

SCHOOL SIZE AND QUALITY OF GRADUATES OUTPUT IN OYO AND EKITI STATE COLLEGES OF EDUCATION

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Abstract

Regular increase in school size and output of graduate are necessary for proper functioning of a school system. The so call increase in output has negative effect on graduate quality output. School size in most developing countries, especially Nigeria has been very unstable. The reduced in graduate quality output is as a result of increase in population and inability of students to gain access to uni&ersity. It is against this that this study investigated the influence of School Size on quality of Graduate Output of Colleges of Education in Ekiti and Oyo States, Nigeria. The study adopted a descriptive survey research design and a simple random sampling technique were used to select the sample for the study in the following ranges: 1,009 respondents randomly selected for the study from 10,749 population. 20 respondents were systematically selected from each department of 5 departments randomly selected each from five schools. Four research questions were raised. Data were collected through a structured Questionnaire which had been subjected to test retest to determine 0.76 coefficients using Cronbach alpha reliability formula. Data generated were analized using descriptive satistics of frequency count, simple percentage In the light of this, the following were discovered: Increase School Size in Colleges of Education in Oyo and Ekiti States which bring about congested lecture room has influence on the graduate output. There is no significant difference in the School culture of Colleges of Education in Oyo and Ekiti States with their graduates output. There is no significant difference in the infrastructural facilities of Colleges of Education in Oyo and Ekiti

States with their graduate outputs. The study concluded that the increase in School Size has negative influence on the graduates' output of the Colleges of Education. Therefore, it is recommended that there is need for recruitment of more academic Staff for Colleges of Education, provision of more teaching/learning facilities for lectures.

Key words: Influence, Increase, school size, quality and output.

Introduction

Teacher education commonly referred to as teacher training which is recognised as the keystone to national development. Since the history of teacher education is coterminous with the history of education, one can claim that its beginning dates back to the coming of the Christian missionaries in the second half of the 19th century. From the literature, authors have the congruent opinion that it was the missionaries who initiated the teacher education system in Nigeria, although there is disagreement as to the exact year when formal teacher training started in Nigeria (Okafor, 1988, Afe, 1995 cited by Afe 2006) in Babalola (2006). For instance, teacher-training in Nigeria can be traced back to 1896 when the first Teacher Training Institution was established by Christian Missionary Society (CMS) named St. Andrews College, Oyo. These missions produced Teacher Evangelists on a limited curriculum with the assistance of Colonial Government.

Broadly speaking, many dimensions of quality of graduate output are directly relevant to economic performance, others are valued for different reasons. Both are economically important. Quality of graduate output seems to be measured by post-school economic or social performance or by indexes of valued characteristics thought to be acquired in school. Unfortunately, our indices of quality of graduate output are based largely on tests administered in school and college and designed to measure scholastic achievement. These achievement scores must, then, be considered proxies for, or, perhaps, influences on, later economic behavior. Scholastic achievement is, presumably, not valued per se, but only as input to subsequent measures of performance and quality. Therefore, although we use achievement, as the measurement of quality of graduate output, our rationale for this is that many socially or individually valued characteristics are themselves functions of scholastic achievement.

Scholastic achievement, of course, is not the only dimension of quality of graduate output. Literally hundreds of tests have been devised to measure "quality of output" alone, and this is only one aspect of the effect of schooling on cognitive skills and personality. In addition to economic performance in the post-school years, schooling may affect an individual's self- concept and his sense of control over his environment. These and other aspects of personality development may be valued per se, and additionally may be important determinants of quality of graduate output or post-school economic performance of graduate of College of Education.

