

Contact Details

Etta Mercy Aki

Associate Professor, Educational Administration

Department of Educational Foundations and Administration

Faculty of Education

University of Buea

P.O Box 63

Buea, South West Region, Cameroon

+237672806241

Email: etta.mercy@ubuea.cm

Researcher ID: V-2050-2019

ORCID: [0000-0001-8509-391X](https://orcid.org/0000-0001-8509-391X)

Google Scholar: [S1p-P20AAAAJ](https://scholar.google.com/citations?user=S1p-P20AAAAJ)

LinkedIn: [in/ettamercyaki](https://www.linkedin.com/in/ettamercyaki)

PROFESSIONAL BIO
ETTA MERCY AKI, PhD

I am an Associate Professor of Educational Administration affiliated to the University of Buea. I am currently serving as the Vice Dean for Studies and Student Affairs in the Faculty of Education (University of Buea, Cameroon). In 2016, I earned a Ph.D in Educational Administration from the University of Buea. Since then, my research has focused on enabling the realisation of young people's ambitions through education. My research interest sits at the intersection of educational policy and student development expressed through several publications, research and teaching endeavours. My publications have explored informed aspirations, program mismatch effects extending to several outreach impacts. Through funded research with the Canadian Organisation for Development through Education, Education Sub-Saharan Africa and Life Worth Living, I have developed programs to support literacy, resilience and life course approaches for children and youth. I am currently a dissemination project lead for the Resilience-Building for Education and Climate Learning, Adaptation and Innovation in Mitigation (RECLAIM). I remain active in ongoing conversations and have led capacity-building workshops around policy and change in education and program design within my university and with the Leaders of Africa Institute (LoA). In the future, I plan to engage more in translating research on youth ambitions to impact through the development of intervention programs in Cameroon and Africa.

Major publications

1. Might, K. A., Livingstone, E. X., **Aki, E. M.**, Clara, A. M., Joseph, S. D., & Ramiah, K. A. (2025). Youth's perspectives of Ghana's education system: implications for educational policy formulation. *Centre for Behaviour & Wellness Advocacy*, 12(2), 122-135. <https://doi.org/10.13187/jare.2025.2.122>.
2. **Aki, E. M.** (2025). Exploring the Phenomenon of Mismatch in University Program Choices and Admission: The case of Public English-Speaking Universities in Cameroon. *Educational Research: Theory and Practice*, 36(2), 13-26 . http://www.nrmera.org/wp-content/uploads/2025/05/ERTP_V36-2_002_Aki.pdf.
3. **Aki, E. M.** (2024). Promoting educational persistence in crisis regions: insights from students' experiences of online learning in the University of Buea, Cameroon. *Studies in Learning and Teaching (SiLET)*, 5(2), 413-427. <https://doi.org/10.46627/silet.v5i2.400>.
4. **Aki, E. M.** (2024). Profiling students' characteristics in program admission mismatch: The case of the University of Buea, Cameroon. *African Journal of Social Sciences*, 15(2), 49 – 58. ISSN 2410-3756 (Print).
5. **Aki, E. M.** (2023). Making Postgraduate Studies in Cameroon Student-Centric: Implications for University Provision and Practices in the 21st Century. *Developmental Issues in Education and Humanities: A Journal of the Faculty of Education, University of Buea*, 1(1), 71 – 75.
6. Ngyah-Etchutambe, I. B., **Aki, E. M.**, Mbi, S. E., & Farinkia, N. F. G. (2022). Informal vocational training and sustainable livelihoods skills among unemployed youth in low-income countries: Insights from a SWOT analysis of tailoring partnerships in Cameroon. *Frontier Education*, 7. <https://doi.org/10.3389/feduc.2022.1027632>.
7. **Aki, E. M.**, Nguehan, S. B & Echari, L. E. (2022). Students' Re-imaginings of the Future of Higher Education in Cameroon. *Educational Considerations*, 48(1), 1 – 15. <https://doi.org/10.4148/0146-9282.2335>
8. **Aki, E. M.**, Etomes, S. E., & Melem, L. (2022). Enhancing Quality Education through Partnerships: Why It Matters in Higher Education in Cameroon. <https://www.uvu.edu/global/docs/wim22/sdg17/sdg17-aki.pdf>.
9. Agbor, M. N., **Aki, E. M.**, & Etonde, H. M. (2022). Effects of armed conflicts on teaching and learning: perspectives of secondary school teachers in Cameroon. *Journal of Education*, 86, 162 – 180. <https://doi.org/10.17159/2520-9868/i86a09>.
10. **Aki, E. M.** (2020). Persistence of Higher Education Aspirations of Females in Prevailing Constraints of Unemployment in Cameroon. *African Journal of Educational Research and Development*, 11(2), 1-13. <http://ajerduniport.com/wp-content/uploads/2021/01/1.pdf>
11. **Aki, E. M.** (2019). Transforming female aspirations to real presence: The case of higher education in Cameroon. *Educational Research and Reviews*, 4(2), 56 – 66. <https://doi.org/10.5897/ERR2018.3648>.
12. **Aki, E. M.** (2019). Informed Aspirations: A pathway to female access and effective participation in higher education in the South West Region of Cameroon. In T. V. Gbadamosi, R. A. Aderinoye & J. A. Ademokoya (Eds.), *Africa and Education 2030 Agenda* (pp. 712-721). Ibadan, Nigeria: Faculty of Education, University of Ibadan.
13. **Aki, E. M.** (2016). Female Aspirations for Higher Education in Cameroon: Assessing Students Perceptions of Parental Influence. In A. Mvesso (Ed.), *Seminar on the*

contribution of Higher Education to the Achievement of the Vision 2035 in Cameroon (pp. 29-36). Buea: Faculty of Education.

See full CV here: [Etta Mercy Aki - CV](#)

