

Teaching Practices' Impact on Pre-Service Teachers' Empowerment and Professional Quality in Nigerian Post-Basic Schools

أثر ممارسات التدريس على تمكين وجودة المعلمين المتدربين في المدارس النيجيرية ما بعد الأساسية

¹Nasrudeen Ayinde MALIK, ²Fatai Akanji AKINKUNMI, ³Timothy Olusegun EEBO

نصرالدين أييندي مالك¹، فاتاي أكينجي أكينكونمي²، تيموثي أولوسيجون إيبو³

1. Department of Science, Technology, and Mathematics Education, Faculty of Education, Osun State University, Nigeria
2. Department of Adult Education, Faculty of Education, Osun State University, Nigeria
3. Department of Business Education, Faculty of Education, Osun State University, Nigeria

1. قسم تعليم العلوم والتكنولوجيا والرياضيات، كلية التربية، جامعة ولاية أوسون، نيجيريا
2. قسم تعليم الكبار، كلية التربية، جامعة ولاية أوسون، نيجيريا
3. قسم تعليم الأعمال، كلية التربية، جامعة ولاية أوسون، نيجيريا

Received:19/04/2026 Revised:26/03/2026 Accepted:12/02/2026

تاريخ التقديم:2026/02/12 تاريخ ارسال التعديلات:2026/03/26 تاريخ القبول:2026/04/19

الملخص:

الغرض الرئيسي من هذه الدراسة كان فحص وضمان أن الممارسة التعليمية تعزز وتؤثر على أبعاد التمكين، بما في ذلك ثقة المعلم، الاستقلالية، اتخاذ القرار، والهوية المهنية، وتقييم المساهمات المختلفة التي تقدمها في إنتاج الجودة في تعليم المعلمين عبر جامعات الدولة في ولاية أوسون. ومع ذلك، تم استخدام تصميم مسح وصفي ارتباطي في التحقيق. كان المشاركون المستهدفون هم طلاب السنة النهائية الذين يدرسون في مختلف الجامعات الحكومية في الولاية. قامت الدراسة بأخذ عينة من 200 طالب في السنة النهائية يدرسون في دورة تعليمية، وتم استرجاع وتقييم 181 استبياناً صالحاً بكفاءة. أداة تقييم البيانات كانت استبياناً محدداً مصمماً للتحقيق، وهو استبيان ممارسة التدريس، التمكين، وإنتاج الجودة (TPEQPQ). أظهرت نتائج الدراسة أن الممارسة التعليمية تدعم وتعزز بطرق مختلفة تمكين المعلمين المتدربين، لا سيما فيما يتعلق بثقة المعلم، واتخاذ القرارات، والهوية المهنية الذاتية. كما أنها حسنت جودة إنتاج المعلمين بشكل كبير من حيث تقديم الدروس، وإدارة الفصول الدراسية، والاستعداد المهني. الخلاصة هي أن الممارسة التعليمية تظل مكوناً لا غنى عنه في إعداد المعلمين، سواء كمنصة لدمج النظرية في الممارسة أو كوكالة لإنتاج خريجين أكفاء وجاهزين للفصول الدراسية. لذلك توصي الدراسة بأن تعزز الجامعات أطر الإشراف والإرشاد والدعم المؤسسي لتعزيز نتائج التمكين مع ضمان توفير الموارد الكافية ونظام تغذية راجعة فعال.

الكلمات المفتاحية: الممارسة التدريسية، المعلمون المتدربون، التمكين، إعداد المعلمين، الإنتاج الجيد

Abstract:

The main purpose of this study was to examine and ensure that teaching practice promotes and influences em-powerment dimensions, including teacher confidence, autonomy, decision-making, and professional self-identity, and to assess the various contributions it makes to quality production in teacher education across the state's uni-versities in Osun State. However, a descriptive correlational survey design was employed in the investigation. The target participants were final-year students studying in various state universities in the state. The study sampled 200 final-year students pursuing an education course, and 181 valid questionnaires were efficiently retrieved and evaluated. The data evaluation tool was a specific questionnaire designed for the investigation, the Teaching Prac-tice, Empowerment, and Quality Production Questionnaire (TPEQPQ). The results of the study showed that teach-ing practice supports and variously promotes the empowerment of pre-service teachers, particularly concerning teacher confidence, decision-making, and self-professional identity. It also improved the quality of teacher produc-tion by a wide margin in terms of instructional delivery, classroom management, and professional readiness. The conclusion is that teaching practice remains an indispensable component of teacher education, both as a platform for integrating theory into practice and as an agency of producing competent and classroom-ready graduates. The study therefore recommends that universities enhance supervision, mentorship, and institutional support frame-works to maximise empowerment outcomes while ensuring adequate resources and an effective feedback system.