Statement of the Problem

The Federal Government of Nigeria has implemented several policies, reforms and programmes that educate and train the citizen toward achieving self dependency by generating income to meet their own needs. The resultant effects of these programmes are still yet to reach the national target and thus, unemployment and poverty are still prominent within the nation. Also, ever increasing enrolment at all levels of education is alarming and significantly influencing the quality of output of all the levels of education beyond reasonable doubt. Therefore, the quality of Colleges of Education graduates in Nigeria is an issue that needs to be given attention due to the low performance of these Graduates in the field. Their performances appear to be not encouraging which has been attributed to: the changing College customs characteristics; ever Increasing enrolment; insufficient infrastructure facilities; congested lecture rooms during lectures as a result of insufficient lecture rooms; and insufficient academic staff, to mention but a few. In the light of this, this study therefore examined the influence of School Size on quality of graduates output in Colleges of Education in Oyo and Ekiti States, Nigeria.

Research Questions

Based on the statement of the problem, the following research questions were raised to pilot this study:

1. What is the influence of increase in school size on quality of graduates output of Colleges of Education in Oyo and Ekiti States?

2. Does the congested lecture rooms have influence on effective teaching/ learning output of Colleges of Education in Oyo and Ekiti States?
3. Do Infrastructural Facilities have effect on quality of graduate output of Colleges of Education in Oyo and Ekiti States?
4. Does staffing have any influence on the quality of graduate output of Colleges of Education in Oyo and Ekiti States?

Literature Review

Enrolment and Increases in School Size in Colleges of Education

Akiwumiju (1995) cited in Babalola (2000) reported in his work that the rapid growth of population coupled with the aspirations of people for education has been a major cause of increase in enrolment over the years in Nigeria.

Ayeni (2000) in Babalola (2006) listed and explained seven factors which he claimed can positively influence enrolment i.e. increase school size.

These factors are:

- a) Curriculum relevance; this means that the relevance of a nation's education curriculum to the need of the economy goes way at influencing enrolment and then reduces dropout rates.
- b) Census figures; if census figures show an increase in the population, there will definitely be an increase in the school age population.
- c) Government policy of increasing school participation; This means that when government policy favours the educational system, providing quantitative education e.g. education for such that any one that knocks at the door of education will be rightly accepted to be educated, enrolment will increase
- d) Financial and social parent status; when parents appreciate education they will provide education and its opportunities for their ward right from the first to the third level of education despite their financial and social status
- e) Better future prospects; this means that enrolment will increase in a society where there is hope for better future upon the acquired education.
- f) Provision of free Education materials; That is when the

government makes policies that encourage provision of free uniform, textbooks, transportation facilities, pens and pencils and ruler etc explosive school enrolment will be inevitable.

- g) Stimulating School Enrolment; this means that when the school enrolment is stimulating such that buildings are with good architectural design, good painting, good horticultural enrolment, etc. students' enrolment will be encouraged.

Babalola (2006) reported that there are two sources of educational demand. He reported that, without intervention of government or donors, students would be the only source of demand for education. Students' enrolment demand reflects their families' willingness to pay for education. Since education is in part, an investment, the private demand for education reflects the student's desire to save and invest as well as their perceptions of education returns. It also reflects value to education as consumption goods, thus enrolment demand is a function of the benefits a student expect to receive (in and outside the school) and the cost a student must bear while in school.

Facility Overcrowding

Student population pressure on the few available higher institutions in the country has resulted in facility overcrowding, served by too few schools and departments members (academic staff) and infrastructure (halls of residence, lecture halls, libraries etc).

Although the National Commission for Colleges of Education (NCCE) standard remains a maximum of school-student ratio of 1:25, however, most Colleges of Education in Nigeria have at least 1:50 school-student ratios. Consequently, student attention span is near impossible to cultivate as lecturers are either overloaded with lectures, with no time to attend to the needs of students beyond the lecture hours. Overcrowding on campuses has also resulted into criminal and nefarious activities such as bullying, extortion, rape and inter-cult rivalry.

