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INFLUENCE OF TEACHER FEATURES ON INSTRUCTIONAL QUALITY IN PUBLIC SECONDARY SCHOOLS IN THE SOUTH-WEST, NIGERIA

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INFLUENCE OF TEACHER FEATURES ON INSTRUCTIONAL QUALITY IN PUBLIC SECONDARY SCHOOLS IN THE SOUTH-WEST, NIGERIA

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Abstract

Purpose: In contemporary time, delivery of undesirable instructional quality (IQ) in Nigeria's education system, particularly in public secondary education has gradually become a serious concern to education stakeholders. The challenge seemly to be associated with teacher factors (such as qualification, experienced and professionalism) among other factors. Thus, this study investigated influence of teacher features on instructional quality in public secondary schools in the South-west, Nigeria.

Methodology; This study adopted descriptive survey research design. Multi-stage sampling procedure was employed. Random sampling technique was used to select 1,440 respondents (1,200 teachers and 240 principals) which were in 240 public secondary schools in Southwest, Nigeria. One self-design and adopted rating scale were scrutinized and validated by experts from the field of Evaluation and Management, after which modifications was made. Teacher Factor Questionnaire ($r = 0.87$) and Instructional Quality Rating Scale ($r = 0.85$) were administered. Pearson Product Moment Correlation Coefficient Analysis and Multiple Regression Analysis were employed to answer three research questions and test one hypothesis at 0.05 level of significance respectively.

Findings: The results revealed that there is a significant positive relationship between teacher qualification and IQ ($r = 0.28$; $p < 0.05$); teacher experience; ($r = 0.27$; $p < 0.05$) and teacher professionalism ($r = 0.30$; $p < 0.05$). The composite relationship between all the independent variables and dependent variable further revealed that $R = 0.40$. Professionalism had the highest significant influence on IQ ($\beta = 0.29$; $t = 3.24$; $p < 0.05$); followed by teacher experience ($\beta = 0.22$; $t = 5.54$; $p < 0.05$) and qualifications, ($\beta = -0.03$; $t = -0.37$; $p > 0.05$). This led to the fact that the independent variables accounted for 15.3% of the total variance in the IQ in public secondary schools in Southwest (Adjusted $R^2 = 0.153$). This composite influence is shown to be statistically significant ($F_{(7, 606)} = 16.83$; $p < 0.05$).

Unique Contribution to theory, practice and policy: The study uncovered and pointed the influence of teachers' professionalism, experience and education qualification as a major dependable and benchmarks for achieving IQ in the school setting. The adopted Systems theory clarifies intra-relationship of each variable with IQ and inter-relationship among the variables in the study. Likewise, it confirmed IQ as a fundamental factor to the success of the school operation. Moreover, it established the transformation process (in teaching-learning process), which in turn enhance achieving educational objectives and school's future productivity.

Keywords: *Influence, Teacher Qualifications, Experience, Professionalism, Instructional quality, Systems theory*

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INTRODUCTION

Instructional quality is the delivery of an instruction in a way that arouses students' concentration, critical thinking, and learning in a meaningful way. It has always been difficult to define by scholars because it is an elusive concept. Brown and Kurzwel (2018) submitted that typically, it focus on instructional inputs, instructional outputs, or the relationship between the two. Inputs for instructional quality include behaviors, materials, and characteristics of instructors or the instructional process, usually assessed through observations, curricular artifacts, student artifacts, tests of teaching skills, or student surveys. Some of the studies focus on particular pedagogical approaches, student-teacher interactions, the type and use of assessments, or the use of technology as components of instructional quality. Outcome-based definitions of instructional quality focus on how student behaviors and accomplishments such as achievement of learning outcomes through course grades.

