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Influence Of Teaching Practice On Business Education Students' Employability Skills

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Abstract: *The study investigated the influence of teaching practice on Business Education students' employability skills in universities in North-central and South-western States, Nigeria. The study which employed a descriptive survey identified three employability skills which were communication, teamwork, and problem-solving skills. Three objectives, three research questions and three null hypotheses were raised for the study. The entire 400 level business education students in universities offering business education programs in North-central and South-western States, Nigeria constituted the population of the study. There was no sampling since the entire population was considered sizeable and manageable. A structured 43-items questionnaire titled Questionnaire on Influence of Teaching Practice on Students' Employability Skills (QITPSES) was designed for the study. The reliability of the instrument was ascertained using the Cronbach Alpha method to obtain the r-coefficient of 0.93 for clusters B1-B3 of the questionnaire. The questionnaire was distributed to 1,594 business education students in universities in North-central and South-western States, Nigeria. One hundred and forty copies of the questionnaire were not returned and so 1,454 copies were used for the study. The research questions were analyzed using descriptive statistics of mean and standard deviation. T-test and Analysis of Variance (ANOVA) were used to test the null hypotheses of the study at 0.05 level of significance. The findings of the study revealed among others that teaching practice positively influence business education students' communication, teamwork, and problem-solving skills to a high extent ($\bar{x}$= 3.01, 2.76, and 3.02; SD= 0.85, 0.60, and 0.81 respectively). It was concluded therefore that business education students, irrespective of their background (gender and institution type) rated the influence of teaching practice on communication skills, teamwork skills, and problem-solving skills as positive to a high extent. Based on the findings, three recommendations were proffered, among which was that Government should provide finance in form of stipend for trainee teachers (students on teaching practice program) as this will encourage them more to acquire the necessary employability skills.*

Keywords: Teaching Practice, Employability skills, Business Education

Introduction

The quality of education obtained by a nation's population has a significant impact on its development; as a result, education has long been regarded as the ideal instrument for a nation's progress and survival. Citizens who are honest, courteous, skilled, cooperative, and patriotic are the products of education. Educational institutions exist primarily to cultivate, generate, and supply the human resources required to achieve the society's goals and aspirations through developmental programs (teaching and learning), conducting research to solve current and future problems, and expanding the frontiers of knowledge by providing a variety of services to the communities (Uzoechina, 2015).

The teacher is the pivotal figure in achieving these ambitious educational goals and objectives. The teacher is the one who transforms the nation's educational aims and objectives into meaningful reality by instilling in the students, valuable values, knowledge, and abilities (Mgbodile in Uzoechina, 2015). Teachers must be professionally prepared to be effective. Teachers, as a result, must be trained and undergo ongoing professional development to improve their effectiveness. Professional development is one of the approaches to keep and improve the quality of teaching and learning in schools. Teaching practice is one of the parts of teacher professional development, thus it is apparent that to succeed in carrying out this sacred dual mission of life-molding and nation-building, teaching practice becomes essential.

Teaching practice, according to Uzoechina (2015), is a guided teaching experience in which a student teacher is allowed to perform the functions of a teacher under the supervision of a cooperating teacher. It is a required pre-service training program that allows students to put theories into practice in a real-world setting. It is held for twelve weeks in Nigeria for students at universities' Colleges of Education and Faculties of Education. Teacher-trainees are subjected to field training to measure their teaching skills and put theories learned in classrooms to the test in actual schools. Teaching practice is a field exercise conducted in colleges of education and universities to orient teacher-trainees in the learning process (Uzuntiryaki, Boz, Kirbulut & Bektas, 2010). To prepare potential teachers for school systems, they must be knowledgeable in both theoretical and practical parts of pedagogy (Nwanekezi, 2011). Student teachers become engaged, challenged, and even empowered during teaching practice, according to Nwanekezi. As a result, it is thought that the teaching practice exercise helps prospective teachers build the necessary employability skills and prepares them for the teaching profession.

Employability skills are the abilities, attributes, and attitudes that companies value in employees. Employability skill acquisition, according to Bolt-Lee and Foster (2003), is concerned with an individual's ability, power, authority, or competency to perform the task required of them on the job. When learning a new skill, there are two crucial considerations. The first is the conditions that encourage the acquisition, and the second is the shift that occurs once the skill is mastered, according to Okoro and Ursula (2012). Igwe (2008) noticed that if a person develops abilities in any field, he or she can easily find work or start a business and even hire people. The person becomes self-reliant, self-sufficient, and can be self-employed. Some of the examples of employability skills required of business education students to be employed after graduation include communication skills, teamwork skills, problem-solving skills, and technology skills among others (Ojokuku, Emeahara, Aboyade & Israel, 2015).

The university's role in creating graduates in various fields to meet market demands focuses not only on academic accomplishment but also on the development of generic abilities or "soft skills" essential for them to compete in the global market. Furthermore, while hiring employees, employers today place a high value on generic abilities, one of which is communication skills. Communication is the intentional process of two or more people exchanging, receiving, and interpreting messages carrying information, sentiments, ideas, and needs using shared symbols. In general, communication can be defined as the process of transmitting information from the one supplying the information to the person receiving it, using both verbal and nonverbal ways. The most prevalent type of communication is verbal, which is a two-way process that includes a response to the message received. The exchange of ideas, views, and information with a definite goal is also referred to as communication. Information can also be transmitted via symbols or signage in addition to oral communication. Communication can also be described as the simultaneous sharing and providing of meaning through symbolic relationships (Seiler & Beall, 2015).