Over time, the Employers always want competent graduate recruits who are technically sound in their chosen fields, as well as those equipped with complementary life skills such as problem solving, critical thinking, interpersonal and team skills, effective communication, integrity, self-esteem, self-discipline, organizing skills and abilities to

translate ideas to action. The challenge facing the Nigeria education sector is that these life skills are rarely taught as part of the higher education curriculum. Yet as soft as they are, they are no less important in making a successful graduates prepared for the real life challenges.

Declines in Graduate Quality

The continued decline in the quality of Nigeria's higher education system remains a thorny issue. Research indicates that the quality of education in some Nigerian Educational Institutions in the 1970s was comparable to the high quality education offered by top class universities in the world. Graduates were of high quality and their certification recognized anywhere in the world. Poor quality at all levels of education is exacerbated by the acute shortage of instructional materials for effective teaching and learning.

The increased in School Size over time notwithstanding, the choices by Educational Planners and Administrators are clearly revealed in the structure of outputs of the Colleges of Education which reflects critical gaps in skills needed by employers. Nwamuo and Izuagba (2010) submitted that an analysis of the outputs by discipline during the period 2001-2005 revealed that Social Sciences, Business Education, Education, Sciences and the Arts dominate the academic programmes of Colleges of Education in Nigeria

Enrolment and Quality of Graduate of Colleges of Education in Nigeria: Empirical Evidences

Hitherto, admissions into education/teaching courses in the Nigerian post secondary institutions were very low. The current situation was aptly captured by Adeosun, O., Oni, A., Oladipo, A., Onuoha, S., and Yakassai, M. (2009) thus:

“The recognition of NCE as the minimum requirement of teachers had resulted in the phase-out of the Grade II teacher training colleges where the bulk of the Nation's primary school teachers are trained. With the inception of Universal Basic Education (UBE) in 2000, the demand for teachers rose astronomically. A Pivotal Teacher Training Programme was introduced as an interim measure to meet the shortfall in teacher demands for the implementation of the UBE. All

teachers with certificates below the NCE are required to upgrade such certificates through re-training within a limited time. Some of the affected teachers had made efforts to upgrade their qualification to that of NCE, while a significant number (about 49%) still possess qualifications below that of NCE.”

This explained the reason behind increasing enrollment at the Nigerian Colleges of Education. This is as a result of inability of students to gain access to University directly. Factors affecting quality of graduates output in Colleges of Education are numerous. According to Schultz, (1998), qualities of graduates output in Colleges of Education are typically influenced by individual, household and community characteristics. McMahon (1999) finds a negative and significant relationship between per student's expenditures and the gross Colleges of Education enrolment rate, and a positive and significant impact of total education expenditure as a proportion of GNP. The results of the McMahon study suggest that increasing Colleges of Education expenditure while holding per student expenditures constant, has a positive and significant impact on the colleges of education gross enrolment rate.

Attempt has also been made to recognise the role of both family influences and peer influences on educational outcomes. For instance, Ruggiero (1996) included the proportion of parents with a university education, and Deller and Rudnicki (1993) added the unemployment rate. Justifying this approach, Ruggiero (1996) argued that the percentage of adults graduating from Colleges of Education, as a substitute of parental education, has been consistently found to influence student performance and quality of graduate, and “the only variable that can be used to represent all exogenous community characteristics that influence educational production”. Parents' education is associated with the schooling of their children, though the magnitude of the effect—and the relative roles of mother's and father's education—vary substantially across countries.

Similarly, mother's education is a strong determinant of lower mortality and educational attainment at the household level, though the relationship weakens when other household and community socio-economic characteristics are controlled for (Deolalikar, 1997). The

higher the economic position of the household, the higher the school attainment is. Moreover, the household's economic position could also affect the role played by other household and community characteristics and school culture on increase in school enrollment (Deolalikar, 1997). However, parents' education (especially of mothers) encourages children's enrollment and education in most developing countries (Filmer, 1999). To Deolalikar (1997), this effect of female education on all levels enrollment is strongest among households falling in the poorest quintiles in developing countries.

