of potential specialists who can help Cameroon to evolve is very limited. That also means that it will remain dependent on the workforce from other regions and fail to create a national education system effective enough to meet the existing requirements. For this reason, by devoting attention to the issues outlined in the study, it is possible to alter those ineffective practices and create the basis for future improvement, which is critical for Cameroonian society.

Furthermore, the study can help to promote positive change regarding families and individuals and their status. At the moment, most of the population works in the agricultural sphere, meaning there are no opportunities for the improvement of their social class and getting higher salaries. This situation is linked to the problems mentioned above. Most of the issues in education and employment remain unaddressed, which results in the extremely slow speed of Cameroon's social development. Using the study's findings, it is possible to enhance the quality of life in this country and to ensure that individuals and families benefit from the increased number of opportunities available for them.

Theoretical Implications

The research fills the gap between the postcolonial education system and problems with employment existing in the state. This means that, considering all elements mentioned in the research, it is possible to create a theoretical framework for interventions resolving systemic issues present in Cameroon. Because employment directly depends on education, the positive change in the first aspect can be attained by fostering the necessary alterations in the second. In other words, the study can create a better understanding of how the desired shifts in the work of Cameroonian educational establishments might help to create more employment opportunities for people who now feel excluded from important social and state-building processes because of their lack of knowledge and competence. This can lead to the successful transformation of the state into a fast-evolving nation with numerous opportunities for becoming stronger in the future.

The study's implications might also include its use to alter existing practices and broaden the current theoretical basis. Most authors analyzing the current state of Cameroon have agreed that the country suffers from postcolonial policies and approaches; this investigation offers data outlining the specific problems and how they affect Cameroonian society. For this reason, it can be recommended to use the study as part of more extensive projects aimed at reconsidering outdated practices and establishing a new research paradigm focusing on education and bilingualism as the leading aspects preconditioning the emergence of other issues in different spheres. By addressing these

problems, it is possible to acquire the more relevant image of the state at the moment and factors influencing its development and growth.

Implications for Practice

Moreover, the study's findings outlined problematic issues in the employment sphere, which are closely linked to ineffective education. For this reason, the study can help to promote the desired change in this area. Using the investigation's results, it is possible to closely examine the lack of opportunities available for common people and the impossibility of finding a well-paid and prestigious job. It is vital to reconsider the situation as, from a long-term perspective, it might result in the growing dissatisfaction among different population groups and the growth of tensions between them. In this regard, one of the possible implications of the conducted study is the value of using information about existing barriers to finding a job to eliminate them.

Finally, addressing the issues mentioned above, it is possible to consolidate Cameroonian society. At the moment, bilingualism, differences in education, and employment patterns make the gap between different population groups more significant, affecting the state and reducing the efficacy of its policies and state-building efforts. The study's findings can be used as the basis for outlining the actions needed to promote the required change and improve people's cooperation, unite the nation, and eliminate the major causes leading to tensions between representatives of different groups. The public and governmental agencies might use the study results to launch new incentives aimed at reconsidering the current issues affecting the society and establishing practical solutions to them. This process is critical for Cameroon as it must overcome its past and employ

new practices vital to meeting the country's need and ambition to become a strong and independent player on an international level. Thus, the relevance of the study and the credibility of its findings make it a valuable source of knowledge, with multiple possible implications and the potential to promote positive change.

Conclusion

Altogether, regardless of being a formally independent state, Cameroon remains dependent on its European partners and has postcolonial methods influencing its development. The past division between Britain and French became a turning point in the nation's history as its results can be seen even today. Bilingualism, as a heritage of colonial times, has resulted in the emergence of multiple issues in the education and employment spheres and makes the gap between different population groups more significant. The government fails to support its state-building attempts with strong policies, meaning that little progress is seen in the development of the most important social institutions.

The study reveals numerous problems affecting the life of Cameroonians at various levels. Respondents admit that differences in languages might serve as the discriminative factor limiting access to learning resources and influencing the chances to become educated. At the same time, the employment sphere is also influenced by postcolonial policies, meaning that it offers privileged jobs to a limited number of Cameroonians who have a demanded education. Under these conditions, most of the population remains excluded from social interactions and access to valuable resources.

The further progress of the state depends on its ability to eliminate its postcolonial

policies and promote the required shifts in its education and employment spheres.

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Appendix A: Questionnaire

1. Do you believe that British-French colonialism had a significant influence on the formation of the country?
2. What are the most visible and significant effects of colonialism on Cameroon observed today?
3. Among the effects and factors you mentioned above, which has the most critical influence on the formation of the nation?
4. Does bilingualism lead to the emergence of adverse effects influencing Cameroonian society?
5. What aspects are associated with bilingualism in the education sphere (from your experience)?
6. What are the policies introduced by the government and aimed at eliminating barriers to acquiring education?
7. Do you believe that positive shifts will occur within the next 10 years regarding education?
8. Is the current financial support provided to educational establishments sufficient to improve the situation?
9. Can greater government involvement improve the situation?
10. Is it easy to find a good and well-paid job in Cameroon?
11. What are the most attractive employment spheres?
12. What are the most common and available jobs?
13. What are the reasons for the unfair distribution of jobs and problematic access to them?
14. Do women have the same access to jobs and education as men?
15. Do you view the current situation in the employment sphere as the result of the colonial past?
16. Do barriers in acquiring education influence the choice of an occupation in Cameroon?
17. Why low skilled and low-paid jobs are most common in Cameroon?
18. Do all people in Cameroon have similar access to education?
19. What are the factors influencing your choice of occupation and job?
20. Do you think there is a relation between the current education and employment spheres and the fact that most people work in the agriculture sector?
21. What is your vision of the country's future?