In the light of this, scholars have suggested that concept of instructional quality is complex and multidimensional. Thus, Grisay and Mahlck (1991) argued that the notion of instructional quality should not be limited to student results alone but should take into account the determinant factors such as the provision of teachers, buildings, equipment, and curriculum and so on. Hence, we have 3 interrelated dimensions. These are: the quality of human and materials resources available for teaching (inputs), the quality of teaching practice (process) and the quality of results(outputs and outcomes). In considering efforts to improve instructional quality, the most sensible approach is to consider both inputs and outcomes, or to look at how actionable instructional inputs impact student outcomes. To improve instructional quality at scale, one must know who the instructors are, what they are doing, and whether what they are doing is effective (Brown and Kurzwel, 2018).

In today's competitive setting, with globalization, drive for quality becomes an important slogan for all the countries globally. World Bank (2002) argued that the countries which are advancing in the economies are the ones that are making strides in the education sector because there is an improvement in the quality of education. In Sri Lanka (Asia) as case offers a reasonably established and notable education development. However, education is becoming a necessity in the developing countries such as India, China, Malaysia and Kenya among other. For instance, study in Malawi revealed that the quality of education was declining hence need for considerable efforts to renew the education system. Despite the fact that parents in the developing countries want their children to have brighter future, which they think is only possible through quality education is yet obtainable (Suresh and Kumaravelu, 2017).

Expectation of the public is that education is projected to be qualitative and relevant to the learners. Paradoxically, opposite is being experienced. The problem seems to be due to decline in the instructional quality as a result of factors among the preparation of instruction, contents of instruction, presentation of lesson, uses of teaching materials, managing and evaluation of instruction. Thus, Federal Ministry of Education (2011) views that "what teachers do, or not do, are able or not able to do, are willing ,or not willing to do, what they do properly or poorly determines to a great extent the effective curriculum(what pupils learn)".

Also, there had been perpetual complaints on teacher as a factors and its effects on instructional quality by the general public. Previous studies revealed that there is disturbing gap between teacher as a factor and education practice in Nigeria. For instance, inconsistency of education policy formulation and implementation is often a basic problem threatening the stability and quality of teachers' public secondary schools. While Babalola (2011); Babalola, Awolola and Alabi (2015) pointed the efficacy of teachers' professionalism as a key factor in the attainment of instructional quality, Babalola (2013) observed the failure of teachers to translate policy/principles into practice would definitely weaken professional strength. Thus, the current 2013 National Policy on Education anchored on 9-3-4 education system pattern was born out of poor instructional quality identified over the years in Nigerian public secondary schools.

Meanwhile, it appears instruction offered by the teachers in the school system has not been accorded the necessary priority as expected and this has resulted in a pointed decline performance of students relative to what obtained in the past. UNESCO (2015) reported that 10.9 million teachers will be needed by 2020 to meet the goals of Universal Basic Education (UBE) in Nigeria. Some of the reasons adduced for this situation according to Teachers Registration Council of Nigeria, TRCN (2005:34 & 41) Labo-Popoola (2002) include the apparent declining in teacher experience, unprofessionalism, irrelevant curricula and inadequate facilities provision. For instance, the inadequate of laboratory facilities may result in poor performance in sciences and also lead to inadequate or half-baked scientists such as engineers, technologists, technicians, agriculturalists, medical doctors just to mention but a few. This has therefore, become a concern to the general public.

In spite of the universal recognition of education, the place of teacher cannot be overemphasized. The popular saying "to fail to prepare is to prepare to fail" is a general dictum. It means that unpreparedness of teachers is likely to lead to shortage of facts and figures at the beginning, middle and closing part of a lesson. Little wonder, Sangoleye and Popoola (2016) in Awolola (2017) remarked that no matter how learned and vast in methodology and the practice of teaching a teacher is, such teacher cannot do the best unless the teacher has prepared each lesson to be taught. '

In developing and developed countries the teacher factor has been linked to low achievement in Mathematics and English Language. Notwithstanding, better students' academic performance (results) is the main indicator of teacher experience and effectiveness (Makinde and Tom-Lawyer (2008); Aguoru,(2008); Adeyemi, (2009); South Africa Ministry of Education, SAME, 2010). There are diverse opinions from education stakeholders about the nature of effective classroom instructions. Triggered by the obvious fundamental nature of instructional quality in the realization of education objectives, researchers have started paying more attention to the teacher as the most important factor in attaining effective instructions schools. Jekayinfa (2007) submitted that the quality, relevance, adequacy and competence of teachers are in doubt and these result in lack of confidence in the Nigerian educational system. In addition, Obanya (2010) confirmed that good teachers must be quantitatively adequate, properly educated, professionally prepared and well-motivated.

