Teacher Qualification and Instructional Delivery Modes at the Preschool Level of Education in Nigeria. 
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This research work was situated in Nigeria while the review of literature and the write up was carried in the United Kingdom. The study sought to evaluate the effects of qualification on the instructional delivery modes of practicing pre-school teachers in Nigerian. The sample consisted of 93 pre-school teachers and 2859 pupils aged 4 - 5 years. Schools were selected through stratified random sampling to ensure adequate representation of private, public, urban and rural schools. Questionnaire and two valid and reliable classroom observational instruments - Classroom Interaction Sheet, and Ten-Minute Interaction Instrument, were used to record instructional delivery in 216 lessons in 72 pre-primary classrooms. Data analysis involved the use of frequency, percentages, t-test, chi-square and graphical illustrations. The results revealed that none of the teachers observed had pre-school education training; teacher whole class interaction characterized by direct instruction was the prevailing approach, use of play did not feature; whole class activity occurred more than individual pupil activity, monologue and other distracting behaviours occurred less frequently; the direction of communication was mainly from the teacher to the whole class whereas the more personal one-to one communication between teacher and pupil occurred less frequently.