A team can be defined as a collection of people who work together to attain the same objectives and goals to provide high-quality services. Teamwork can help team members feel more emotionally secure, have more self-confidence, and be better at planning and making decisions with others. It also aids in the creation of a healthy work environment by facilitating the development of practical agendas, innovative activities, positive methods, and values. On the other side, a lack of teamwork concepts and tactics can lead to job failure, disappointment, low morale, and low production, all of which endanger the organization's existence (Shouvik & Mohammed, 2018). Employees that operate in an organization with a weak sense of cooperation are more likely to fail to deliver expected outcomes and accomplish the firm's goals and vision, according to Shouvik and Mohammed.

Another employability skill concerning this study is problem-solving skills. There is no doubt that businesses face different issues from time to time, and the ability to solve business problems as they come will help an entrepreneur succeed in business. Jonassen, (2011) is of the view that problem-solving skills are domain specific. Problem-solving is cognitive, according to the author. That is, it occurs inwardly and can only be deduced indirectly by the acts of the individuals. Problem-solving skills are a set of skills that help an entrepreneur in solving problems related to his business and other areas of life. According to Nnajiofor (2014) problem is life; life is a problem. Only death corresponds to a sustainable equilibrium. Be that as it may, the skills identified in the above paragraph are needed for business education students to be able to perform effectively, both in the classroom and workplace.

One of the most important aspects of vocational education is business education. In Nigeria, to be precise. The program is available at both the secondary and university school levels. Business Education, according to Osuala (2013), is a vast area of knowledge that deals with a country's economic system, as well as identifies and explains the rate of business contentment and experience that prepares people to be effective citizens, workers, and customers. Business education can be determined from the previous definitions as education for and about business. It incorporates theoretical as well as practical knowledge. In a similar vein, it familiarizes the receiver with various countries' economic systems and provides him with lifelong skills that will help him to make reasonable decisions as a producer (entrepreneur), employee, or consumer of goods and services. Business Education, according to Aliyu (2013), emphasizes the need for specialized instruction to prepare students for careers in business, fundamental instruction to help students assume their economic roles as consumers, workers, and citizens, and background instruction to help students prepare for professional careers requiring advanced study. According to Okpor and Hassan (2012), if Business Education is to be meaningful and successful in Nigeria, ties between the public and private sectors must be established to effectively collaborate and develop programs that will result in skill acquisition among the population. One of the best programs in school that ensure students' employability skills before graduation is the Students' Industrial Work Experience Scheme (SIWES).

Given that the teaching practice is designed to help students acquire the necessary competencies/skills for productive work after graduation, effective, periodic monitoring and evaluation of Business Education trainees by the schools' departmental supervisors is necessary to determine the extent of knowledge and competencies/skills acquisition. The training will be little more than an academic exercise unless this is done.

The problem identified or concern in this study is that for teaching to take place, it is necessary for the teacher, at the very least, to assume that he or she is more informed than the one being taught. To support learning, the instructor must first understand what teaching entails, what content he wants his students to acquire, and the numerous ways he must develop to facilitate mastering.

This mandates that student instructors be exposed to practical teaching experience to achieve the mentioned requirements. However, it has been observed by the researcher that most student teachers appear to lack adequate knowledge of their subjects, the necessary abilities, and methodologies to be used to make teaching and learning easier which should be identified and improved upon during the teaching practice exercise. This motivated the researcher to conduct the research to determine and study if teaching practices had an impact on Business Education students' employability abilities, to prepare them for the productive job after graduation. To measure students' employability skills, the following would be used: communication skills, teamwork skills, and problem-solving skills. The study covers these skills because they are much needed and necessary for an individual to be employable. The study considered the perception of students and was delimited to universities offering Business Education programs in North-central and South-western Nigeria. Only 400 level students were considered for the study because students are expected to have undergone teaching practice exercises at that level.

Literature Review

Teaching practice, according to Marais and Meier (2014), refers to the variety of experiences that student teachers are exposed to while working in classrooms and schools. It is an important part of teacher education that refers to students being placed in schools to practice lesson planning, classroom management, and, most importantly, classroom teaching. It is a necessary component of effective professional development. Teaching practice, according to Kiggundu and Nayimuli (2009), is a type of work-integrated learning that is defined as a period during which students work in the relevant industry and receive specific in-service training to put theory into practice. As a result, student-teachers spend time in schools gaining practical teaching experience.

