LECTURER JOB CADRE AND EXPERIENCE AS PREDICTORS OF QUALITY OF INSTRUCTION IN COLLEGES OF EDUCATION IN OYO AND OSUN STATES, NIGERIA

Adedokun, M.O. & Adekanmbi, M.T.

Abstract

The level of instructional quality at the College of Education in Oyo and Osun States is abysmally poor. The results of past studies on the lecturers' job cadre and experience and quality of instruction were full of contradictions. This study, therefore, investigated the extent to which the lecturers' job cadre and experience predicted the quality of instruction in the public COEs in Oyo and Osun States, Nigeria. Descriptive survey design of the ex-post facto type was adopted for the study, while multi-stage sampling frame was adopted. Simple random technique was used to select one COE per state. Two Schools (Arts/Social Sciences and Sciences) were purposively selected per sampled COE. One hundred and twenty-four lecturers were sampled from the four schools using total enumeration method. Six principal lecturers from non-participating COEs and 15 students in the relevant areas of specialisation were purposively selected to rate the lecturers. Each lecturer was observed thrice by non-participant observers. Each lecturer was also rated once, by a set of 15 students. Key Informant Interview was conducted on ten Deans from the sampled COEs. Quality of Instruction Rating Scale (r=0.86) was used for data collection. Multiple regression and Pearson product moment correlation were used to analyse the data at 0.05 level of significance. Qualitative data were content analysed. There were significant relationships between lecturers' job cadre (r=.29) and work experience (r=.12) and quality of instruction. The lecturer factors significantly predicted quality of instruction ($F_{(5, 2231)} = 66.92$; $R^2 = .151$) and explained 15.1% of its total variance. Lecturers' Job Cadre (B = -3.01; t = 14.66) and work experience (B=.78; t= 4.02) predicted quality of instruction positively. Lecturer cadre and work experience predicted the quality of instruction in the public Colleges of Education in Osun and Oyo States. This study recommended that education stakeholders in College of Education should place more emphasis on these two factors.

Introduction

Background to the Study

The college of education noted to be the producer of Nigeria Certificate of Education (N.C.E) holders, and the quality of instruction at all levels of education seems to depend on the quality of lecturers in the college of education. The reason being that the quality of instructional delivery at the basic education level depend to a large extent on the quality of instruction received by the N.C.E. graduates from their various colleges of education. Onen and Maicibi (2007) opined that the quality of instruction of any education cannot be better than the quality of its teachers. Unfortunately, the level of the quality of instruction delivered at the college of education has not been able to meet the expectation for the optimum performance of N.C.E. graduates at the basic education level. Omotoso (2008) stated that quality of instruction is about high standard in lecturing, research and production of excellent and good graduates for national development. The problem has also been noticed by scholars like Bolaji (2007) and Gbagi (2011) who observed that the quality of teachers produced by the colleges of education was poor and unable to meet the expected efficiency of the education system in the country.

In the past, scholars had examined the level of prediction of the lecturers' job cadre and work experience on the quality of instruction, but their findings were contradictory. For instance, scholars like Muhammad and Sabeen (2011), Hanushek and Rivikin(2006) and Lui and Remsey (2008) were of the position that job cadre would predict the quality of instruction. Wolters and Daugherty (2007) and Dahar, Dahar, Dahar and Faize (2011) found that the job cadre was not a predictor of quality of instruction. Brai-Abu and Fabunmi (2005), Owolabi (2007) and McArdle (2010) found experience as a predictor of quality of instruction. While Edu and Edu (2013) and Vinita and Shghi (2014) found experience as a factor that cannot predict quality of instruction. Given the pivotal roles of lecturers in determining the heights an educational system can reach and the level of observed contradictions, this study examined the level to which the lecturers' job cadre and work experience predict the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria.

Statement of the Problem

The quality of instruction at the basic education level seems to be getting to a level that is not encouraging. It appears as if the lecturers at the colleges of education are not discharging their duties as expected to produce the NCE graduates with the expected quality of instruction. Though, a lot of studies have been carried out on the predictive ability of job cadre and work experience on the quality of instruction at the colleges of education but with a lot of contradictions in their findings. Inability of the N.C.E. graduates to perform as expected and lack of consensus in the previous findings led to the demand for further studies on these variables.