Teacher quality and salaries are inter-related issues that could provide improvements in equality of graduate output Colleges of Education. Getting teacher salaries right requires examining the labor market as a whole in a given country and setting a teacher salary scale that makes sense in the overall labor market context. This could help avoid situations where primary teacher salaries are too low with the result in absenteeism and second jobs that compromise teacher effort in the classroom. If teacher salaries are excessively large relative to the overall labor market and other relevant occupations, the cost of expansion becomes prohibitive. A policy of bringing them in line over time would also result in significant reductions in cost per student without impeding teacher effectiveness (Maurice, 2004).

The so call increase in output has negative effect on graduate quality output. School size in most developing countries, especially Nigeria has been very unstable. The reduced in graduate quality output is as a result of increase in population and inability of students to gain access to uni&iversity. It is against this that this study investigated the influence of School Size on quality of Graduate Output of Colleges of Education in Ekiti and Oyo States. Nigeria.

Methodology

A descriptive survey research design was used in this study to investigate the Influence of School Size on Quality of Graduates Output in Colleges of Education in Oyo and Ekiti States, Nigeria. The study population of this research work is limited to the areas where the research findings are applicable. The population (10,749) of this research encompasses all the students and academic staff of the two Colleges.

Out of this large number, a sample size of 1,009 respondents was randomly selected for the study. 20 respondents were systematically selected from each department of 5 departments randomly selected each from five schools.

Research Instrument

Two sets of structured questionnaires were developed by the researcher to collect data for this study. The first research instrument titled "Quality Output Perception Evaluation Scale" (QOPES), is designed for the students of the Colleges of Education to collect information on their perceptions of influence of school size on quality of graduate. While the second set of questionnaire is designed for the management of the Colleges of Education to collect information on enrolment and is titled "Student and Staff Profile Questionnaire" (SSPQ). The reliability of questionnaires items were established through test re-test method of reliability. The responses of the 50 respondents sampled outside the study area were carefully examined and analysed using Cronbach Alpha reliability formula to determine 0.76 coefficients. The data collected in this study was analysed using descriptive statistics (frequency counts, simple percentage and means) and inferential statistics using t-test and regression analysis.

Results

Analysis of Demographic Information of the Respondents

Table 1 shows that there were 1009 respondents sampled out of which 570 were male and 439 were female, their percentage was given as 56.5% and 43.5% respectively.