Teaching practice is defined as a practicum, field experience, or internship, according to the Tlokweng College of Education's teaching practice manual (2011). Various authors have expressed their perspectives on the rationale for teaching. In pre-service teacher education, teaching practice is critical. A successful outing during a pre-service teacher's teaching practice exercise is a harbinger of future success in the teaching profession. Teaching practice, according to Uwameiye and Ogunbameru (2012), is a component of a teacher education program in which prospective teachers can put all of the teaching and classroom management theories they have learned during their studies into practice to gain professional competence. According to Nakpodia (2011), teaching practice is the phase of pre-service teacher education in which the student-teacher is given the chance to combine educational theory and actual teaching methods under the supervision of a qualified teacher. Teaching practice, according to De-ville (2010), is an internship experience that is part of the formative training process for pre-service teachers in terms of skill discovery and enhancement.

Teaching practice, according to Asta, Jolanta, and Marijona (2015), is a time of study during which the first professional steps are taken, and the attitude toward a teacher's activity, rights, obligations, and responsibilities are shaped. It is in this educational setting that the quality of skills developed during the study is shown. Pre-service teachers benefit from teaching practice because it allows them to get the professional skills and experience, they need to be effective in the classroom. Teaching practice is a phase during which pre-service teachers are exposed to classroom situations to put what they've learned in class into practice. Pre-service teachers learn to apply what they've learned in the classroom under the supervision of mentors during the teaching practice phase. Individuals learn through experience in conjunction with rigorous preparation, effective mentorship discussions with coworkers, and well-designed courses, but not solely through experience (Basturk, 2016).

Teaching practice, according to Uwameiye and Ogunbameru (2012), gives the time and channel for student teachers to learn skills that are essential in their teaching professional growth; engages student teachers in a cooperative program with interactive mentoring from experienced teachers (Young & Edwards, 2006); allows pre-service teachers to reflect on their behaviors in the classroom and to gain crucial skills, knowledge, and attitude that are needed in managing student learning experiences in the classroom, as well as to improve pre-service teachers' perception of themselves as teachers.

Importance of Teaching Practice

Each year, thousands of future teachers from colleges, universities, and other institutions place students in schools for teaching practice. These activities are designed to assist them in their preparation as new teachers. After learners have been taught the idea of teaching, it is natural for them to perform the work themselves before becoming highly skilled on the job. Learners are expected to combine theoretical instruction with practice to master the information and its practical application. As a result, putting what one has learned into practice is the only way to gain trust in it. The concept of teaching practice is not unique to teaching; other professions such as medical, law, nursing, engineering, and others have long acknowledged the value of hands-on training. Some people, on the other hand, do not see the point of continuing student teaching programs. Those who can't see what effective teaching practice can achieve for the student-teacher usually express themselves in this way (John, 2016).

It is worth noting that teaching practice is an important part of students' preparation for future teaching assignments. There hasn't been a better substitute for this program so far. Student teaching allows students to get significant insight into human growth patterns while also allowing them to assess their suitability to enter the teaching profession. Similarly, the student will get the

opportunity to watch and study youngsters, as well as build his methods for efficiently working with children and colleagues. Through student teaching, the student-teacher will obtain experience that will aid in his professional maturation (Abdu, 2014). Much focus is placed on student teaching practice throughout teacher preparation. This is done in the notion that people who have decided to prepare for a career as a teacher should be given the best possible experience.

Duties of Student-Teacher During Teaching Practice and its Influence on Teaching Skills

The student-teacher is expected to play a very important role from that of the learner. He will have to put in a lot of personal effort to make the shift from learner to teacher. John (2016) outlined some of the student teacher's roles as:

Ability to demonstrate emotional maturity: A student teacher must have self-confidence, tempered with sufficient humility, to meet the scale of his responsibilities to perform efficiently and effectively. In most classroom and learning circumstances, he must be composed and need to be able to adjust to unexpected changes in learning circumstances. To reinforce his teaching, the student-teacher must also develop a sense of humor.

Depth of Knowledge: Student teachers who have a broad understanding of several topics are more likely to succeed. In at least a few branches of study, in-depth knowledge is required. Above all, the student-teacher must be enthusiastic about learning and passing it on to the next generation.

Socio-effectiveness: To enable effective learning, the student-teacher must be socially successful. To put it another way, he must be truly interested in people, particularly young people, if he wants to be successful in his relationships with them. Children and teenagers appreciate someone sensitive to their personal and social issues.

The ability to lead: One of the ways a student-teacher shows his leadership characteristics is through student teaching. In the course of his teaching, he can do this by forming relationships with young people. The students must be developed by the student-teacher. The ability to communicate smoothly is also advantageous in this regard. All of the aforementioned characteristics are intertwined because they are all dependent on the individual's personality.

Influence of teaching practice on communication, teamwork, and problem-solving skills

Everyone's existence revolves around their ability to communicate. It's the second most useful language skill and a necessary mode of communication. One of the most common issues among student teachers has been ineffective communication. It is seen as a barrier that inhibits people from expressing themselves professionally and suitably (Chaney & Burk in Raba, 2017). When student teachers work in schools and classrooms, they have exposed to a variety of experiences called teaching practice. Teaching practice is an important part of teacher education. Teaching Practice's overall goal is to familiarize student teachers with the real-world teaching and learning environment. It is the time when individuals examine their own teaching experiences through interactions with teachers and lecturers, as well as adopt a variety of techniques, strategies, and skills based on self-reflection to achieve meaningful learning (Sotco & Ernest, 2013).