Keywords: Teaching practice, pre-service teachers, empowerment, teacher education, quality production.

Introduction

Teaching practice is internationally acknowledged as a vital component of teacher education. In Nigeria, particularly in Osun State, universities have deliberately incorporated it into their curricula to bridge the gap between theoretical knowledge and classroom realities. Contemporary education requires not only subject mastery but also practical teaching skills, which are cultivated through supervised teaching practice. At this stage, pre-service teachers engage in real classroom instruction, applying pedagogical theories and learning principles. It is widely regarded as the essential link between theory and practice (Oniyide, 2023). As Titilayo and Uwameiye (2022) note, teaching practice equips student-teachers to confront professional challenges, refine instructional competence, and build confidence.

During teaching practice, student-teachers are exposed to core aspects of the profession, including lesson planning, student evaluation, and classroom interaction. These experiences enhance their competencies and serve as a foundation for teacher empowerment. Empowerment in this context involves autonomy, confidence, and access to resources that enable teachers to make informed instructional decisions and pursue professional growth. Empowered teachers engage in reflective practice, adopt innovative strategies, and contribute to school improvement efforts (Ogunbameru & Uwameiye, 2022).

Teacher empowerment may be defined as granting pre-service and in-service teachers' greater control over their teaching environment, professional development, and instructional choices. It encompasses autonomy, training opportunities, involvement in decision-making, and supportive environments. According to Oniyide (2023), empowerment initiatives such as quality supervision and continuous professional development enhance job satisfaction and instructional effectiveness. Universities in Osun State, including OAU and UNIOSUN, have structured teaching practice programs designed to prepare prospective teachers for diverse classroom contexts.

Equally significant is the contribution of teaching practice to the production of quality teachers. Quality production refers to developing competent, effective, and professional educators capable of meeting national and global educational needs. Teaching practice ensures that trainees undergo rigorous evaluation, thereby enhancing professionalism (Ajao et al., 2022). Institutions with strong quality assurance systems, such as structured teaching practice, are better positioned to produce highly skilled teachers who positively impact society. Emphasis on student engagement, academic improvement, and innovative instructional approaches provides a framework for measuring teacher quality. Universities in Osun State, situated in diverse urban, semi-urban, and rural contexts, offer rich environments for empowering student-teachers and fostering quality teacher production.

The importance of teaching practice as a predictor of teacher development cannot be overstated, particularly

in dynamic educational environments such as Osun State. Reflective practices embedded in teaching practice not only improve teacher effectiveness but also contribute to professional growth (Ogunbameru & Uwameiye, 2022). Beyond producing quality teachers, teaching practice is transformative, fostering empowerment and adaptability. Given the diversity of educational contexts in Osun State, strengthening teaching practice remains essential for producing highly competent teachers capable of advancing education in Nigeria.

Statement of the Problem

In Nigeria, particularly in Osun State, the effectiveness of teacher education programs is under close scrutiny due to growing concerns about the competence and preparedness of newly graduated teachers. Although teaching practice is a mandatory component of teacher education, its implementation across universities in Osun State often falls short of expectations, limiting its ability to empower future teachers and produce high-quality educators. This has raised critical questions regarding the structure, supervision, and outcomes of teaching practice in Nigerian universities.

A major challenge lies in inadequate supervision and mentorship during training. Without proper guidance, pre-service teachers miss out on essential feedback needed to refine their classroom practices. In many cases, university supervisors are overstretched, while host schools lack the capacity to provide effective oversight. Employers and stakeholders have voiced concerns that graduates are insufficiently skilled for today's classrooms, often struggling to apply liberal and adaptive approaches to teaching. This gap between theory and practice is frequently attributed to the short duration of teaching practice, limited opportunities for reflection, and the absence of structured post-practice evaluations.

Against this backdrop, the present study investigates teaching practice as a predictor of pre-service teacher empowerment and quality production in universities across Osun State. Specifically, it seeks to determine the extent to which teaching practice fosters empowerment among pre-service teachers, examine its contribution to the production of competent and professional educators, and explore the relationship between teaching practice implementation and teacher empowerment.