Table 1: Sex of the Respondents

Gender	Frequency	Percentage (%)
Male	570	56.5
Female	439	43.5
Total	1009	100.0

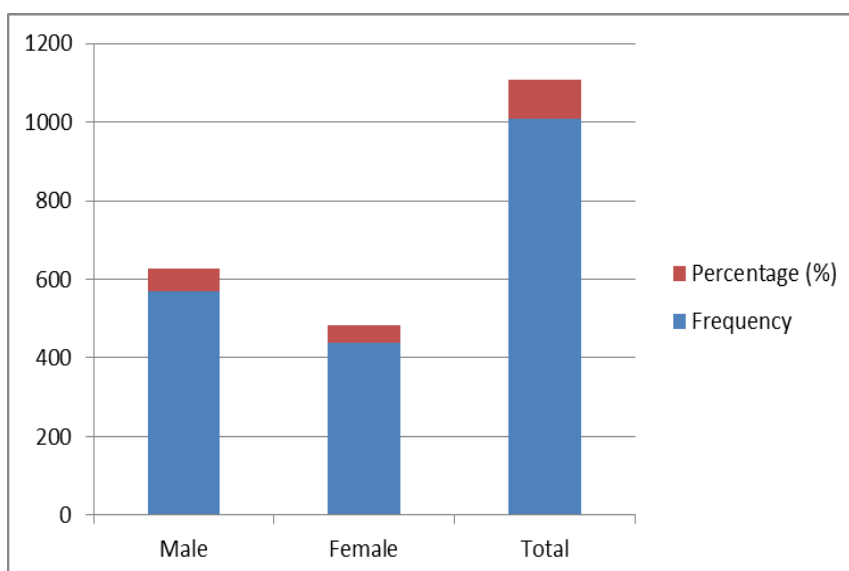


Figure 1: Sex Distribution of the respondents

The age distribution of the respondents is presented in table 2, It reveals that the larger percentage of the respondents fall within the age bracket of 20 and 23. It was shown that 17.6% of the respondents were 18 years, 9.5% were 19 years, 24.2% were 20 years, 16.8% were 21 years and 7.8% were 22 years while 24.1% of the respondents were 23 years of age.

Table 2: Age Distribution of the Respondents

Age (Years)	Frequency	Percentage (%)
18	178	17.6
19	95	9.5
20	244	24.2
21	170	16.8
22	79	7.8
23	243	24.1
Total	1009	100.0

Source: Field Survey, October, 2012

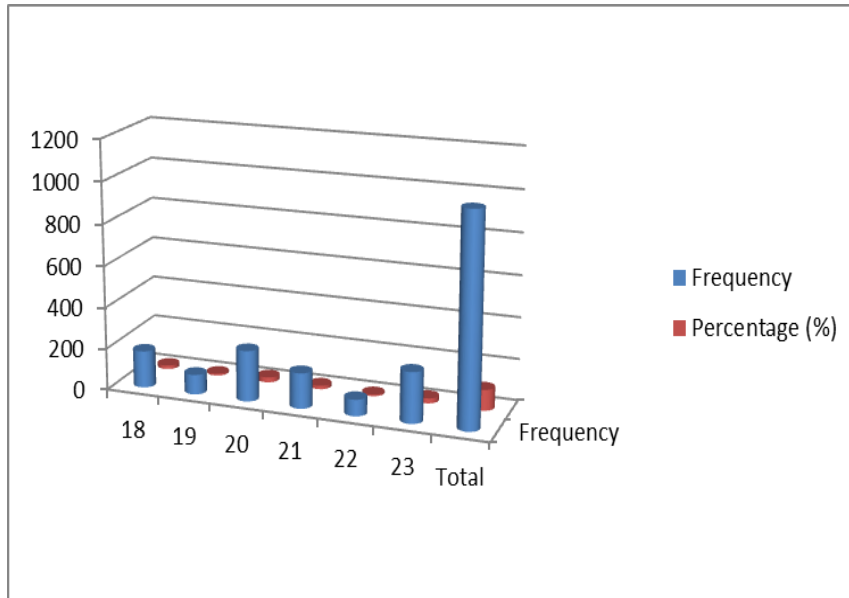


Figure 2: Age Distribution of the respondents

Research Question 1: What are the Influences of increase in school size on quality of graduates output of Colleges of Education in Oyo and Ekiti States?

Table 3: Table Showing the Influence of Increase in school size on Quality of Graduates Output of Colleges of Education in Oyo and Ekiti States

S/N	ITEM	SA	A	D	SD	\bar{X}	Stand . Dev.
1	Students' population increase has negative influence on the quality of the instruction in the lecture room.	51 (5.1%)	318 (31.5%)	321 (31.8%)	319 (31.6%)	2.90	0.908
2	School Size does not	158 (15.7%)	212 (21.0%)	491 (48.7%)	148 (14.6%)	2.62	0.918

	affect the concepts I acquired.						
3	School Size does not affect the teaching skill needed by employers.	89 (8.8%)	459 (45.5%)	279 (27.7%)	182 (18.0%)	2.55	0.886
4	School Size has significant influence on the students' scholastic achievement.	139 (13.8%)	273 (27.1%)	447 (44.3%)	150 (14.8%)	2.60	0.902
5	School Size is affecting the standard of instruction students are receiving.	82 (8.1%)	390 (38.7%)	254 (25.2%)	283 (28.0%)	2.73	0.960
WEIGHTED AVERAGE		2.68 (91.48%)					