In the supervision of student teachers, one of the key roles of qualified teachers is to provide advice on urgent issues experienced by the mentee (Mabolisa & Tshabalala 2014). Supervisor teachers (mentors), according to multiple studies, have a significant impact on the development of student teachers' communication skills, temperament, concepts, and classroom practice (Lindhard, 2014). A supportive, participatory classroom environment is important to student teachers, especially when it comes to the process of learning to teach, which improves their communication abilities (McNally, Cope, & Inglis 2017).

Education is considered a panacea for many of the societal evils in many places across the world.

As a result, education must play a crucial role in assisting countries in achieving essential goals including social transformation, technical innovation, and individual empowerment (Marais & Meier, 2004). Teaching, which is at the heart of education, must be perfected if educational systems are to achieve their objectives. Teaching practice, which is the stage at which student teachers' competencies become an important component of becoming a teacher, allows student teachers to get experience in a real-world teaching and learning environment (Ngidi and Sibaya, 2013). A student-teacher is provided the opportunity to test out the art of teaching during teaching practice before entering the real world of teaching. When student teachers work in classrooms and schools, they are exposed to a variety of experiences known as teaching practice (Marais & Meier in Mabolisa and Tshabalala 2014).

The impact of teaching practice has been a prominent focus of some academic research in recent years (Shouvik & Mohammed, 2018). The rationale for this focus is that the practical concept of teaching practice has a significant impact on teamwork ability. Some academics consider teamwork as a vital occupational skill that is required to accomplish and realize the organization's visions, goals, plans, and objectives, as well as to activate and improve the workers' performance. Some various causes and reasons clarified and highlighted the connection between teaching practice and teamwork. Assessing the effect of teaching practice on teamwork/performance is crucial, according to Shouvik and Mohammed, because collaboration is seen as one of the primary driving forces for enhancing an institution's or organization's performance by some academics. While working in a group, team members improve their skills, knowledge, and talents (Froebel and Marchington, 2015). According to researchers and experts, good

cooperation behaviors and concepts can boost an individual's performance and productivity while also improving their ability to resolve disagreements and deal with urgent and unexpected issues at work.

The skill of cooperation has been taught as an important educational idea in schools in this century so that students learn how to develop professional abilities as part of their educational process. Managers are increasingly defining crucial professional abilities such as conflict resolution, communication, teamwork, and positive interpersonal contact as essential requirements for the workplace. As a result, businesses and managers are always on the lookout for people who can cooperate and work in groups as a crucial ability in every workplace.

Man is the most powerful species on the planet because of his ability to reason. Mental abilities such as reviewing, reasoning, analyzing, and solving issues are all part of the thinking capacity. Day-to-day challenges in human life are startling and difficult to tackle. Every culture prepares its future generations to deal with life's challenges. (Solso, 2006 in Mushtaq & Muhammad, 2011). The main goal of education is to educate students to face future challenges and unfamiliar real-life problems, which can only be accomplished if they have problem-solving skills. Problem-solving activities are defined as the application of previously acquired knowledge and abilities in a variety of contexts, such as classroom instruction, textbook readings, and laboratory experimentation. Problem-solving now incorporates a complicated collection of cognitive, behavioral, and attitude components, as we know (Kirkley, 2013). Problem-solving is a process in which pupils identify connections between previous experiences and the difficulties they are confronted with, and then devise a solution (Mushtaq & Muhammad, 2011). Kirkley (2013) identified three problem-solving cognitive activities: Presenting the problem in a way that explains relevant contextual knowledge and identifying the goal with appropriate circumstances to begin: Searching for a solution entail improving the objective(s) and creating a plan to achieve that goal, as well as implementing the solution, which entails carrying out the plan and evaluating the results. If the learner remembers that he or she has before solved a similar problem, he or she can simply recollect the solution and solve it again.

According to Rais (2010), teaching practice necessitates above-average creativity, such as high learning drive, a willingness to learn some crucial collaborative lessons, good problem-solving ability, and self-learning. The teaching practice exercise, according to Jalinus and Ramli (2016), gives possibilities for learning systems by student teachers because they are actively involved, work/teach independently and in teams, and integrate real situations. One intriguing thing is why student teachers must utilize their newly gained knowledge to improve the quality of their instructional delivery and teaching process. Shinde (2014) observed that students regarded the teaching practice experience as beneficial in the development of abilities such as problem-solving, communication, teamwork, and project and time management. Furthermore, according to Uziak (2016), the teaching practice exercise promotes the development of problem-solving skills by presenting real-world teaching difficulties and obstacles. As a result, students who participate in teaching practice exercises should have a greater understanding of what it takes to be a teacher.

Purpose of the Study

1. determine the extent to which current teaching practices influences Business Education students' communication skill in universities.
2. find out the extent to which teaching practice influences Business Education students' acquisition of teamwork skills in universities.
3. investigate the extent to which teaching practice influences Business Education students' acquisition of problem-solving skills in universities.

