

**LECTURER QUALIFICATIONS AS DETERMINANTS OF QUALITY OF
INSTRUCTION IN PUBLIC COLLEGES OF EDUCATION IN OYO AND
OSUN STATES, NIGERIA**

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Abstract

Quality of teachers holding the Nigeria Certificate in Education (NCE) has been observed by scholars to be deteriorating. The low quality of NCE teachers which has been traced to quality of instruction in the Colleges of Education (CoEs) is a major bottleneck to the effectiveness of basic education in Nigeria. Most studies on quality of instruction in the CoEs placed little emphasis on lecturers' education qualifications. This study, therefore, investigated the extent to which the lecturers' professional and academic qualifications determine the quality of instruction in the public CoEs in Oyo and Osun States, Nigeria. Descriptive survey design of "ex-post facto" was used. The population for this study consisted of 721 lecturers. The sample size for the study was 124 academic staff. Multi-stage sampling frame was used for the selection. One research question and two hypotheses were used as guide for the study. Interview was conducted on ten Deans in the Colleges of Education. Quality of Instruction Rating Scale ($r=0.86$) and a Structured Interview Schedule were used for data collection. Content analysis, Multiple regression and Pearson product moment correlation coefficient were used to analyse the data at 0.05 level of significance. The lecturers' education qualifications significantly determined quality of instruction ($F_{(5, 2231)} = 66.92$; $R^2 = .129$) and explained 12.9% of its total variance. Lecturers' Professional qualification ($\beta = .27$; $t= 9.52$) and academic qualification ($\beta = .23$; $t= 8.22$) determined quality of instruction positively. Lecturers that combine NCE and Bachelor of education had better quality of instruction. Professional qualification

had the higher determinant. The minimum professional qualification of lecturers in colleges of education should be reviewed to enhance quality of instruction.

Keywords: Quality of instruction, Professional and academic qualifications, Colleges of education

Introduction

The quality of instruction given to students at the colleges of education in Nigeria, in recent years, appears to be a subject of national concern. This is so because the quality of instruction received by graduates from the colleges of education (Nigeria Certificate in Education) seems to be deteriorating. Holders of Nigeria Certificate in Education (NCE), the minimum teaching qualification in Nigeria, have key roles to play in the provision of functional education in the country. It is quite unfortunate that the colleges of education that are producing the highest number of teachers for the basic education system are being challenged by the problem of reduction in quality of instruction. The reducing quality of instruction at the colleges of education seems to be reflecting in the quality of graduates they produced. This low quality of NCE teachers, traced to low quality of instruction at the colleges of education, has become a major challenge to the effectiveness of basic education in Nigeria.

The seemingly poor quality of instruction delivered by NCE graduates, when they teach students at the primary and junior secondary schools, appears to be a reflection of the poor quality of instruction they received from their lecturers in the colleges of education during the pre-service training. Mostly, the quality of instruction delivered by the lecturers at their respective institutions is measured by the quality of the organization of instruction, lecturing materials, presentation of instruction, lecturers' knowledge of the subject matter, lecture hall management and lecturers' personality (National Commission for Colleges of Education (NCCE) 2009). The quality of instruction indicators were drawn from the NCCE accreditation's reports and the students' rating sheet designed by the colleges of education for lecturers' rating. The public seems to be dissatisfied with the quality of instruction most of the NCE graduates are passing to their students in Oyo and Osun states, Nigeria. Similarly,

the comments of the following relevant authorities on the incompetence of the NCE graduates may appropriately attest to the above position.

For instance, Ebisine (2013) stated that there seems to be a general pattern of failure in the quality of instruction disseminated at the basic school in Nigeria. The failure, according to him, could be majorly traced to the poor quality of instruction received by these graduates during pre-service training while in the colleges of education. Mohammed (2011) also observed the need to restructure NCE process of instruction to pave the way for better quality of instruction delivery that will enhance the performance of its graduates. According to him, the restructuring is necessitated by public outcry about the inability of the NCE graduates to effectively deliver at the primary school level. In the same vein, Akinbote (2007) observed that Nigeria may have sacrificed quality for quantity by lowering the entry qualification into colleges of education in the desire to have enough NCE teachers for primary schools in the country.

Usually, there are many complaints from school administrators about the competency of NCE graduates. Their incompetency becomes more glaring in tasks demanding practical skills in the teaching profession. The poor quality of instruction exhibited by classroom teachers at the primary and junior secondary schools is often blamed on employment of unqualified teachers (Gbenu, 2012). Okemakinde (2014) noted lots of challenges facing the Nigerian educational system, leading to poor quality instructional delivery. Ogunsaju (2004) asserted that the academic standard in all Nigerian educational institutions had fallen below societal expectations. This might be measured by the quality of instruction received by the students.