Source: Field Survey, October, 2012

Table 3 shows that the respondents disagreed with the following: Students' population increase has negative influence on the quality of the instruction in the lecture room, (mean = 2.90), School Size does not affect the concepts I acquired, (mean = 2.62), School Size has significant influence on the students' scholastic achievement, (mean = 2.60), School Size is affecting the standard of instruction students are receiving (mean = 2.73). While on the other hand they agreed with the statement that School Size does not affect the teaching skill needed by employers with the mean score 2.55.

The weighted average of the table is 2.68 which translate to 91.48%, is an indication that increase in school size has no influence on quality of graduates output of Colleges of Education in Oyo and Ekiti States.

Research Question 2: Does the congested lecture rooms have influence on effective teaching/ learning output of Colleges of Education in Oyo and Ekiti States?

Table 4: Table Showing the Influence of Congested Lecture Rooms on Effective Teaching Learning Output of Colleges of Education in Oyo and Ekiti States.

S/N	ITEM	SA	A	D	SD	\bar{X}	Stand. Dev.
1	I always sit comfortably for every lecture in all the lecture room.	89 (8.8%)	145 (14.4%)	269 (26.7%)	503 (49.9%)	3.18	0.983
2	All our lecture rooms are always very conducive for teaching learning process.	83 (8.2%)	237 (23.5%)	384 (38.1%)	303 (30.2%)	2.93	0.993
3	The lecture rooms are big enough to accommodate all the students for effective teaching learning output.	119 (11.8%)	270 (26.8%)	406 (40.2%)	214 (21.2%)	2.71	0.930
4	The seat in the lecture rooms are usually enough to accommodate all the students during teaching learning process.	139 (13.8%)	252 (25.0%)	406 (40.2%)	212 (21.01%)	2.68	0.954
5	I always enjoy every lecture	162 (16.1%)	288 (28.6%)	419 (41.5%)	140 (13.9%)	2.53	0.920

	even when the class is filled to the brim.						
6	The teaching learning process is always interesting even when standing for lecture.	260 (25.8%)	388 (38.5%)	265 (26.3%)	96 (9.51%)	2.19	0.927
WEIGHTED AVERAGE		2.70 (95.11%)					

Source: Field Survey, October, 2012

Table 4 shows that the respondents disagreed with the following which implies that the congested lecture rooms have negative effect on the graduates output of Colleges of Education in Oyo and Ekiti States, I always sit comfortably for every lecture in all the lecture room (mean = 3.18), all our lecture rooms are always very conducive for teaching learning process, (mean = 2.93), the lecture rooms are big enough to accommodate all the students for effective teaching learning output, (mean = 2.71), the seat in the lecture rooms are usually enough to accommodate all the students during teaching learning process, (mean = 2.68), I always enjoy every lecture even when the class is filled to the brim, (mean = 2.53) while the respondents agreed with the statement that the teaching learning process is always interesting even when standing for lecture with the mean score of 2.19.

All these show that the larger respondents disagreed that they seat comfortably and that their lecture rooms are conducive enough for teaching learning process. The weighted average of the table is 2.70 which translate to 90.11%, an indicator that the congested lecture room has negative influence on graduates' outputs of Colleges of Education in Oyo and Ekiti States.

Research Question 3: Does Infrastructural Facilities have effect on quality of graduate output of Colleges of Education in Oyo and Ekiti States?

Table 5: Table Showing the Effect of Infrastructural Facilities on Quality of Graduate Output of Colleges of Education in Oyo and Ekiti States.