Purpose of the Study

The main purpose of this study is to investigate the extent to which lecturers' job cadre and work experience individually and collectively predict the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria. Specifically, the study is designed to:

ii. investigate the level to which the quality of instruction is determined by job cadre of lecturers;
iii. examine the dependability of quality of instruction on lecturers' work experience;

Research Question

This study was anchored on this question:

1. What are the combined and relative predictions of lecturers' job cadre and work
   experience to the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria?

Hypotheses

The following hypotheses were formulated and tested in the study:

$H_{01:}$ Job cadre of lecturers has no significant relationship with the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria.

H_{02}: There is no significant relationship between years of work experience of lecturers and quality of instruction in the colleges of education in Oyo and Osun States of Nigeria.

Significance of the Study

The results of this study would help stakeholders in the institutions to establish the relationship between the variables of study, which are: lecturers' job cadre, work experience and quality of instruction in colleges of education.

The findings of the study have the potential of guiding education policy-makers by providing a baseline that would serve as a strong base for policy-making at college and national levels for result-oriented policies on lecturers' factors like job cadre and work experience in the colleges of education.

Scope of the Study

The scope of this study was delimited to lecturers' job cadre and work experience as they predict the quality of instruction in colleges of education in Oyo and Osun States of Nigeria

Methodology

Research Design

The design adopted for this study was descriptive survey of the *ex-post facto* type. The data were collected through observation method for better explanation.

Variables of the Study

The independent variables are the lecturers' Job cadre and Lecturers' work experience, while the dependent variable is the quality of instruction with the following indicators: organisation of instruction, lecturing materials, presentation of the instruction, knowledge of subject matter, lecture hall management and personality of the lecturer.

Population of the Study:

The population for this study consisted of 721 lecturers in all the four public Colleges of Education in Oyo and Osun States of Nigeria. The colleges of education are: Federal College of Education (Special), Oyo; Emmanuel Alayande College of Education, Oyo; Osun State College of Education, Ila-Orangun and Osun State College of Education, Ilesa.

Sample and Sampling Techniques

The study involved 124 lecturers from Federal College of Education (SP), Oyo and Osun State College of Education, Ila-Orangun, Osun State respectively using multi-stage sampling technique. A college of education was selected from each State through simple random sampling technique. The School of Arts and Social Sciences and the School of Science were purposively selected from each of the two selected colleges of education. This was done using the list of schools common to both institutions. All the lecturers in the two sampled schools in the two colleges of education formed the sample of the study using total enumeration, which amounted to 173 lecturers.

All these lecturers were included in the observation. However, during the course of the observation, there was the incidence of expanded mortality occasioned by the retirement of some, non-availability of others due to their involvement in college administrative appointments and a few of the lecturers handling courses with less than 15 students required for students' rating during the observation. In the final analysis, the sampled 173 lecturers dropped to 124 for the observation exercise.

For each lecturer observed, 15 students were randomly selected to rate the lecturer during one of the observations. This amounted to 1,860 students. On each lecturer, four observations were undertaken. For the possibility of faking behaviour, the first set of observations for each observed lecturer was ignored. This left three ratings for each lecturer observed. The total observation from the observers amounted to 372. The totality of the ratings obtained at the end of the observation exercise amounted to 2232.

Research Instruments

The researchers used the quality of instruction rating scale to collect data. The rating adopted for the instrument had the maximum score of 4 for each item while the minimum score was 1. This rating scale was used for the rating by the observers and the sampled students.

Validity of the Instruments

For this purpose, the rating scale was given to the experts. These experts were able to consider the appropriateness of the language, expression and the instruction to the respondents. To ensure construct

validity of the instrument, known-groups technique was used. The rating scale used for observation was used for two lecturers in one of the non-participating colleges of education. One of them was experienced and Chief Lecturer and the other one, a less experienced and a Lecturer One. The ratings were subjected to comparison and there was a significant variation between the two ratings. This shows that in term of construct validity, the rating scale was valid.