Udida, Basse, Udofia and Egbona (2009) opined that due to the declining quality of instruction, there are situations where students with bright academic performance fail to actualise their life ambitions. This is so because there are incompetent and ineffective teachers within the system. It is expected that the academic staff should perform their roles through proper lecturing, guidance and counseling of students.

To substantiate the above submissions on the poor quality of instruction received by NCE graduates, the experience of the researcher during the recruitment exercise for basic schools in Oyo State in

2005 can be used to buttress it. During the exercise, some of the NCE graduates appointed could not correctly write "original copy received by me" when asked to do so on the duplicate copy letter of appointment. Could it be that the quality of instruction given to them at their respective colleges was poor? Could it be lecturers' inability to deliver quality instruction? Could this be due to lecturer education qualifications (professional and academic)? Hence, there is the need to refocus on the quality of instruction, especially at the factory (college of education).

The lecturers, performing their tasks during the process of instruction in the lecture hall, are situationally placed under a lot of factors which include the lecturers' factors. Lawani (2004) reiterated that classroom teachers are one of the major determinants of educational achievement: their academic qualification and relevant professional training among others are important factors for students' achievements.

In addition, lecturers' academic and professional qualifications may determine the level of their skills and abilities. The lecturers' ability to organise instruction, present the instructional materials and the subject mastering, might be the reflection of his or her academic and professional qualifications. Lucky and Yusoff (2013) observed that government and other stakeholders in the education sector have tried to improve the performance of teachers through different policies such as mandating them to obtain the necessary academic and professional qualifications and possessing the right attitude to work. Still, lecturers' qualities of instruction delivery appear to be poor, evident by the poor quality of instruction from the NCE graduates to the primary and junior secondary school students. Adeyemi (2010) found out that one of the major determinants of quality of instruction is teacher qualifications. Also, Barbara (2009), Klassen and Chiu (2010), Sodipo (2007), Jaiyeoba (2006), Olaewe (2005), Jekayinfa (2007), Etsey (2005) and Adedeji (1998) had concluded that these variables have greatly impacted on the quality of instruction.

On the contrary, a good number of studies have established that lecturer education qualifications were not good predictors or contributed insignificantly to the quality of instruction. For example, An, Hannum and Sargent (2008), Dahar, Dahar, Dahar and Faize (2011), Tella (2008), Gerald, Augustine and Lucy (2013) and Steven, Eric

and John (2005) found education qualifications of teacher as having low or no significant effect on the quality of instruction. Consequent upon the contradictions, there is the need for this study titled “lecturer qualifications as Determinant of Quality of Instruction in the Colleges of Education in Oyo and Osun States of Nigeria”.

Statement of the Problem

The quality of instruction delivered at the colleges of education appears not to meet the expected standard. The seeming diminishing quality of instruction at the colleges of education, affects the quality of instruction given by the Nigeria Certificate in Education (NCE) graduates at the basic level of education. These graduates are often compelled to undertake retraining courses by their employers which appear to be a complementary approach to improve the quality of instruction they received from colleges of education. The causes of poor quality of instruction at the college of education was perceived from different perspectives by different scholars, such as poor entry qualifications of the students, poor funding, growing population, poor academic staffing and poor policy implementation. All attempts by individuals, institutions and government at improving the quality of instructions seem not to have yielded the anticipated results. Lecturers are principal input in the production process of NCE graduates. It is presumed that the lecturers’ education qualifications (professional and academic) might be responsible for the poor quality of instruction given to the NCE graduates. Consequently, there is the need to establish likely determinants of quality of instruction in colleges of education regarding to lecturers’ education qualifications for possible corrective actions.

Purpose of the Study

The main purpose of this study is to investigate the extent to which lecturers’ education qualifications individually and collectively determine the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria. Specifically, the study is designed to:

- i. investigate the extent of dependability of quality of instruction on professional qualification of the lecturer;
- ii. examine the extent to which academic qualification of lecturer determine the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria;

Research Questions

This study was anchored on these questions:

- i. To what extent do lecturers' education qualifications (lecturers' professional and academic qualifications) predict the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria?
- ii. What is the relative prediction of lecturers' education qualifications 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:

- H₀₁: Lecturers' professional qualification has no significant relationship with the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria.
- H₀₂: Lecturers' academic qualification has no significant relationship with the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria.