S/N	ITEM	SA	A	D	SD	\bar{X}	Stand. Dev.
1	Infrastructural facilities on ground become insufficient as students population increases.	21 (2.1%)	69 (6.6%)	536 (53.1%)	375 (37.2%)	3.26	0.677
2	The population of students does not in any way affect the use of facilities.	116 (11.5%)	580 (57.5%)	176 (17.4%)	137 (13.6%)	2.34	0.855
3	Continuous increases in enrolment have been at the expense of infrastructural facilities on ground and over population are inevitable.	89 (8.8%)	215 (21.3%)	547 (54.2%)	158 (15.7%)	2.77	0.821
4	As students' enrolment increases, the rate of infrastructural facilities utilization also increases.	130 (12.9%)	356 (35.3%)	176 (17.4%)	347 (34.4%)	2.74	0.972
5	When necessary, infrastructural facilities are	44	322	277	366		

	provided, lectures are encouraged to improve on their teaching method; hence there is improvement in the quality of education given to students.	(4.4%)	(31.8%)	(27.5%)	(36.3%)	2.96	0.925
6	Infrastructural facilities need not to be inadequate proportion to enhance quality teaching for quality education.	184 (18.2%)	343 (34.0%)	314 (31.1%)	168 (16.7%)	2.46	0.973
7	The provision of necessary infrastructural facilities and equipment in the school system will create a conducive atmosphere for students to acquire quality education.	97 (9.6%)	159 (15.8%)	392 (38.8%)	361 (35.8%)	3.01	0.949
8	When students are comfortable with adequate number of tables and chairs in the	48 (4.8%)	158 (15.7%)	368 (36.4%)	435 (43.1%)	3.18	0.864

	classroom, they will be interested in acquiring quality education.						
9	The provision of adequate number of classrooms for students will enhance their interest and ability to learn and comprehend quality instruction.	81 (8.0%)	87 (8.6%)	433 (42.9%)	408 (40.4%)	3.16	0.887
WEIGHTED AVERAGE		2.88 (88.03%)					

Source: Field Survey, October, 2012

The responses of the respondents from table 5 shows that the respondents agreed that infrastructural facilities on ground are sufficient and that the population of students does not in any way affect the use of facilities. They also agreed that the provision of necessary infrastructural facilities and equipment in the school system creates a conducive atmosphere for students to acquire quality education (mean = 3.01), when students are comfortable with adequate number of tables and chairs in the classroom, they will be interested in acquiring quality education (mean = 3.18).

The weighted average of the table is 2.88 which translate to 88.03%, an indicator that infrastructural facilities has influence on graduates outputs of Colleges of Education in Oyo and Ekiti States.

Research Question 4: Does staffing have any influence on the quality of graduate output of Colleges of Education in Oyo and Ekiti States?

Table 6: Table Showing the Influence of Staffing on the Quality of Graduate Output of Colleges of Education in Oyo and Ekiti States.

S/N	ITEM	SA	A	D	SD	\bar{X}	Stand. Dev.
1	There are enough lecturers to handles the courses available in the College or School.	92 (9.1%)	224 (22.2%)	301 (29.8%)	392 (38.9%)	2.98	0.988
2	The lecturers are strongly qualified for the courses they are taken.	89 (8.8%)	208 (20.6%)	501 (49.7%)	211 (20.9%)	2.83	0.860
3	The lecturers are not well grounded with the required skills that are needed by the employers of labour.	214 (21.2%)	277 (27.4%)	369 (36.6%)	149 (14.8%)	2.45	0.983
4	The lecturers find it difficult to cope with large class size due to increase in enrolment of students.	193 (19.1%)	171 (16.9%)	328 (32.5%)	317 (31.5%)	2.76	0.992
WEIGHTED AVERAGE		2.76 (95.58%)					

Source: Field Survey, October, 2012

The table 6 shows that respondents disagreed with the following: there are enough lecturers to handles the courses available in the College or School (mean = 2.98), the lecturers are strongly qualified for the courses they are taken (mean = 2.83), the lecturers are not well grounded with the require skills that are needed by the employers of

labour, (mean = 2.45), the lecturers find it difficult to cope with large class size due to increase in enrolment of students, (mean = 2.76). The weighted average of the table is 2.76 which translate to 95.58%, an indicator that school staffing of Colleges of Education in Oyo and Ekiti States were not enough and find it difficult to cope with large class size due to increase in enrolment of students.