Research Questions

1. To what extent does teaching practice influence Business Education students' communication skills in universities?
2. To what extent does teaching practice influence Business Education students' acquisition of teamwork skills in universities?
3. To what extent does teaching practice influence Business Education students' acquisition of problem-solving skills in universities?

Research Hypotheses

At a significant level of 0.05, the following null hypotheses were created and tested:

H_{01}: There is no significant difference between the mean scores of male and female students on the extent to which teaching practice influences students' communication skills in universities.

H_{02}: There is no significant difference between the mean scores of students from private, state, and federal universities on the extent to which teaching practice influences students' acquisition of teamwork skills in universities.

H_{03}: There is no significant difference between the mean scores of male and female students on the extent to which teaching practice influences students' acquisition of problem-solving skills in universities.

Research Methodology

Descriptive survey design was adopted for the study. The study was a survey of 400 level business education students in universities in North-central and South-western, Nigeria. The population of the study consisted of 1,594 students and the entire population was used for the study. A structured questionnaire titled: Questionnaire on Influence of Teaching Practice on Students' Employability Skills (QITPSES) designed by the researcher and duly validated was used for data collection. The instrument has Cronbach alpha

reliability of 0.93. The instrument had 43 items. The researcher and four-research assistant administered copies of the questionnaire and 1,454 were retrieved making 89.8% return rate, which were used for the analysis. The data collected to answer the research questions were analyzed using mean and standard deviation while t-test and Analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. The decision value was fixed at 2.50.

Data Analysis and Results

Research Question 1: To what extent does teaching practice influence Business Education students' communication skills in universities?

Table 1: Business education students' ratings of the items on the extent to which teaching practice influence students' communication skill in universities

S/n	Item Statements	$\bar{x}$	SD	Remarks
1.	With teaching practice, there is an opportunity of trying out ideas and theories in a practical classroom situation	2.77	0.58	High extent
2.	Teaching practice has made me learn how to plan, prepare, and present lesson topics.	2.82	0.87	High extent
3.	Teaching practice helped me to broaden my knowledge of the subject matter	3.24	0.50	High extent
4.	Teaching practice has helped me to perfectly use instructional materials when teaching	3.13	1.09	High extent
5.	Teaching practice enabled me to understand how to prepare a lesson plan	3.18	1.05	High extent
6.	Teaching practice enabled me to learn how to prepare lesson notes	3.02	1.07	High extent
7.	Teaching practice enabled me to understand how to select teaching methods that would best bring about learning of the instruction	2.92	0.58	High extent
8.	Teaching practice enabled me to understand how to select instructional materials	3.10	1.05	High extent
9.	Teaching practice enabled me to understand how to prepare teaching aid	3.13	0.61	High extent
10.	Through teaching practice, student teachers adopt communicating and structuring of lessons, followed by student-oriented practices that will enhance cognitive learning	2.92	0.75	High extent
11.	Experience in teaching practice enables me to use multimodal texts, information, and communication technology to access information for classroom preparation	3.16	0.87	High extent
12.	Teaching practice develops in me, the skill of arousing argumentation in the classroom	2.83	1.04	High extent
13.	Through teaching practice, I can understand how to make proper use of teaching aids for classroom preparation and as key tools to facilitating teaching and learning	2.91	1.00	High extent
14.	Teaching practice contribute to the development of professional knowledge using cognitive teaching strategy for classroom preparation	3.01	0.79	High extent
15.	Teaching practice help in developing interest in the need for teachers to devote special attention to the languages students use during discussions held in the classroom	2.97	0.87	High extent
	Grand Weighted Mean	**3.01**	**0.85**	**High extent**

***Source**: Field Survey, 2022*

Data in table 1 revealed the students' mean ratings on items relating to the extent of influence of teaching practice on Business Education students' communication skills in universities. The table showed that the respondents indicated high extent for all the constructs with mean ranging from 2.77 to 3.24. All the 15 items in Table 1 have low standard deviation values ranging from 0.50 to 1.09 which signifies low variability of responses. Generally, the table shows that students indicated high extent for all the constructs in relation to their communication skills through teaching practice exercise. This means that teaching practice positively influence business education students' communication skills to high extent in universities in North-central and South-west, Nigeria. This is evident in the average mean and standard deviation scores of 3.01 and 0.85.

Research Question 2: To what extent does teaching practice influence Business Education students' acquisition of teamwork skills in universities?

Table 2: Business education students' ratings of the items on the extent to which teaching practice influence students' acquisition of teamwork skill in universities