Methodology**Research Design**

The design used for this study was descriptive survey of *ex-post facto* nature. The data was collected through observation method for better explanation.

Variables of the Study

The independent variables are the lecturer education qualifications (professional and academic). 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 in Oyo and Osun States respectively using multistage sampling technique. The four colleges of education were grouped into two along the two states. This gives two colleges of education per state. A college of education was selected from each state through simple random sampling technique. Federal College of Education (sp) (FCE), Oyo was selected from Oyo State. In Osun State, Osun State College of Education, Ila-Orangun, was selected using simple random sampling technique. The School of Arts and Social Sciences and the School of Science were intentionally 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. These amounted to 173 lecturers.

All these lecturers were included in the observation. However, during the course of the observation, there was the incidence of reduction occasioned by the retirement of some, non-availability of some other 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. The 10 Deans from the sampled colleges of education were purposively sampled for oral interview. The Dean of School of Special Education, Federal College of

Education, Oyo was left out because the study was after conventional lecturing.

Research Instruments

The researcher used the lecturers' education qualifications checklist, quality of instruction rating scale and structured interview schedule to collect data. The rating scale used contains 6 major qualities of instruction's indicators with 52 items that covered indicators such as organisation of instruction, lecturing aids, presentation of instruction, knowledge of subject matter, lecture hall management and lecturers' personality. The rating adopted for the instrument had the maximum score of 4 for each item while the minimum score was 1. The content of the rating scale was adapted from the scoring sheet used by NCCE for accreditation and the student rating sheet developed by colleges of education for the lecturers' rating at the colleges. This rating scale was used for the rating by the observers and the sampled students. In addition, structured interview schedule was developed and used to elicit information from the lecturers in relation to the process of instruction in their lecture halls for the interview. This schedule had 25 items drawn from the indicators from the rating scale. The instrument was administered on the 10 selected Deans from the sampled colleges of education. The aim was to compare the information from observations and the one obtained from the SIS for any variation. Education qualifications checklist was used to determine the education qualifications of the lecturers. This checklist contains the 2 lecturers' education qualifications (professional and academic) of the observed lecturers. The observed lecturers supplied the information.

Validity of the instruments

Content validity of the instruments was done by subjecting them to criticisms by colleagues, experts and authorities in the field of enquiry. These experts were able to consider the appropriateness of the language, expression and the instruction to the respondents. The experts also determined whether the items can effectively capture the needed data for this study. To ensure construct validity (abstract concept or the underlying attribute) of the instruments, known-groups technique was used. The rating scale was used for two lecturers from non-participating college of education and of opposing education

qualifications of the study. The results of the observation showed 91.45% and 75% with a variation of 16.45%. This comparison gave a significant variation for better discrimination. This shows that in terms 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 from a non-participating college 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 shows a very small variation which makes it a reliable instrument. Scott's method was also used 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. Each of them has at least a master degree in Education and had been in colleges of education system for at least 15 years and they were all Principal Lecturers. Three of them observed in each sampled college of education they observed each lecturer in the lecture hall four times for two hours each. The first observations for each lecturer were ignored in the analysis. Before the commencement of this exercise, the researcher had a training session with the designated observers using the manual developed for that purpose for two days. During the training, the observers were allowed to contribute, to be able to recognise their level of understanding of the required functions in the observation exercise.

The observers also selected 15 students randomly and guided them to rate the observed lecturers during one of the observations per lecturer. This was done to complement the 4 ratings of the observers for each lecturer. The exercise also gave 18 ratings for each observed lecturers after ignoring the first observations to probably check the effect of faking behaviour from the lecturers. The researcher conducted the interview for 5 selected Deans in each of the sampled colleges of education. This exercise lasted eight weeks during the period the colleges of education were in session.

Method of Data Analysis

The education qualifications of the observed lecturers were analysed using descriptive statistics while Multiple regression was used for the research questions. Pearson product moment correlation was used to test the 2 hypotheses at 0.05 level of significance. Content analysis was used for structured interview schedule (qualitative data).