Research Questions

To what extent does teaching practice empower pre-service teachers in universities in Osun State?

How does teaching practice contribute to the quality production of pre-service teachers in Osun State universities?

What is the relationship between the implementation of teaching practice and the empowerment of pre-service teachers?

Research Hypotheses

The following hypotheses were tested:

H01: There is no significant relationship between teaching practice and pre-service teacher empowerment among universities in Osun State.

H0₂: There is no significant relationship between teaching practice and quality pre-service teacher production in universities in Osun State.

Theoretical Framework

Experiential Learning Theory (ELT) and Comparative Insights

Experiential Learning Theory (ELT), developed by David Kolb in 1984, is a cornerstone of educational and professional development research. It conceptualizes learning as a dynamic cycle in which knowledge is continuously created through the transformation of experience. Kolb's model outlines four interdependent stages: Concrete Experience – direct engagement in authentic activities. Reflective Observation – critical reflection on those experiences. Abstract Conceptualization—formulation of principles or theories from reflection. Active Experimentation – application of insights to new situations.

This cyclical process emphasizes that effective learning requires movement through all stages, integrating practical experience with reflective and theoretical insights. In teacher education, ELT provides a strong rationale for teaching practice: pre-service teachers gain authentic classroom exposure, reflect on their performance, connect experiences to pedagogical theory, and apply improved strategies in subsequent lessons.

Comparative Theoretical Perspectives

Bandura's Social Cognitive Theory (1986): Bandura highlights the role of self-efficacy—the belief in one's ability to succeed—as central to professional growth. Teaching practice aligns with this theory by allowing pre-service teachers to observe role models, receive feedback, and reinforce their confidence through guided performance. Supervised practice thus strengthens self-efficacy, which is critical for effective classroom management and instructional delivery.

Vygotsky's Constructivist Theory (1978): Vygotsky's concept of the Zone of Proximal Development (ZPD) underscores the importance of mentorship and scaffolding. Teaching practice reflects this principle, as cooperating teachers and supervisors provide structured support that enables pre-service teachers to perform tasks they could not accomplish independently. The quality of supervision directly influences empowerment outcomes, highlighting the relational dimension of experiential learning.

Schön's Reflective Practice (1983): Schön emphasizes the importance of reflection-in-action and reflection-on-action in professional learning. Teaching practice embodies this approach by encouraging student-teachers to critically evaluate their class-

room decisions, adapt in real time, and refine their methods through ongoing reflection.

Integrative Value

Together, these theories reinforce the argument that teaching practice is not merely a procedural requirement but a transformative experience. ELT provides the structural cycle of learning, Bandura explains the psychological empowerment through self-efficacy, Vygotsky highlights the social and contextual scaffolding, and Schön underscores the reflective dimension. When integrated, these perspectives demonstrate that teaching practice is a multidimensional process—simultaneously experiential, reflective, social, and empowering.

Based on Kolb's Experiential Learning Theory, teaching practice can be understood as a direct application of experience-based learning in teacher education. For pre-service teachers, it provides authentic opportunities to engage in real classroom activities, interact with students, and confront the practical challenges of lesson delivery, classroom management, and instructional decision-making. In this way, teaching practice embodies Kolb's cycle: student-teachers gain Concrete Experience through classroom engagement, engage in Reflective Observation by analyzing their performance, develop Abstract Conceptualization by connecting experiences to pedagogical theories, and apply these insights through Active Experimentation in subsequent teaching sessions.

The importance of extended and structured teaching practice lies in its ability to transform theoretical knowledge into practical competence. Without such experiential engagement, pedagogical concepts remain abstract and disconnected from classroom realities. ELT therefore underscores the necessity of embedding teaching practice within curricula as a means of ensuring that knowledge is not only conceptual but actionable.

Moreover, when viewed alongside complementary theories, the significance of teaching practice becomes even clearer. Bandura's Social Cognitive Theory highlights the role of guided performance and feedback in building self-efficacy, while Vygotsky's Constructivist Theory emphasizes the scaffolding provided by mentors within the Zone of Proximal Development. Schön's Reflective Practice further reinforces the value of critical reflection during and after teaching experiences. Together, these perspectives demonstrate that teaching practice is not simply a procedural requirement but a multidimensional process—experiential, reflective, social, and empowering—that prepares teachers for professional competence and adaptability.