S/n	Item Statements	$\bar{x}$	SD	Remarks
1.	I can adequately control my class with assistance and collaboration with the supervisor	3.47	0.62	High extent
2.	Teaching practice enables me to acquire desirable behavior for effective teamwork	2.52	0.72	High extent
3.	Teaching practice enabled me to have self-confidence in working with a group of people	2.63	0.74	High extent
4.	Teaching practice experience enhances my thinking skills and reasoning ability for handling conflicts in a team	2.70	0.66	High extent
5.	Teaching practice has helped me to be exposed to the problems and prospects of my team progression	2.67	0.57	High extent
6.	Teaching practice provides for me, the strategies for team performance and appropriate action	2.51	0.58	High extent
7.	Teaching practice helped me gain skills in effective team management	2.54	0.58	High extent
8.	Teaching practice experience enables me to develop ways to resolve misunderstandings among individuals	3.15	0.54	High extent
9.	Teaching practice helped me gain skills in step-by-step presentation of ideas towards achieving team objectives	2.93	0.65	High extent
10.	Teaching practice exposes me to real-life indiscipline problems encountered in working with a group of people	2.79	0.56	High extent
11.	Teaching practice experience provides supplementary pedagogical knowledge, with special reference to those broad principles and strategies required for team performance	2.58	0.55	High extent
12.	Through teaching practice, I became conversant with teamwork skills	2.60	0.51	High extent
13.	Teaching practice provides me with practical classroom experiences that contribute to acquiring teamwork skill	2.88	0.54	High extent
14.	Teaching practice experience enables me to assess opportunities, analyze and observe team behavior of students in the classroom and take remedial action	2.66	0.58	High extent
	Grand Weighted Mean	**2.76**	**0.60**	**High extent**

***Source**: Field Survey, 2022*

Data in Table 2 showed business education students' ratings of items relating to the extent to which teaching practice influence Business Education students' acquisition of teamwork skills in universities. The table revealed that the respondents indicated high extent for all the item constructs with mean ranging from 2.51 to 3.47. All the 14 items in Table 2 have low standard deviation values ranging from 0.51 to 0.74 which signifies low variability of responses. In summary, Table 2 reveals that students' perception of the influence of teaching practice on business education students' acquisition of teamwork skill in universities is positive and to high extent ($\bar{x}$=2.76, SD=0.60).

Research Question 3: To what extent does teaching practice influence Business Education students' acquisition of problem-solving skills in universities?

Table 3: Business education students' ratings of the items on the extent to which teaching practice influence students' acquisition of problem-solving skill

S/n	Item Statements	$\bar{x}$	SD	Remarks
1.	Teaching practice experience helps to identify business opportunities through solving societal problems	2.75	0.61	High extent
2.	Teaching practice experience helps to generate ideas suitable to the opportunities identified in problem-solving	2.68	0.69	High extent
3.	Teaching practice helps to believe in own self-worth and maintains a positives view of self in solving problems	2.62	0.69	High extent
4.	It helps in demonstrating knowledge of own skills, emotional capacity, and needs and how to address them	3.18	0.90	High extent
5.	Teaching practice experience helps to evaluate all activities based on set goals	3.08	0.74	High extent
6.	Teaching practice helps to work and solve evolving difficulties while completing a task with minimal or no supervision.	3.01	0.67	High extent
7.	It helps in demonstrating high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks	3.11	0.85	High extent
8.	Teaching practice experience helps to display a high level of effort and commitment towards performing a given task	3.15	0.99	High extent
9.	It helps to recognize problems, identifies possible reasons for the discrepancy, and implements a plan of action to resolve it.	3.14	0.95	High extent
10.	Helps to improve on practical skills that help in solving problems	3.17	0.91	High extent
11.	Teaching practice enhanced my professional competence in identifying and solving educational problems	3.01	0.90	High extent
12.	Teaching practice influences student-teacher acquisition of competency in identifying and proffering solutions to problems associated with teaching and learning	3.11	0.86	High extent
13.	Teaching practice develops student teachers' professional knowledge to handle students using cognitive teaching strategy	3.12	0.81	High extent
14.	Through teaching practice, student teachers acquired coherently cognitive knowledge and skills required in the teaching profession	3.17	0.80	High extent
	Grand Weighted Mean	**3.02**	**0.81**	**High extent**

***Source**: Field Survey, 2022*

Table 3 showed business education students' ratings of items relating to the extent to which teaching practice influence business education students' acquisition of problem-solving skill. The table revealed that the respondents indicated high extent for all the constructs with mean ranging from 2.62 to 3.18. All the 14 items in Table 3 have low standard deviation values ranging from 0.61 to 0.99 which signifies low variability of responses. In summary, Table 3 reveals that students' perception of the influence of teaching practice on business education students' acquisition of problem-solving skill in universities is positive and to high extent ($\bar{x}$=3.02, SD=0.81).

H_{01}: There is no significant difference between the mean scores of male and female students on the extent to which teaching practice influence students' communication skill in universities.

Table 4: Summary of t-test of the difference between the mean ratings of male and female students on the extent to which teaching practice influence students' communication skill in universities

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	513	3.14	0.45	0.361	1452	0.718	H_{01} Not Rejected
Female	941	3.15	0.38				P>0.05

Source: Field survey, 2022

The data in Table 4 revealed that there are 513 male students and 941 female students. The male and female students' responses showed that teaching practice positively influence business education students' communication skill in universities to high extent ($\bar{x}$ = 3.14; SD = 0.45) and ($\bar{x}$ = 3.15; SD = 0.38). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean ratings of male and female students on the extent to which teaching practice influence students' communication skill in universities (t_{1452} = 0.361, P>0.05). Therefore, the null hypothesis that states that there is no significant difference between the mean ratings of male and female students on the extent to which teaching

practice influence students' communication skill in universities was not rejected. This implied that male and female students did not differ in their responses regarding the extent to which teaching practice influence students' communication skill in universities.