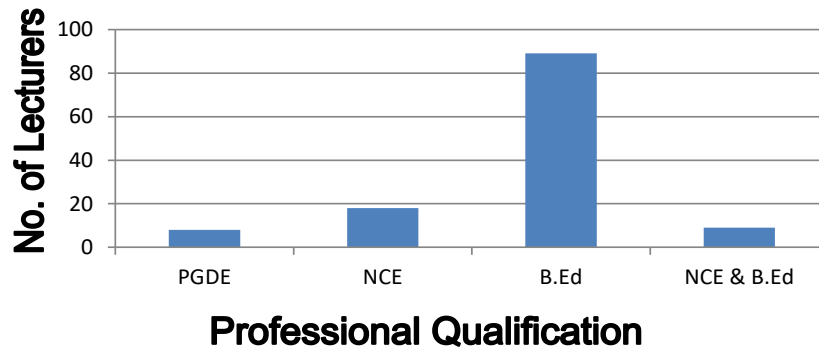
Results and Discussion of Findings**Education Qualifications of the Observed Lecturers**

Figure 4.1: Position of Professional Qualifications of Lecturers in the Colleges of Education in Oyo and Osun States of Nigeria

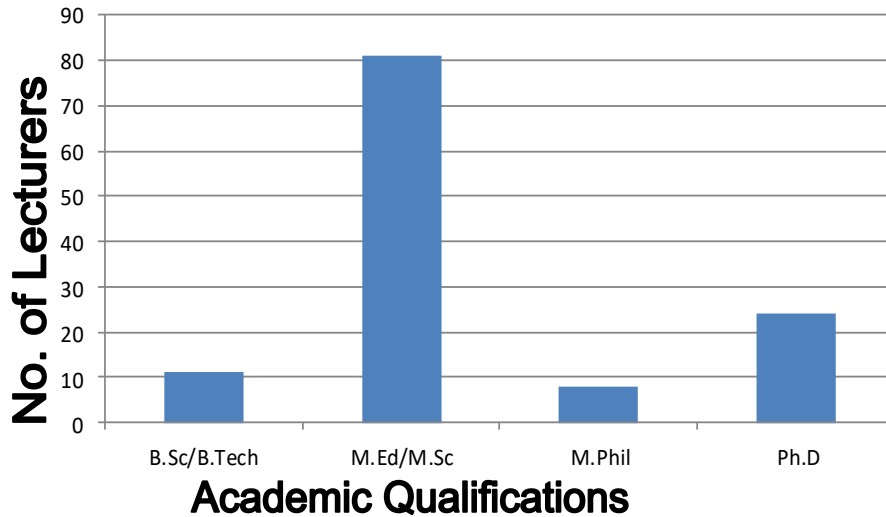


Figure 4.2: Academic Qualifications of Lecturers in the Colleges of Education in Oyo and Osun States of Nigeria.

Figures 4.1 and 4.2 described the observed lecturers in the two sampled colleges of education in terms of their professional and academic qualifications. Both were grouped into four starting from the lowest to the highest. The professional and academic qualifications of the lecturers in the colleges of education in Oyo and Osun states of Nigeria were: those with PDGE professional qualification and B.Sc/B.Tech as highest academic qualifications, 8 (6.45%) and 11(8.87%) respectively; for NCE, it is 18(14.52%) while for B.Ed, 89 (71.77%) and for NCE and B.Ed, 9 (7.26%); for M.Ed/M.Sc, 81 (65.33%) while for M.Phil, 8 (6.45%) and, Ph.D, 24 (19.35%).

Answer to Research Questions

Research Questions

- i. To what extent do lecturers’ education qualifications (lecturers’ professional and academic qualifications) determine the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria?

To answer the research question i the Multiple Regression results obtained were presented on Tables 4.1a and 4.1b

Table 4.1a: Summary of Regression of Quality of Instruction on professional and academic Qualifications.

| R | R Square | Adjusted R Square | Std Error of the Estimate |
|------|----------|-------------------|---------------------------|
| .361 | .131 | .129 | 3.92 |

The two lecturers' education qualifications viz: professional and academic qualifications had joint positive multiple correlation with the quality of instruction ($R=.361$). This means that, education qualifications 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 .129, indicating that 12.9% of the total variance in the quality of instruction was due to the changes observed in the education qualifications. Hence, the remaining 87.1% was due to such other factors that determine the quality of instruction as represented in Figure 4.3.