Summary of Findings

The following are summarized from the findings.

- i. Increase in school size in Colleges of Education in Oyo and Ekiti States which bring about congested lecture room has influence on the graduate output.
- ii. Congested lecture room has negative influence on graduates' outputs.
- iii. Infrastructural facilities have influence on graduates' outputs.
- iv. School culture has positive effect on graduates' outputs.
- v. School staffing of Colleges of Education in Oyo and Ekiti States were not enough and find it difficult to cope with large class size due to increase in enrolment of students.
- vi. School culture alone can not influence quality of graduate output rather with other factors such as a productive school climate, discipline, 'belonging and participating' rather than 'rules and external control', etc.
- vii. Infrastructural facilities such as lecture room, laboratory, etc have influence on the graduates output of Colleges of Education;
- viii. school staffing system has significant influence on the graduates output of Colleges of education.
- ix. there is a significant different in the congested lecture room of Colleges of Education in Oyo and Ekiti States based and their graduate output
- x. that there is no significant difference in the School culture of Colleges of Education in Oyo and Ekiti States with their graduates output.
- xi. that there is no significant difference in the infrastructural facilities of Colleges of Education in Oyo and Ekiti States with their graduate outputs.

- xii. that there is significance difference in the school staffing of Colleges of Education in Oyo and Ekiti States with their graduates output.

Implications of the Findings

From the result of the findings, one can infer that enough lecture rooms should be provided to cater for the increasing school size in order to boost the quality of graduate output in our Colleges of Education in Nigeria. If not provided, the classroom will continue to be over crowded which will have negative implication on the quality of graduate. This ever increasing enrolment will also affect the effectiveness of the teaching-learning process. The kind of graduates the colleges will be turning out will not be able to compete with their counterpart in other countries. The graduates will continue to be mismatch in the society.

Conclusion

The conclusion that emerges from the results of the analysis in the study is that increase in school size in Colleges of Education in Oyo and Ekiti States brings about congested lecture room has negative influence on the graduate output. Also, it shows that the larger respondents disagreed that they sit comfortably and that their lecture rooms is conducive enough for teaching learning process which has negative influence on graduates outputs of Colleges of Education in Oyo and Ekiti States.

However, it was discovered that there is there is a significant different in the congested lecture room of Colleges of Education in Oyo and Ekiti States based and their graduate output while there is no significant difference in the School culture of the two Colleges of Education. They both have the same type of culture. Also found out that there is no significant difference in the infrastructural facilities of Colleges of Education while finding for the last hypothesis shows that there is significance difference in the school staffing of Colleges of Education in Oyo and Ekiti States.

They also agreed that the provision of necessary infrastructural facilities and equipment in the school system will create a conducive atmosphere for students to acquire quality education. When students are comfortable with adequate number of tables and chairs in the

classroom, they are interested in acquiring quality education. In short, infrastructural facilities has influence on graduates output.

Recommendations

From the various contributions obtained from the related literatures reviewed, and the result obtained from the analysis of this study, it can be deduced that School Size play a highly important role in the quality of graduate output and also important in achieving positive educational outcomes.

Hence, the stakeholders in education, whether public or private should note the significance of adequate lecture rooms, infrastructural facilities, school staffing, etc on the quality of graduate output. In the light of this, adequate lecture rooms with good furniture should be provided to meet up with the ever increasing population which led to the students' enrolment increase. More or additional infrastructural facilities should be made available in these Colleges. While more skillful lecturers should be employed and better equipped in order to make them capable of coping with the challenging students enrolment.

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