

TEACHING PRACTICE PERFORMANCE AND BUSINESS EDUCATION STUDENTS ACADEMIC ACHIEVEMENT IN BUSINESS COMMUNICATION IN COLLEGES OF EDUCATION IN SOUTH-WEST, NIGERIA

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Abstract

The aim of the study was to investigate the relationship between teaching practice performance and business education students' academic achievement in business communication in colleges of education in South-West, Nigeria. A quantitative research design (i.e. a combination of descriptive and correlational designs) were adopted. The population comprised 621 final-year Business Education Students across seven Colleges of Education, and a purposive sample were used to select 613 students who had completed microteaching, teaching practice, and offered Business Communication. Cronbach's alpha was adopted to obtain the co-efficient index of 0.70. Research questions were answered using frequency distribution Table, Mean and Standard Deviation. Hypotheses were tested using Pearson's Product Moment Correlation Coefficient. Findings showed a positive and significant interplay between teaching practice performance and business education students' academic achievement in Business Communication ($r=0.291$, $p<0.01$). This implied that business education students who demonstrated stronger instructional competence during teaching practice exercise tended to achieve higher academic scores in Business Communication. The authors recommended, among others, that there is need to strengthen feedback mechanisms and increased support for instructional development during teaching practice exercise and the need for the integration of digital and interactive tools into Business Communication so as to foster students' engagement.

Keywords: Academic Achievement, Business Communication, Business Education, Teacher Education, Teaching Practice Performance.

Introduction

Academic achievement is a critical indicator to educational success and the effectiveness of teaching practices in higher education. Teaching practice performance, as reflected in microteaching and instructional competencies, is a strong predictor of academic achievement among pre-service teachers (Ojo, 2023). Effective teaching practice fosters knowledge acquisition, skill development, and confidence in instructional delivery, which subsequently influences student learning outcomes (Chukwudebelu et al., 2021; Oyedjeji et al., 2021; Mohammed & Yusuf, 2022).

Academic achievement refers to the extent to which a student, teacher or institution has achieved short or long-term educational goals. Academic achievement is the ability to study and

remember facts and being able to communicate the facts and knowledge in verbal or written form (Suleiman, 2023; Steinmayr et al., 2022; Ozan et al., 2020). Basically, students' academic achievement can be measured by taking records of their grades after an assessment or final examination. When a student gets an 'A', such a student is rated better than another student who gets 'E' or 'F'. The latter grades are regarded as fair or low academic achievement.

Teaching practice is a core component of teacher training and provides a real-life platform for students to demonstrate mastery of pedagogical skills (James et al., 2022; Oduro-Okyireh 2024). The extent to which pre-service teachers perform during teaching practice is often shaped by their confidence, communication skills, classroom management ability, and subject understanding (Oyededeji et al., 2021; Mahmood et al., 2023).

Teaching practice or practice teaching is an integral part of educational programmes of tertiary institutions in Nigeria and no teacher education programme is complete without an effective student teaching practice exercise. Teaching practice is an exercise in which the student-teacher is guided to acquire practical skills and competencies necessary for effective delivery (teaching) after training (James et al., 2022; Aldabbus, 2020; Chukwudebelu et al., 2021). During teaching practice, relevant schools are identified and student-teachers are posted to such schools for their teaching practice exercise. Teaching practice is expected to strengthen subject-matter mastery in student-teachers. For business education students, one area of improved mastery after teaching practice exercise is business communication, which is compulsory course for final year business education students.

Business communication is a multifaceted discipline that is integral to organizational success, serving as the backbone of modern enterprises by facilitating clear, concise and strategic exchanges of information. It encompasses a range of skills, from drafting documents and delivering presentations to negotiating deals and leveraging digital tools, all of which are essential for navigating the complexities of global markets. As technological advancements and cultural diversity redefine corporate landscapes, effective communication has become indispensable for fostering collaboration, innovation and competitive advantage (Akinyele, 2023).

The incorporation of technology further enriches microteaching practices, with platforms like Voice Thread, enabling autonomy, learner engagement, and the development of ICT skills, thereby enhancing the overall microteaching experience (Akinyele, 2023). Additionally, the adoption of blended approaches that integrate face-to-face, online, and offline microteaching practices has proven effective in equipping pre-service teachers with fundamental teaching skills.