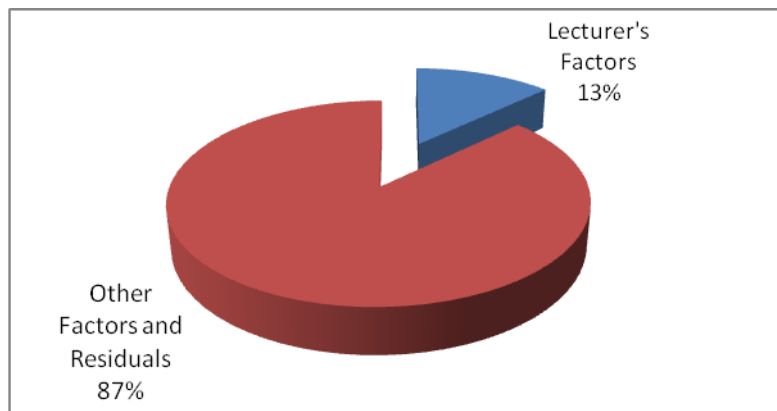


Figure 4.3: Determination of Quality of Instruction by the Lecturer Education Qualifications.

R value of .361 obtained in the regression result was tested for significance and the ANOVA table is presented in table 4.1b.

Table 4.1b: 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 implies that the R value cannot be ascribed to chance.

ii. What is the relative prediction of lecturers' education qualifications to the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria?

Table 4.3: Relative Predictions of the Lecturer's Education Qualifications on Quality of Instruction

| Factors | B | Std. Error | Beta | Rank | T | Sig. |
|----------------------------|-------|------------|------|-----------------|-------|-------|
| Constant | 39.89 | .49 | | | 82.30 | .000 |
| Professional Qualification | .27 | .15 | .21 | 1 nd | 9.52 | .000* |
| Academic Qualification | .23 | .03 | .17 | 2 rd | 8.22 | .000* |

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

Table 4.3 shows the level of prediction of each lecturer's education qualifications. It shows the strength of each education qualification from the joint prediction.

Lecturers' professional qualification had significant positive prediction to the quality of instruction in the colleges of education in Oyo and Osun states ($\beta = .21$). This was ranked first. The result showed that professional qualification has the higher capacity to predict the quality of instruction ($B = .27; t = 9.52; P < .05$).

Lecturers' academic qualification had significant positive prediction to the quality of instruction in the colleges of education

($\beta=.17$). This was ranked second. The result indicated that lecturers' academic qualification could predict the quality of instruction. ($B= .23$; $t= 8.22$; $p< .05$).

Test of Hypotheses

Hypothesis 1:

Lecturers' professional qualification has no significant relationship with the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria.

Table 4.4: Relationship between Lecturer Professional Qualification and Quality of Instruction

| Variables | N | r | df | Sig |
|----------------------------|------|-----|------|-------|
| Professional Qualification | 2232 | .23 | 2231 | .000* |
| Quality of Instruction | 2232 | | | |

*Significant at $P<.05$

Table 4.4 shows the level of significant, nature and direction of professional qualifications of lecturers in colleges of education in Oyo and Osun States on quality of instruction. The "number (N)" used for the Pearson product moment correlation is 2,232. Kindly refer to sample and sampling technique for more information on "N".

There is a weak positive relationship between lecturers' professional qualification and quality of instruction ($r =.23$; $df =2231$; $p<.05$). The implication of this is that a lecturer with higher professional qualification will be more effective and efficient in the process of instruction for expected quality of instruction in the colleges of education. This relationship is significant hence, hypothesis 1 was rejected.

Hypothesis 2:

Lecturers' academic qualification has no significant relationship with the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria.

Table 4.5: Relationship between Lecturer Academic Qualification and Quality of Instruction

| Variables Remark | N | r | df | Sig |
|---------------------------------------|------|-----|------|-------|
| Academic Qualification Significant | 2232 | .09 | 2231 | .000* |
| Quality of Instruction | 2232 | | | |

*Significant at $P < .05$

Table 4.5 reveals the nature, direction and level of significant of academic qualification and quality of instruction in the colleges of education in Oyo and Osun states. Kindly refer to sample and sampling technique for more information on "N".

There is a weak but positive relationship between lecturers' academic qualification and the quality of instruction ($r = .09$; $df = 2231$; $p < .05$). This implies that the higher a lecturers' academic qualification, the better the quality of instruction. This relationship was significant thus, hypothesis 2 was rejected.

Discussion of Findings

Descriptive Findings on Qualifications of Lecturers

The findings from figures 4.1 and 4.2 revealed that majority of lecturers in the colleges of education in Oyo and Osun States possessed the minimum professional and academic qualifications to lecture at the colleges of education. It also showed that the number of Ph.D holders was not encouraging. The reason may be that with the possession of Ph.D, lecturers in the colleges of education will look for better offers for example in the university if age is in their favour. This may be so because the level of satisfaction will be reduced, which may affect the level of commitment to the work. Also, many of these lecturers may not be interested in obtaining Ph.D since with the minimum required academic qualification (Masters) they can rise to the highest job cadre (Chief Lecturer).