Conceptual Framework

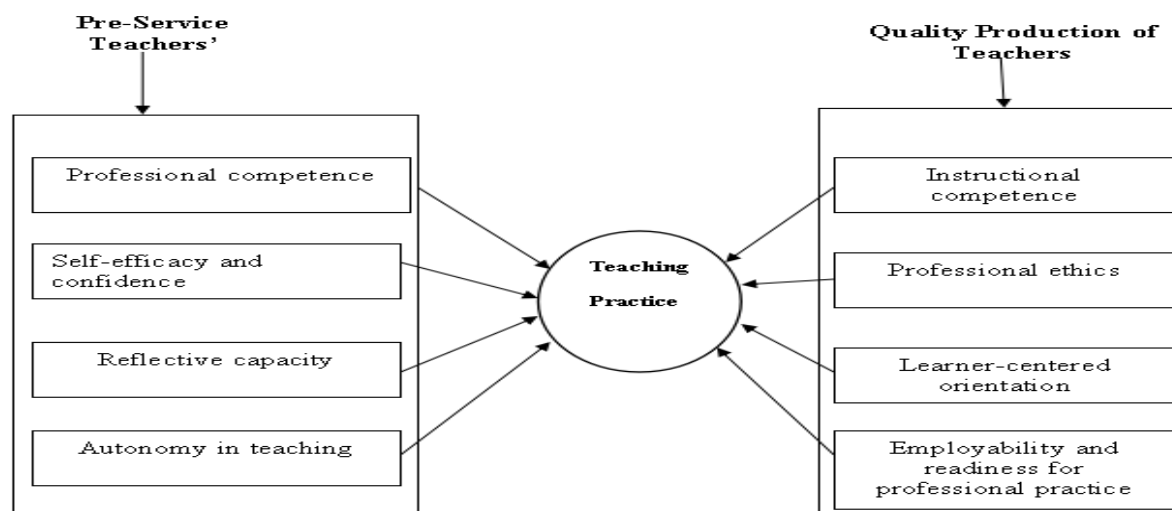


Figure 1

The teaching practice is a basic element of teaching and includes a continuum where theoretical knowledge learned and obtained formally and informally is transferred to practical applicability in actual teaching situations. At this point, it is believed to be a predictive independent variable for two dependent variables: pre-service empowerment and quality production within a university setting.

The practice of teaching is truly acknowledged and recognized globally as a very vital component in the training of prospective teachers. Teaching practice is defined as the training practice in which the academic knowledge of prospective teachers is put to use in the real and natural environment of the classrooms. At the implementation level of the teaching practice, the prospective teachers are engaged in the affairs of the classrooms through activities of teaching, carry out interactions with the pupils, and are fully supported by the university trainers and the in-service teachers referred to as the cooperating teachers. Teaching practice, based on the postulations of Nwabuoku (2021), is said to be the experiential phase of the training of prospective teachers through the acquisition of learning and teaching competencies through the engagements of real classrooms and teaching.

Corroborating this assertion, Ofoha and Okolie (2023) stress that teaching practice closes the gap between theoretical learning and practical reality and is, therefore, very important in preparing the pre-service teacher to conduct teaching in various contexts. The experiential and reflective nature of teaching practice will be a transformative experience for the future teacher in terms of his attitude, values, and professional disposition. In addition, according to Akinola and Adeyemi (2022), good teaching practice enhances professional readiness through reflective teaching and engages one in solving problems regarding classroom environment issues, student diversities, and adaptability to the curriculum.

Several aspects define effective teaching. These aspects have to be integrated in such a way to facilitate the development of pre-service teachers as a whole. These include:

Lesson Planning and Preparation: This addresses the ability of the pre-service teachers to prepare effective, interesting, and goal-directed lesson plans that motivate the learners. Essentially, therefore, lesson planning involves understanding the curriculum and the content, as well as setting the right goals for the learners. As Bello and Ogunlade (2020) highlighted, the best practice in lesson preparation ensures that the goals of the learners are met.

Classroom Management: Classroom management encompasses a set of strategies employed by teachers to maintain and sustain order, promote academic discipline, and facilitate an effective learning environment. It entails routines, basic classroom rules, student management, and the ability to handle disturbances and disruptiveness in a classroom environment. Ede and Aransi (2021) clarify that effective teaching encompasses classroom management skills, which are considered critical in promoting learner engagement and meeting learning outcomes.