H_{02}: There is no significant difference between the mean scores of students from private, state, and federal universities on the extent to which teaching practice influences students' acquisition of teamwork skill in universities.

Table 5: Summary of ANOVA result showing the difference in the mean ratings of students from private, state, and federal universities on the extent to which teaching practice influences students' acquisition of teamwork skill

Sources	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	11.526	2	5.763			
Within Groups	203.215	1451	.140	41.148	0.000	Rejected
Total	214.741	1453				

Source: Field survey, 2022

The result of the analysis of variance as presented in Table 5 reveals that the calculated value of F was 41.148 (F_{1451} = 41.148) and the observed probability value is 0.000 which is less than the fixed probability value of 0.05 (P<0.05). This indicated that the null hypothesis which stated that, there is no significant difference between the mean ratings of students from private, state, and federal universities on the extent to which teaching practice influences students' acquisition of teamwork skills in universities was rejected. This implied that students from private, state, and federal universities significantly differ in their responses regarding the extent to which teaching practice influences students' acquisition of teamwork skills.

Table 6: Post Hoc Tests

(I) Institution	(J) Institution	Mean Difference (I-J)	Sig.
Federal University	State university	-.24034*	.000
	Private University	-.30714*	.029
State University	Federal University	.24034*	.000
	Private University	-.06680	.841
Private University	Federal University	.30714*	.029
	State University	.06680	.841

Source: Field survey, 2022

Analysis of data in table 6 shows the Post Hoc test, which compares the responses of students from different universities two at a time to see where the difference between the groups occurs. The table revealed that between the federal university and state university there was a significant difference in the mean ratings of students regarding the extent to which teaching practice influences students' acquisition of teamwork skills in universities with a mean difference of -0.24 and P-value of 0.000 which is less than the fixed probability value of 0.05 (P<0.05). Same way, comparing federal universities and private universities, the table shows a mean difference of -0.31 and a P-value of 0.029 which is less than the fixed probability value of 0.05 (P<0.05). This means that the mean ratings of students in state universities and private universities were higher than the mean ratings of students in federal universities. The table also revealed that comparing the difference in the mean ratings of students in state universities and private universities, a significant difference does not exist, though private universities students' mean was higher, with a mean difference of -0.07 and P-value of 0.841 which is greater than the fixed probability value of 0.05 (P>0.05). With the result in Table 6, students in state universities and private universities rated the extent to which teaching practice influences students' acquisition of teamwork skills in universities higher than students in federal universities.

H_{03}: There is no significant difference between the mean scores of male and female students on the extent to which teaching practice influence students' acquisition of problem-solving skill in universities.

Table 7: Summary of t-test of the difference between the mean ratings of male and female students on the extent to which teaching practice influence students' problem-solving skill in universities

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	513	3.24	0.36				
				2.597	1452	0.009	H_{03} Rejected
Female	941	3.28	0.31				

Source: Field survey, 2022 P<0.05

The data in Table 7 revealed that there are 513 male students and 941 female students. The male and female students' responses showed that teaching practice positively influence business education students' problem-solving skill in universities to

high extent ($\bar{X}$ = 3.24; SD = 0.36) and ($\bar{X}$ = 3.28; SD = 0.31). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was a significant difference between the mean ratings of male and female students on the extent to which teaching practice influence students' acquisition of problem-solving skill in universities (t_{1452} = 2.597, P<0.05). Therefore, the null hypothesis that states that there is no significant difference between the mean ratings of male and female students on the extent to which teaching practice influence students' acquisition of problem-solving skill in universities was rejected. This implied that male and female students differ in their responses regarding the extent to which teaching practice influence students' acquisition of problem-solving skill in universities. Their responses showed that female students rated the influence of teaching practice on the acquisition of problem-solving skills higher than the male students did (mean difference = 0.04).

Discussion of Findings

The study investigated business education students' perception of the extent of influence of teaching practice on students' employability skills in Universities in South-Western and North-Central Nigeria. The result of the study as shown in Table 1 indicated that teaching practice positively influences business education students' communication skills in universities to a high extent. This is in spite of the fact that communication skill as seen by Chaney and Burk in Raba (2017), is one of the most common problems student teachers faced. It is considered an obstacle that prevents them from expressing themselves appropriately and professionally. Lindhard, (2014) also believes that supervisors (mentors) attached to teachers have a considerable influence on the development of student teachers' communication skills, disposition, conceptions, and classroom practice during teaching practice. The findings corroborate the earlier findings of McNally, Cope, and Inglis (2017), who observed that student teachers value a supportive, interactive classroom environment, especially concerning the process of learning to teach which contributes positively to their communication skills. The finding that teaching practice positively influences business education students' communication skills in universities to a high extent is similar to the position of Oparah, Nwoke, and Ikwuanusi (2017) whose subjects (pre-service teachers) have a high positive perception towards the influence of teaching practice exercise on their professional development in teacher education. They further stated that teaching practice exercise is very important in teacher professional development as it enabled the pre-service teachers to understand how to write a lesson plan, communicate effectively and appropriately, apply different methods of teaching, manage time properly, know how to handle students, prepare and use appropriate teaching aids, learn how to manage school records among others.