Reliability of the Instrument

Inter-rater reliability method was used. A lecturer in the School of Sciences at one of the non-participating colleges of education was observed by three different observers using the same rating scale. The three scores were compared and the variation was 1.8. This showed a very small variation which makes it a reliable instrument. The 3 scores of the observers and 20 students' rating scores were also subjected to test using Scott's Method for the computation of the inter-rater reliability of the rating scale. The instrument was found to have reliability coefficient of 0.861. Hence, the rating scale was regarded as being reliable.

Procedure for Data Collection

The researcher engaged the services of six lecturers from non-participating colleges of education as observers. Three of them observed in each sampled college of education and they observed each lecturer in the lecture hall four times for two hours each. The first observations for each lecturer were ignored in the anaylsis. The observers also selected 15 students randomly and guided them to rate the observed lecturers during one of the observations per lecturer. This exercise lasted for eight weeks during the period the colleges of education were in session.

Method of Data Analysis

Multiple regression and Pearson product moment correlation were used for data analysis at 0.05 level of significance.

Results and Discussion of Findings

Answer to Research Question

What are the combined and relative predictions of lecturers' job cadre and work experience to the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria?

To answer the research question the Multiple regression results obtained were presented on Tables 1, 2 and 3

Table 1: Summary of Regression of Quality of Instruction on Job Cadre and Work Experience

R	R Square	Adjusted R Square	Std Error of the Estimate
.361	.131	.151	3.92

The two lecturers' factors viz: job cadre and work experience had joint positive multiple correlation with the quality of instruction (R=.361). This means that, the two factors were quite relevant towards the determination of effectiveness of instruction in the colleges of education. The table further reveals that the adjusted R square for the regression analysis is .151, indicating that 15.1% of the total variance in the quality of instruction was due to the changes observed in the two lecturers' factors. Hence, the remaining 84.9% was due to such other factors that determine the quality of instruction as represented in Figure 1

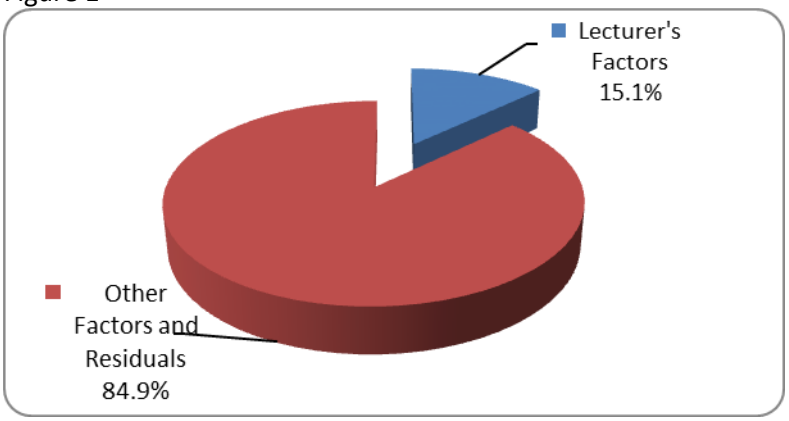

Figure 1: Determination of Quality of Instruction by the Lecturer Factors.

R value of .361 obtained in the regression result was tested for significance and the ANOVA table is presented in table 2

Table 2: Analysis of Variance for the Regression

Model	Sum of Squares	df	Mean Square	F Sig.
Regression	5143.16	5	1028.63	66.92 .000*
Residual	34218.70	2226	15.37	
Total	39361.87	2231		

***Significant at p < .05**

The R value tested was significant ($F_{(5, 2231)} = 66.92$; $P<.05$), which implied that the R value cannot be ascribed to chance.

Table 3 presents the relative prediction of each of the six lecturers' factors and their rankings towards the determination of the quality of instruction.