The above gave the researcher the opportunity to examine the predictions of the education qualifications (academic and professional) to the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria..

Findings on Combined Prediction

The composite prediction of the lecturers' education qualifications (professional and academic qualifications) on the quality of instruction in the colleges of education in Oyo and Osun States of Nigeria on Table 4.1 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 12.9% 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 lecturers' education qualifications predicted the quality of instruction obtainable at the colleges of education in Oyo and Osun states. Findings of qualitative data were not deferred from the above findings. All the interviewed lecturers were of the view that education qualification will determine the level of organizations of instruction will predict the quality of instruction. One of them said "since the organization of instruction is the plan for the real presentation of lesson, it will predict the quality of instruction to be delivered during presentation" Another lecturer said "a well organized instruction will likely be presented well and achieve the goals of the lesson".

The entire lecturers interviewed were of the opinion that the level of the knowledge of subject matter of the lecturer will determine the content of what he or she will deliver during the presentation of the lesson. At the end, it equally dictates the quality of instructional delivery. The responses of the interviewed lecturers indicated that the education qualifications collectively had implication on the quality of instruction from the colleges of education lecturers to the students. All of them answered "yes" to the question. The findings supported the positions of scholars like: Jaiyeoba (2006); Olaewe, (2005); Jekayinfa(2007); Etsey(2005) and Adedeji (1998) that revealed positive

relationship between education qualifications and quality of instruction and contradicted the findings of Dahar, Dahar et-al (2011) and Tella (2008) that believed that lecturers' qualifications may not predict the quality of instruction.

Discussion on the hypothesis of Lecturers Qualifications

The findings show a positive but weak significant relationship between the professional of a lecturer and the quality of instruction. College of education, being the ground for the training of professional teacher, professional qualification will equip the lecturer with skills to impact the subject matter acquired academically.

The academic qualifications a lecturer possesses will reflect the level of his or her skills and ability of the process of instruction. The academic qualification will improve the lecturer's subject mastery and the pedagogy he or she will use. A highly qualified lecturer will be able to have good introduction to the lesson, be creative in his or her lesson presentation and adopt appropriate methods of imparting the knowledge. He will also allow good students' participation in the lesson which could aid integration of the lesson's ideas and the integration of students' prior knowledge and interest. It could also allow the focus of the key theme of the lesson. It may allow the lecturer to demonstrate the lecturing professionalism to impart what has been acquired academically. Adequate professional and academic qualifications will also allow the lecturer to distribute the time allotted equitably. All these could improve the quality of instruction.

The finding supports the position of Olaewe (2005) that a teacher with required education qualifications will be more efficient than a teacher with less education qualifications. It also contradicted the finding of Daher et-al (2011) that the academic and professional qualifications of a teacher were not good predictors of the quality of instruction.

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' education qualifications 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 education professional and academic qualifications of the lecturer could support the presentation of lecture and the usability of lecturing materials. This could promote quality of instruction in the Colleges of Education in Oyo and Osun States of Nigeria. Also, a lecturer with required education professional and academic qualifications will, possess good knowledge of the subject matter and will be able to present the lecture in a better way, organize the lecture better.

Recommendations

Based on the results of this study, these recommendations were made:

- 1 College of education management should provide the lecturers the opportunities for constant capacity-building to be able to improve their education qualifications. This is so because education qualifications, especially the professional were found to predict significantly the quality of instruction in the colleges of education. The minimum professional qualification of lecturers in colleges of education should be reviewed upward and senior lecturers should monitor the junior lecturers to enhance quality of instruction.
- 2 The government should formulate recruitment policy that will be able to take cognizance of these variables for employment of lecturers in the colleges of education.

It is also recommended to the lecturers in the colleges of education that they should find means of developing their professional and academic qualifications. The lecturers in colleges of education will be praised and be joyful to see teachers at the basic education level performing their duties as expected. To this end, for the colleges of education lecturers to be able to enjoy praise and joy, they should develop themselves academically and professionally, most especially the professional qualification. This development will enable them provide high quality instructions for the students to attain or achieve the expected job performance standard.

- 3 NCCE, the body that monitors the quality of instruction in the colleges of education, should consider the education qualifications of the academic staff of the colleges of education during accreditation. Window accreditation especially on the lecturers' education qualifications should be discouraged

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