The finding in Table 4 which revealed that there was no significant difference between the mean scores of male and female students on the extent to which teaching practice influences students' communication skills in universities, is in tandem with Oparah, Nwoke, and Ikwuanusi's (2017) finding that pre-service teachers do not differ in their view of the influence of teaching practice exercise on professional development in teacher education based on sex.

The finding in Table 2 showed that teaching practice positively influences business education students' teamwork skills in universities to a high extent. The above revelation is following that of Shouvik and Mohammed, (2018) who found that the practical concept of teaching practice has a strong influence on teamwork skills. Shouvik and Mohammed stated further that understanding the impact of teaching practice on teamwork/performance is important because teamwork is viewed by some researchers as one of the key driving forces for improving an institution or organization's performance. Abdu (2014) also found Business Education lecturers and students in colleges of education in Northeast, Nigeria show that teaching practice experience equips students with teamwork skills and teaching practice experiences equip business education students with skills required for classroom performance among others. The result of the test of hypothesis in Tables 5 and 6 revealed that there was a significant difference between the mean scores of students from private, state, and federal universities on the extent to which teaching practice influences students' acquisition of teamwork skills in universities. It is quite apparent from the finding that students in state universities and private universities rated the extent to which teaching practice influences their acquisition of teamwork skills higher than students in federal universities did. Abdul (2013) similarly found that lecturers and NCE III students from colleges of education did not differ in their mean responses regarding the influence of teaching practice experience on teamwork skills and classroom performance.

In addition, the study found (table 3) that teaching practice positively influences business education students' acquisition of problem-solving skills to a high extent in universities. This is no surprise considering that Jalinus and Ramli's (2016) viewed that teaching practice exercise provides opportunities for learning systems by the student-teacher because they are actively involved, work/teach independently and together in teams, and integrate real problems. One interesting thing is why it is important to apply the knowledge that has been acquired by student-teacher to improve their quality of instructional delivery and the teaching process. It is perhaps for this reason, that Shinde (2014) found in an earlier study that the teaching practice experience was useful for developing skills such as problem-solving, communication, teamwork, project, and time management. Again, the finding corroborates Uziak (2016) who stated that the teaching practice exercise emphasizes the development of problem-solving skills by providing real-life teaching problems/challenges. Therefore, students who participate in teaching practice exercises should have a better picture of the teaching job.

It is also interesting, presumably for the same reason that the study indicated that there was a significant difference between the mean scores of male and female students on the extent to which teaching practice influences students' acquisition of problem-solving skills in universities (Table 7). It is obvious based on the findings of Aijaz, Muhammed, and Muhammed (2011) who stated

that teaching practice helps students to develop the ability to manage time, solve problems and enhance the confidence of student teachers. This finding is contrary to the findings of Aijaz, Muhammed, and Muhammed (2011) which indicated that prospective teachers do not significantly differ in their mean responses regarding the acquisition of teaching and problem-solving skills of teachers. Farooq and Shahzadi (2016) revealed that students that have teaching practice experience are better performers in classroom performance than those that did not have the experience.

In totality, the results of the study showed that the influence of teaching practice on business education students' employability skills is very high. This is not surprising because teaching practice exposes students to the practical aspects of teaching. The importance of teaching practice is supported by Aijaz, Muhammed, and Muhammed (2011) who stated that teaching practice helps students to develop the ability to manage time, solve problems and enhance the confidence of student teachers.

Conclusion

Business education students, irrespective of their background (gender and institution type) rated the influence of teaching practice on communication skills, teamwork skills, and problem-solving skills as positive to a high extent. This implied that employability skills such as communication, teamwork, and problem-solving skills were perceived by business education students as skills they acquired to a high extent during teaching practice. Business education students irrespective of their gender generally perceived that teaching practice influences their communication skills to a high extent but female students rated their acquisition of problem-solving skills higher. Students in state universities and private universities rated the extent to which teaching practice influences their acquisition of teamwork skills in universities higher than students in a federal university.

This study implies that teaching practice as it is presently organized is sufficiently meeting the practical needs and acquisition of employability skills of students. Thus, the stakeholders: universities, schools of teaching practice should collaborate more to sustain the scheme. These stakeholders should be involved in the program from the placement to the actual training period to continue to record the success of the scheme. Strengthening the effectiveness of teaching practice continually will make it possible for students to acquire those employability skills that will equip them for the job after graduation.

Recommendation

Based on the findings of this study, the following recommendation were made:

1. Government should provide financial support in form of stipend for trainee teachers (students on teaching practice program) as this will encourage them more to acquire the necessary employability skills.
2. Proper orientation for trainee teachers should be carried out using efficient means of communication like seminars, workshops, conferences, and discussions. Faculties of education should organize the exercise very well to give the best professional practice to the trainee teachers.
3. Institutional resource centers of the various institutions should be adequately equipped and expanded to enable every trainee teacher to participate at least once or twice in micro-teaching exercises as a way of exposing them to practice teaching. This will contribute more to their acquisition of teamwork and problem-solving skills.

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