A major concern is the evidence of many public secondary schools existing with shortage of classrooms, laboratories and libraries. It appears that many public secondary schools especially

in Oyo and Ogun States have uneven educational facilities. Most of these educational facilities where adequate seems to have deteriorated thus, making teaching-learning processes difficult. The result of this deficiency always includes poor instruction delivery and evaluation. This corroborates the declaration of UNESCO (2012) that Nigeria has the worst Global Education Indicator (GEI) when compared with educational resources input in the school system.

Owing to the above mentioned persistency in students' poor performances in examination, there arose the need to investigate school variables and education policy implementation as determinants of instructional quality in the public secondary schools. Issue of quality of instruction in public secondary schools in Nigeria emanated from the worrisome performance of students in general examinations. Instructional quality is one of the major contributors to students' retention and consequently their recall and academic performance in external examinations. In a study, Agom (2013) explains that the difference in scholastic achievement of students has been facilities and is still a basis of concern to education stakeholders who are aware of the need to improve the instruction in the school system.

Statement of the Problem

The seemingly poor instructional quality (IQ) appears to be the consequence of students' mass failure in the general examination such as West African Examination Council (WAEC). There has been so much debates on the IQ in recent times, thus, the controversial nature of the argument has arisen mainly from apparent elements that are in or surround the school setting. The existing IQ has increasingly become a serious concern to educational stakeholders. IQ has not been directly measured particularly in developing countries, Nigeria inclusive. This may be owing to poor reachable assessment tools which do not have potential to measure the quality of classroom practices (Instructions).

Research Gap

Apparently, previous studies focused more on relative variables (such as; (Gansemer and Schvh (2003) on institutional expenditure; Dahar and Faize, (2011) on availability and use of instructional materials; (Agom, 2013) focused school facilities. Also, Babalola, Awolola and Alabi (2015) on professionalism as well as Brown and Kurzweil (2018) who justified general finance to establish IQ. Others studies focused on combine factors such as Grisay and Mahlck (1991) accounted the determinant factors such as the provision of teachers, buildings, equipment, and curriculum to establish IQ with little emphasis on teacher combine variables. For these reasons, examining the relative and combined effects of teacher factors as determinants of IQ become a necessity. Therefore, this study identified the gaps in teacher features such as teacher qualifications, experience, professionalism as determinants of instructional quality in public secondary schools in South-west Nigeria.

Objectives of the Study

The general objective of this study is to investigate the influence of teachers' features and instructional quality in public secondary schools in Southwest Nigeria. Specifically, the study aims to:

- i. find out how qualification of teachers influence instructional quality in public secondary schools in South-west Nigeria.

- ii. investigate the relative contributions of experience of teachers on instructional quality in public secondary schools in South-west Nigeria.
- iii. Examine the relationship between teacher professionalism of teachers on instructional quality in public secondary schools in South-west Nigeria.
- iv. determine the combined effect of teacher variables (qualifications, experience and professionalism) on the instructional quality in public secondary schools in South-west Nigeria.

Research Questions

The following research questions were raised to guide the study.

- i. To what extent does teacher qualifications correlate with instructional quality in public secondary schools in South-west Nigeria?
- ii. Do the teacher experiences correlate with the instructional quality in public secondary schools in South-west Nigeria?
- iii. In what way do teacher professionalism correlate with the instructional quality in the public secondary schools in South-west Nigeria?

Hypothesis

A hypothesis was tested at 0.05 level of significance:

H₀₁: There is no significant composite influence of teacher factors (qualification, experience and professionalism), on the instructional quality in public secondary schools in South-west Nigeria.