Although the direct impact of microteaching on the academic achievement of business education students has not been extensively studied, its role in fostering effective teaching practices provides strong indirect evidence of its influence. Effective teaching, as established in the literature, directly correlates with improved student learning outcomes. By enhancing teaching strategies, communication skills, and self-confidence, microteaching prepares educators to deliver more impactful and engaging instruction, which can positively affect students' academic performance (Eze, 2022).

It is noteworthy that teaching practice and business communication are interwoven, because teaching practice is all about communication ideas, concepts, knowledge and skills in written and verbal form. It is on this theoretical background that this study examined the relationship between teaching practice performance and academic achievement in business communication among business education students in Colleges of Education in Southwest, Nigeria.

Statement of the Problem

Despite ongoing efforts to improve teacher preparation in Nigerian Colleges of Education, variations still exist in teaching practice performance and business education students' academic achievement in business communication. Business communication is a key component of the business education curriculum, yet many students struggle with its communication-intensive requirements such

as clarity of expression, articulation of ideas, and instructional communication during teaching practice. Furthermore, while teaching practice provides an opportunity to test theoretical knowledge in real classrooms, little is known about how teaching practice performance relates to academic achievement in business communication within Colleges of Education in Southwest Nigeria. Therefore, the problem of this study is the undefined relationship between teaching practice performance and academic achievement in business communication.

Purpose of the Study

The aim of the study was to investigate the relationship between teaching practice performance and business education students' academic achievement in business communication in Colleges of Education in South-West, Nigeria. Specifically, the aim of the study was to examine:

1. the level of teaching practice performance rating among business education students in Colleges of Education in South-West, Nigeria.
2. the relationship between teaching practice performance and business education students' academic achievement in business communication in Colleges of Education in South-West, Nigeria.

Research Questions

The following research questions guided the study.

Research Question 1: What is the level of teaching practice performance rating among business education students in Colleges of Education in South-West, Nigeria?

Research Question 2: What is the relationship between teaching practice performance and business education students' academic achievement in business communication in Colleges of Education in South-West, Nigeria?

Research Hypotheses

The following research hypothesis were formed to guide the study.

Research Hypothesis 1: There is no significant relationship between teaching practice performance and business education students' academic achievement in business communication in Colleges of Education in South-West, Nigeria.

Method

Research Design

The research design used in this study was a quantitative research design, comprising of descriptive and correlational research designs. A quantitative research design deals with numbers and statistics, allowing the researcher to systematically measure variables and test hypotheses. The study was carried out in selected Colleges of Education in Southwest Nigeria, which offer Business Education programmes. The design was suitable because it enabled the measurement of microteaching skills, teaching practice performance, and academic achievement in Business Communication.

Participants and Sample

The population of the study consisted 621 final-year business education students from seven Colleges of Education in South-West, Nigeria. These students had participated and completed Microteaching, Teaching Practice, and Business Communication Course Work, making them suitable

to participate in a study, titled: the relationship between teaching practice performance and business education students' academic achievement in business communication in Colleges of Education in South-West, Nigeria. Purposive sampling method was used to select 621 students who had completed the relevant courses and activities that were included. This ensured that the sample had the required exposure to microteaching exercises and teaching practice.

Data Collection Procedure

Data were collected using the Teaching Practice Score Sheets, Business Communication Achievement Test, which comprises 25 items. Business Communication Achievement Test and Teaching Practice Score Sheets were validated by experts in business education and their reliabilities were established through a pilot testing and analysis were performed using a Cronbach's alpha, yielding a coefficient value of 0.70.

Data Analysis

The IBM-SPSS package were used for data analysis. Research questions were answered using frequency distribution Table, Mean and Standard Deviation statistical tools. Research hypothesis were tested using Pearson's Product Moment Correlations Coefficient statistical tool.

Results

Research Question 1: What is the level of teaching practice performance rating among business education students in Colleges of Education in South-West, Nigeria?

Table 1: Teaching Practice Performance Rating among Business Education Students in Colleges of Education in South-West, Nigeria.

Variable	N	MIS	MAS	M	SD	Rating
Teaching Practice Performance	613	42	78	63.46	6.53	High

Note. n=Sample Size, MIS=Minimum Score, MAS=Maximum Score, M=Mean, SD=Standard Deviation.