Table 3: Relative Predictions of the Lecturer's Factors on Quality of Instruction

Factors	B	Std. Error	Beta	Rank	T	Sig.
Constant	39.89	.49			82.30	.000
Job Cadre	-3.01	.21	.29	1st	14.66	.000*
Work Experience	.78	.19	.09	5th	4.02	.000*

***significant at p< .05; n. s. = not significant**

Table 3 shows the level of prediction of each lecturer's factor. It shows the strength of each factor from the joint prediction.

Lecturers' job cadre made the higher prediction to the quality of instruction (β= .29). This prediction of the variable was ranked first among the two lecturers' factors considered. The prediction was

significant and the factor could predict the quality of instruction (B= -3.01; t= -14.66; p<.05).

Lecturers' work experience predicted the quality of instruction (β=.09). This prediction was ranked second among the two considered variables. The result shows that work experience has the capacity to predict the quality of instruction (B=.78; t=4.02; p<.05).

Test of Hypotheses

Hypothesis 1:

Job cadre of lecturer's has no significant relationship with the quality of instruction in colleges of education in Oyo and Osun States of Nigeria.

Table 4: Relationship between the Job Cadre of the Lecturer and the Quality of Instruction

Variables	N	r	df	Sig Remark
Cadre	2232	.29	2231	.000* Significant
Quality of Instruction	2232			

*Significant at P<.05

Table 4 revealed how significant the lecturers' job cadre was to the quality of instruction in colleges of education in Oyo and Osun States. There was a weak but positive relationship between lecturer cadre and the quality of instruction (r= .29; df= 2231; p<.05). This means that as lecturer job cadre becomes higher, the quality of instruction from him or her also improves. This relationship is significant, therefore hypothesis 1 was rejected.

Hypothesis 2:

There is no significant relationship between years of work experience of lecturer and quality of instruction in the colleges of education in Oyo and Osun States of Nigeria.

Table 5: Relationship between Lecturing Work Experience and Quality of Instruction

Variables	N	r	df	Sig	Remark
Work Experience	2232	.12	2231	.000*	Significant
Quality of Instruction	2232				

***significant at p<.05**

Table 5 showed the importance, nature and strength of work experience on the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria.

Lecturers' work experience and quality of instruction have weak but positive relationship (r= .12; df= 2231; p<.05). This implied that as the lecturer years of work experience increases, there will be improvement in the quality of instruction. Based on this finding, hypothesis 2 was rejected.

Discussion of Findings

Findings on Combined Prediction

The composite prediction of the two lecturers' factors (job cadre and work experience) on the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria on Table 1 revealed that the combination of the factors positively predicted with the quality of instruction at the colleges of education. The factors of the study also made 15.1% prediction to the quality of instruction. Considering other numerous factors such as school factors (quality and quantity of teaching staff, remunerations of staff members, working conditions of staff members and facilities like instructional materials, libraries and laboratories), environmental factors (socio-cultural backgrounds of students, level and type of education of parents/guardians, interpersonal relationship among family members), students factors (motivation, entry behaviour/previous knowledge and genetic composition), government factors (funding, policy and supervision), the variables exert strong prediction on the quality of instruction. This prediction can be regarded as strong.

With this finding, the two lecturers' factors predicted the quality of instruction obtainable at the colleges of education in Oyo and Osun States. This may be so because of the central role being played by the lecturer in the instructional process towards improving the quality of instruction. A lecturer at the college of education with high job cadre, and high level of work experience will possess the required content, pedagogical knowledge and skills that could make him or her capable of lecturing efficiently. Such a lecturer will likely organise the instruction well, source for relevant, supportive and appropriate instructional materials, use good and right language of instruction, use right methods of lecturing, use effective class management styles utilise them efficiently and convert all these inputs to required quality instruction in the lecture hall.

This position supports Muhammad and Sabeen (2011) who identified factors like lecturers' work experience and job cadre to positively affect the quality of instruction passed by teachers to students when taken together. The findings contradicted Daher, Dahar, Dahar and Faize (2011).

Finding on Relative Prediction of Lecturers' Factors

The findings of the study shows that job cadre had the most potent prediction to the quality of instruction. This position may be as a result of the fact that a lecturer in high job cadre will be highly comfortable in terms of possession of essentials of life. He or she will be able to meet many of his or her needs without any other income generation that can compete with the time and other inputs for quality of instruction. This could enable a lecturer prepare lecturing materials that will be relevant to the topic, support students' learning, be students' centred and of high quality.