Significance of the Study

This study is significant as it would allow the government /state Ministries of Education to develop framework for proper monitoring in public secondary schools in South-west Nigeria. Also, it will support school administrators to implement educational policies and develop better strategies that facilitate better instruction delivery hence, promoting instruction quality. More so, it will provide relevant information to guide policy makers in formulating rational education policies. The study will also succor teachers in the process of the application of education policies in the classroom setting; hence promote accomplishment of educational objectives.

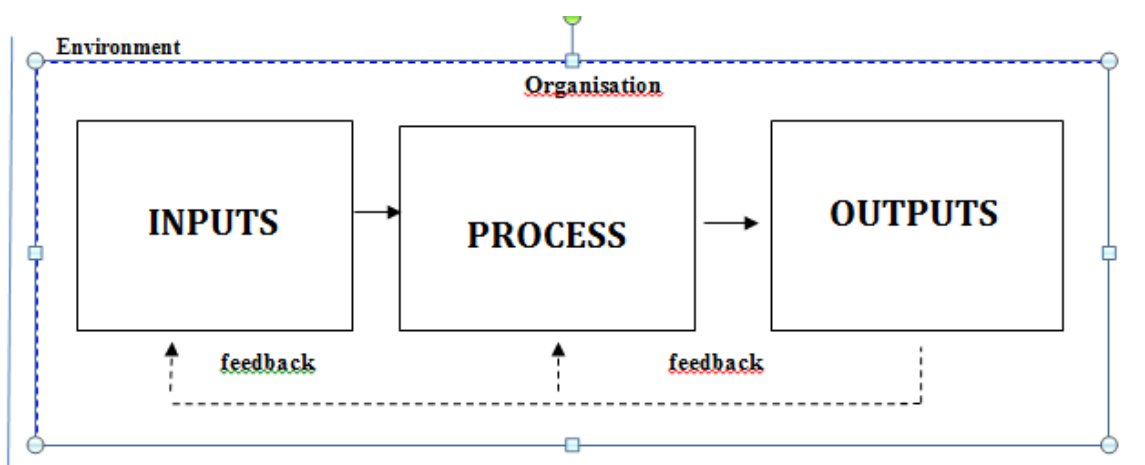
Summary of Some of Empirical Studies on Teacher Characteristics on Instructional Quality.

Title /Author(s) / Year	Methodology	Findings
Educational Resource Centre's Leadership Role in Teacher Professional Development for Secondary School Improvement in the FCT Nigeria By Hauwa, I. & Hauwa, M. (2012)	The study employed a descriptive research design approach. 3 research questions and 2 Hypotheses guided the study. The instruments of the research questionnaire, one for ERC staff and the other for teachers. Pearson Product Moment Correlation & Standard Deviation were used	The study showed that there was a relationship between teacher continuing professional development and students' standards of learning and achievement. Also, there was improvement in classroom instructions as a significant factor in raising student achievement.
Teachers' qualification and Subject Mastery as Predictors of achievement in English Language in Ibarapa Division of Oyo State By Fakeye, D. O. (2012)	A total of 1,000 SSS 2 were sampled & all English Language teachers were used from sampled 20 public secondary schools. Subject Mastery ($r = 0.74$). Percentages and multiple regressions were used for analysis.	The study revealed that teachers' qualification has significant relative contribution to students' academic achievement in English Language in the study area.
Student Engagement in Instructional Activity: Patterns in the Elementary, Middle and High School years. By Helen, Marks (2000)	The study adopted descriptive survey design 3,669 students were randomly selected from 24 schools (Elementary, Middle and High Schools). Hierarchical Linear Modeling (HLM 3L) was adopted to test the formulated hypotheses.	Instructional quality (subject matter) substantially influenced students' engagement. It was found that instructional quality was very paramount to students' performance and cognitive development of learners across grade levels studied.