Results in Table 1 showed that business education students were rated high in the teaching practice performance. This was predicted on the mean performance of 63.46% and standard deviation of 6.53.

Research Question 2: What is the relationship between teaching practice performance and business education students' academic achievement in business communication in Colleges of Education in South-West, Nigeria?

Table 2: Relationship Between Teaching Practice Performance and Business Education Students' Academic Achievement in Business Communication in Colleges of Education in South-West, Nigeria.

Variable	M	SD	r	P	Decision
Teaching Practice Performance	63.46	8.10	0.291	<0.01	Sig.
Academic Achievement in Business Communication	69.68	9.16			

Note. n=613, M=Mean, SD=Standard Deviation, r=Correlation, p=Probability, Sig.=Significant.

The result in Table 2 showed a significant and positive relationship between teaching practice performance and business education students' academic achievement in business communication in Colleges of Education in South-West, Nigeria ($r = 0.291$, $p < 0.01$). This indicates that students who performed well during teaching practice also tended to achieve higher scores in Business Communication. In other words, the competencies demonstrated during teaching practice such as clarity of instructions, lesson planning, good communication and classroom management have a direct and meaningful influence on students' academic performance.

Research Hypothesis Testing

Research Hypothesis 1: There is no significant relationship between teaching practice performance and business education students' academic achievement in business communication in Colleges of Education in South-West, Nigeria.

Table 3: Relationship Between Teaching Practice Performance and Business Education Students' Academic Achievement in Business Communication in Colleges of Education in South-West, Nigeria.

Variable	M	SD	r	p	Decision
Teaching Practice Performance	63.46	8.10	0.291	< 0.01	Sig.
Academic Achievement in Business Communication	69.68	9.16	-	-	-

Note. $n=613$, M=Mean, SD=Standard Deviation, r=Correlation, p=Probability, Sig.=Significant.

The result of Hypothesis 1 showed a significant and positive relationship between between teaching practice performance and business education students' academic achievement in business communication in Colleges of Education in South-West, Nigeria ($r = 0.291$, $p < 0.01$). This means that students who performed better during teaching practice also tended to achieve higher scores in business communication. In essence, the practical experience of planning lessons, organizing instructional content, communicating clearly, and managing the classroom contributes directly to improved academic outcomes.

Discussions

The findings of this study, based on research question 1 showed that business education students were rated high in their teaching practice performance. This finding supported the study of Olufunmilayo (2023) who found that student-teachers' performance in microteaching practicum is a predictor of students' performance in teaching practice among Colleges of Education Students in Kogi State, Nigeria performed better in teaching practice than in microteaching.

Results from research question 2 in Table 2 indicated a significant relationship between teaching practice performance and business education students' academic achievement in business communication. This suggest that practical teaching practice experience reinforce theoretical knowledge and enable students to better understand and apply business communication concepts. The finding agrees with earlier studies (Ojo, 2023), which established that effective teaching practice enhances academic outcomes by deepening comprehension and improving mastery of course content. This assertion further affirms the role of practical teaching experiences in reinforcing theoretical

knowledge.

Results from Table 3 showed that there is low positive correlation between teaching practice performance and business education students' academic achievement in business communication. This relationship indicates that teaching practice reinforces students' understanding of business communication concepts and deepens their mastery of course content. The finding is consistent with previous studies for example Ojo (2023) who reported that effective teaching practice strengthens theoretical learning and enhances academic achievement. The implication of this result is that students who take teaching practice seriously are more likely to excel academically. Therefore, it is important for business education programmes to maintain strong microteaching sessions, provide constructive feedback and ensure that students engage fully in teaching practice activities.

Conclusion

The study examined the relationship between teaching practice performance and business education students' academic achievement in business communication in Colleges of Education in South-West, Nigeria. Findings from this research showed a significant and positive relationship between teaching practice performance and business education students' academic achievement in business communication ($r = 0.291, p < 0.01$). Therefore, business education students who demonstrate higher competence during teaching practice are more likely to excel academically in business communication.

Recommendations

The following recommendation were made:

1. Colleges of Education should endeavor to provide structured and consistent feedback during teaching practice, highlighting students' strengths and areas for improvement to enhance both teaching competence and academic achievement in business communication.
2. Digital and interactive tools should be integrated into business communication instruction to enhance student engagement, teaching practice performance, and overall academic achievement.

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