This could help students' understanding of the topic and give them quick assimilation for better quality of instruction. This will make him or her concentrate more on the process of instruction that will yield stipulated quality of instruction.

The finding aligns with that of Muhammad and Sabeen (2011) and Liu and Ramsery (2008) that a high job cadre lecturer would perform better in providing required quality of instruction than a low job cadre lecturer. Meanwhile, the finding contrasts with Wolters and

Daugherty (2007) that teachers in high positions in professional cadre had lower quality of instruction.

Discussion on the hypothesis of Lecturers Job Cadre

The result also reveals a weak but significant positive relationship between the lecturer job cadre and the quality of instruction. As such, a lower job cadre lecturer may be easily discouraged from choosing best practices and new methods of instruction. This may lead to poor quality of instruction. A highly job cadre lecturer may however be more confident, friendly, and emotionally stable with much enthusiasm, possibly able to improvise relevant lecturing aids. A lecturer in higher job cadre seems to be in a better position to provide higher quality of instruction.

This result corroborates the position of Hanushek and Rivikin(2006) that lecturer job cadre has positive significant prediction to the quality of instruction a lecturer will pass to his or her students. It contradicted the finding of Wolters and Daugherty (2007) that found lecturer job cadre as having insignificant prediction to the quality of instruction passed to students.

Discussion on the hypothesis of Lecturers Work Experience

From the findings, lecturer work experience significantly predicted the quality of instruction and was 2nd position. The plausibility of this result may reside in the belief that a more experienced lecturer may be able to effectively use lecturing aids. This will assist the students in understanding what they are taught. It will help the lecturer also in lecture hall management. This will make him or her to develop love and tolerance for his or her students. It will also enhance alertness to the work and make him or her democratic. All these could bring about a good process of instruction that could produce expected quality of instruction. Experienced lecturers have gathered skills, techniques and learning methods through the years which improve their quality of instruction. The less experienced lecturers are still in the learning process, which adversely affects their productivity of quality of instruction.

This position can be attributed to the argument that as a lecturer repeats the process of instruction at colleges of education he or she will be acquiring more knowledge and skills. The knowledge and

skills could enable him or her introduce new ways of handling the process of instruction that will be reflected on the quality of instruction he or she will be providing to the students. An experienced lecturer will be able to organise the instruction well. A well organised instruction could lead to preparation of good and relevant lecturing aid and good class management for effective control. These could pave way for an improved quality of instructional delivery.

The result aligns with the findings of Brai-Abu and Fabunmi (2005) Owolabi (2007) who found the mean of the quality of instruction of schools taught by more experienced teachers to be higher than the mean of those taught by less experienced teachers. The result negates Edu and Edu (2013) that found teachers' experience as having no significant prediction to the quality of instruction.

This result confirms the positions of Mc Ardle (2010) that teacher's work experience predicts quality of instruction. The result contradicted the views of Vinita and Shghi (2014) that teachers' work experience yielded low prediction to the quality of instruction.

Summary, Conclusion

The study considered the quality of instruction at the process stage as an output that NCE graduates will need to be suitable for teaching task at the basic education level. From the study, the lecturers' job cadre and experience were regarded as input. Consequently, the input had combined roles to play in the achievement of the expected quality of instruction delivery at the college of education. It was also clearly established by the study that the strength of the roles was not the same.

The study concluded from the empirical results that the job cadre and experience of the lecturer in the college of education level had significant effect on the quality of instructional delivery at the colleges of education in Oyo and Osun States. By inference, a lecturer at the college of education that is on an higher job cadre and had put-up higher experience will likely be able to deliver better quality of instruction than the one on a lower job cadre and with lower experience. For better quality of instructional delivery at the college of education, the stakeholders at this level of education should be conscious of the lecturers' job cadre. Also they should involve the lecturers of colleges of education on training programmes that will

make them to be more experienced for improved quality of instruction delivery.

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