Theoretical Framework for the Study

System Theory

This work is based on L. Von Bertalanffy's (1920) System Theory in Ojo (2009), Isuku (2012) as well as Awolola (2017), the origin of the concept (system) can be traced back to Aristotle's era (about 384-322) BC who argues that the whole is greater than the sum of its parts. Since then, the concept has been applied to the functioning of virtually animate or inanimate objects. A system is an interrelated set of elements functioning as an operating unit (Fred and Allan, 2012). The systems approach to management views the organization as a social system or entity comprising of interrelated parts acting together as a unitary whole which enables inputs to be converted into outputs. As depicted in Fig.1.

**Figure1:OpenSystemsTheory**

Source:OpenSystemsTheoryApproachScott(2007)inAwolola(2017)

Relevancy of the Theoretical Theory (Open Systems Theory) to the Study

According to Scott (2007), all schools are open systems, with input, process, output, feedback and environment; although the degree of interaction with the external environment may vary. A school constantly interacts with their external environment from where it gets its inputs. It comprises of five basic elements or components. As depicted in Fig.1. Ideally, Students are transformed by the school system into educated graduates, who then contribute to the environment. This transformation includes the internal operation of the school such as teacher qualification, experience and professionalism. This is the attainment of the goals or objectives of the school and is represented by the products, results, or accomplishments of the system such as instructional quality (Awolola, 2017).

It is the crucial to the success of the school operation. It can be used in the transformation process, which in turn will have an effect on the school's future outputs. The environment in the open systems model takes on added significance in the climate of policy implementation and evaluation. The open system has been identified to be appropriate for this study because it can be used to describe and explain the inter and intra relationship between the variables of teacher factors (as deliberated in this study) which determines the instructional quality in the school system. Nwankwo (2014) acknowledged that input-output function is continual or cyclical. In the school system, the yearly circle of events include: admission and registration of students, teaching-learning, examination and graduation. The continual input and output functions and cyclical nature of the events ensure stability in the system. The central concern of this study was to accomplish of instructional quality in the school system.

Methodology

The study used Mixed descriptive survey research design. The population of the study consisted of all teachers and principals in public secondary schools in Southwest Nigeria. The study adopted the multi-stage sampling procedure for respondents' selection in the study area. Three states out of six states were randomly selected; this represented 50% and its outcome was generalised in the South-west zone of Nigeria. Based on the nature of South-west region; a stratified random sampling procedure will be adopted to select ten of the Local Government

Areas (LGAs) in each of the selected states (Lagos, Ondo and Oyo). A total of thirty (30) Local Governments Areas were used. A simple random sampling technique was adopted in each LGA to select 50 % of public secondary schools. Random sampling technique was used to sample teachers because of its non-discriminatory nature. In each school, five teachers randomly were selected, and the principals were purposely selected (since there is only one principal in every public secondary school). A total of 1,440 (1,200 teachers and 240 school principals) were randomly selected for the study. A self-designed instrument tagged “TFQ was used for this study. It contains 5 sub-sections. Part A has 5 items that focused on preparation of lesson, Part B contains 5 items that presented presentation (delivery) of lesson, Part C contains 5 items which addressed uses of teaching-aid, Part D and Part E have 5 items and instructional evaluation respectively. The Cronbach Alpha Method was used in obtaining the reliability of instrument. TFQ coefficient of 0.87 was obtained. Necessary modifications was done before they were finally administered.. Inferential statistics such as Pearson Product Moment Correlation (PPMC) was used to answer the seven research questions and Multiple Regression Analysis to test four hypotheses at 0.05 level of significance.

Results and Discussion

Demographic Data Analysis

Table 1: Distribution of Teachers Based on Educational Qualifications

Gender	Freq.	%
Male	546	39.40
Female	896	60.60
Total	1,440	1000.00

Table 1 reveals distribution of teachers based on gender out of which 546 (39.40 %) were male, and 894 (60.60%) were female. This implies that male and female teachers were adequately represented in this study.

Table 2: Distribution of Teachers Based on Educational Qualifications

Qualification	Freq.	%
First Degree (B. Ed/B.A/B. Sc.)	884	61.16
Masters Degree (M. Ed/M.A/M. Sc.)	556	38.84
Total	1,440	100.0

Table 2 reveals that majority of the teachers were degree holders 884 (61.16%). Also, 556(38.84%) had Master’s Degree.

Table 3: Distribution of Teachers based on Years of Teaching Experience

Teaching Experience (In Years)	Freq.	%
1-5	106	16.46
6-10	870	59.59
11-15	394	27.21
16-20	43	3.33
Above 20	27	2.24
Total	1,440	100.0

Table 3 reveals that largest proportion 870 (59.59 %) of the teachers had between 6 to 10 years teaching experience; this is followed by those with less than 6 years 106 (16.46 %), followed by those who had between 11 and 15, 394(27.21%). Also, 43 respondents with 3.33% of the teachers had between 16 and 20 years while only 43 with 2.24 % had more than 20 years teaching experience.

Answer to the Research Questions

Research Question 1: To what extent does teacher educational qualification correlate with instructional quality in public secondary schools in Southwest Nigeria?

Table 4: Pearson Product-moment Correlation Showing Relationship between Teacher Educational Qualifications and Instructional Quality

Variables	N	Mean	Std. D	r	Sig.	Remark
Teacher Educational Qualification	1,440	1.322	.467			
Instructional Quality		51.314	1.021	.147	.000	Sig.

Df= 1,438

Table 4 reveals there is a significant positive relationship between teachers' educational qualifications and the instructional quality in public secondary schools in Southwest Nigeria ($r = 0.147$; $p < 0.05$). The positive relationship implies that the higher the qualification of the teachers, the better the quality of instructions delivered. Therefore, the relationship between teachers' educational qualification and instructional quality is to a large extent.

Research Question 2: Do the experience of teachers correlate with the instructional quality in public secondary schools in Southwest Nigeria?

Table 5: Pearson Product-moment Correlation Showing Relationship between Years of Teaching Experience and Instructional Quality

Variables	N	Mean	Std. D	r	Sig.	Remark
Years of Teaching Experience	1,440	1.242	1.127			
Instructional Quality		51.161	1.025	.165	.000	Sig.

Df= 1,438

Table 5 shows there is a significant positive relationship between teachers' experience and the instructional quality in public secondary schools in Southwest Nigeria ($r = 0.165$; $p < 0.05$). The positive relationship implies that the more the years of teaching experience of the teachers, the better the quality of instructions delivered. Therefore, the relationship between teachers' experience and instructional quality is to a large extent.

Research Question 3: In what way do teacher professionalism correlate with the instructional quality in the public secondary schools in South-west Nigeria?

Table 6: Pearson Product-moment Correlation Showing Relationship between Teacher Professional Qualification and Instructional Quality

Variables	N	Mean	Std.D	R	Sig.	Remark
Teacher Professional Qualifications	1,440	1.250	.240			
Instructional Quality		41.212	1.371	.0149	.000	Sig.

Df= 1,438

Table 6 shows there is a significant positive relationship between teachers' professional qualification and the instructional quality in public secondary schools in Southwest Nigeria ($r = 0.149$; $p < 0.05$). The positive relationship implies that the higher the professional qualification of the teachers, the better the quality of instructions delivered. Therefore, the relationship between teachers' professional qualification and instructional quality is to a large extent.

Hypothesis

A hypothesis was tested at 0.05 level of significance:

H₀₁: There is no significant composite influence of teacher factors (qualification, experience and professionalism), on the instructional quality in public secondary schools in South-west Nigeria

Testing the Null Hypothesis

H₀₁: There is no significant composite influence of teacher's factors (qualifications, experience and teachers' professionalism) and instructional quality in public secondary schools in Southwest Nigeria.

Table 7: Multiple Regression Analysis Showing Composite Influence of Teachers Factors and Instructional Quality

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	40070.107	7	5724.301	16.828	.000 ^a
Residual	206144.597	606	340.173		
Total	246214.704	613			

R = .403; R² = .163 Adjusted R² = .153

a. Predictors: (Constant), ProfessionalQual, YearsTeachnExp, eduQualification

b. Dependent Variable: instructional quality

Table 7 reveals there is a composite relationship between all the independent variables (teacher factors) and the dependent variable (instructional quality) ($R = 0.40$). This led to the fact that the independent variables accounted for 15.3% of the total variance in the instructional quality in public secondary schools in Southwest (Adjusted R² = 0.153). This composite influence is shown

to be statistically significant ($F_{(7, 606)} = 16.83$; $p < 0.05$), therefore, the hypothesis is rejected. This implies that there is a composite influence of teacher factors (qualification, experience and professionalism) and instructional quality in public secondary schools in Southwest Nigeria.

Discussion of Findings

Research question one revealed that there was a significant positive relationship between teachers' qualifications and the instructional quality in public secondary. This indicates a positive relationship which implies that the higher the qualification of the teachers, the better the quality of instructions delivered. This agrees with the position of Labo-Popoola (2002) that if a teacher is incompetent, a good output cannot be expected from such a teacher. The South Africa Ministry of Education (SAME, 2010) observed that the operation of unqualified and under-qualified educators in the schools system impacts negatively on the quality of teaching. The findings were in line with the National Policy on Education, (FRN, 2013, FRN, 2014) that one of the objectives of teacher education in Nigeria is to produce highly motivated conscientious and efficient classroom teachers for all levels of educational system.

The second research question established that there was a significant positive relationship between teachers' experience and the instructional quality in public secondary schools in Southwest Nigeria. The positive relationship implies that the more the years of teaching experience of the teachers, the better the quality of instructions delivered. Therefore, the relationship between teachers' experience and instructional quality was to a large extent. This findings corroborates with Robinson in Fakeye (2012), they observed that teachers' experience and qualification have a significant effect on students' achievement. They agreed that the more the teacher is qualified and experienced, the better his or her students are likely to perform. However, this finding negates that of Makinde and Tom-Lawyer (2008) who found no significant relationship between the students' achievement and teachers' qualification and experience.

In the third research question, the result showed a positive relationship implies that the higher the professional qualification of the teachers, the better the quality of instructions delivered. Thus, the relationship between teachers' professional qualification and instructional quality was to a large extent. This finding supports Adeyemi (2009) who maintained that classroom teacher is one of the major determinants of education standard whose relevant professional training among others are highly demanded. Teachers Registration Council of Nigeria, TRCN (2005:34 & 41) put more light to teachers' professionalism and instructional quality in the public secondary schools when it pointed that teachers are responsible for diagnosing, advising, prescribing...and instructions and should not delegate these functions to any other persons expect in limited cases and with their direct supervision..

Hypothesis one tested the significant composite influence of teacher factors (teacher qualification, experience and professionalism) on the instructional quality in public secondary schools in Southwest Nigeria. This finding is in line with Adeyemi (2009) that there is a significant difference between academic performance of students taught by experienced teachers and those taught by inexperienced ones. Based on this findings, FRN (2014) submitted that teachers' qualifications and professionalism are necessary for quality education.

Conclusion

Every Education stakeholder desires effective teaching learning process. Thus, it is expected of every teacher to possess desirable qualifications, experience and professional skills that would better achieving students' academic performance. The implication is that if teachers lack adequate qualifications, experience and not professional, it will affect teachers' commitment in their tasks in attainment of quality instruction in the school system. Also, it has been established that teacher factors are obligatory elements in the teaching-learning process before educational objectives can be achieved. Consequently, teacher educational qualifications, experience and professional qualification had considerable relative and combined influence on the instructional quality being offer in public secondary schools in Southwest Nigeria.

Recommendations

Based on findings of this study, the following recommendations are made.

Teachers need educational conferences and seminars attendance in order to improve instructional quality in the classroom in public secondary schools in Southwest Nigeria. Teachers should also be exposed to practical capacity programme on instructional development raining through workshops. State government should prioritize teacher professionalism in public secondary schools in Southwest Nigeria. Educational authority should ensure that experience teachers are made to handle key subjects. State Ministries of Education and educational agencies (such as TESCOM) should engage in quality enforcement by monitoring and evaluating teaching activities among teachers.

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