Instructional Delivery: This involves methods and techniques for the effective delivery of instruction or teaching of contents. It, therefore, includes questioning techniques, discussion strategies, differentiated instructions, and integration of technology. According to Usman and Lawal (2022), the ability to adapt instructional strategies to varying classroom situations is a core skill developed during teaching practice.

Assessment and Feedback: Pre-service teachers are supposed to demonstrate the ability to assess student learning with the use of various tools, which include tests, quizzes, observations, and projects. They are also expected to provide feedback constructively that enhances student learning. In this respect, Oyetola and

Adebimpe (2023) confirm that teaching practice sharpens the student teacher to use assessment not only in the measurement of learning but also to inform instruction and personalize teaching.

Mentoring and Supervision: Mentorship plays a crucial role in shaping the teaching competencies of student-teachers. The experienced teacher acts as a role model, coach, and assessor. Their feedback is highly welcome, adding immense value to the development of pre-service teachers. According to Obafemi and Ojo (2021), supervision by university lecturers and in-service mentors helps to ensure accountability, self-awareness, and refinement of teaching skills.

Reflective Practice: Reflective practice is expected to motivate pre-service teachers to reflect critically on their practical teaching experience, their strengths, as well as areas for improvement. Reflecting in this way improves learning, as well as aids in professional development. Research conducted by Nwachukwu and Yusuf (2024) established that student teachers who subscribed to reflective journals during teaching practice recorded improved self-awareness and teaching competence.

Methodology

The design of the research that was used in this particular study was that of a descriptive correlational survey design. The population of this particular study includes all the undergraduates in the various departments of education in various universities in Osun State during the 2024/2025 academic session. These are commonly referred to as pre-service teachers because of their proximity in completing their teacher training course of study and their involvement in the teaching practice exercise that was mandatorily proposed by the Nigerian University Commission (NUC) and the Teachers Registration Commission of Nigeria (TRCN). The main tool of investigation of this particular study is the structured self-designed questionnaire, referred to as "Teaching Practice, Empowerment TPEQ". The questionnaire was divided into five sections: A, B, C, D, and E. Section A contain demographic information, while Section B comprises 5 items that teaching practice enhances in the empowerment of pre-service teachers in Osun State universities. Section C consists of 5 items that examine the contribution of teaching practice to the development of the teaching profession. Section D consists of five items which examine the relationship between teaching practice implementation and the level of teacher empowerment. Section E states that teaching practice is a significant predictor of the quality of pre-service teacher production. All items in Sections B – E were rated on a four-point Likert scale format with the following response options: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree. The use of a four-point scale discourages neutrality and helps capture the intensity of the respondents. The instrumentation was reviewed and pre-tested with the aim of ensuring clarity, coherence, and relevance to the study variables. The content and face

validity of the instrumentation were validated by experts in test, measurement, and evaluation. In order to ensure consistency in the instrumentation, reliability was assessed using Cronbach's alpha with a 0.89 coefficient index. This validates the consistency and reliability of the instrumentation.

Results

Research Question One: To what extent does teaching practice empower pre-service teachers in universities in Osun State?

Table: 1

Items	N	Sum	Mean	Decision
Teaching practice improved my confidence in managing a real class	181	605	3.34	Accepted
I feel more autonomous and responsible after the teaching practice	181	589	3.25	Accepted
It helped me develop better decision-making skills	181	603	3.33	Accepted
I now believe I can function effectively as a professional teacher	181	622	3.43	Accepted
Made me more aware of my strengths and weaknesses	181	599	3.31	Accepted
Grand Mean			3.33	Accepted

The findings in table 1 revealed that teaching practice significantly contributes to the empowerment of pre-service teachers in Osun State Universities. As indicated by the grand mean of 3.33, all items were accepted, signifying that the respondents agreed with all statements that highly indicated a sense of agreement with the idea that teaching practice contributed significantly to their empowerment in Osun State Universities. Of particular interest was the highest mean value recorded (3.43), which indicated the extent to which the participants agreed with the statement: "I now believe I can function effectively as a professional teacher." This reveals the significance of teaching practice in endowing pre-service teachers with the confidence required in the classroom to effectively execute duties appropriately as professional teachers. Other statements gaining the highest mean values were teaching practice improved my skills in classroom management (3.34) and teaching practice developed my skills in decision making (3.33).

Research Question Two: How does teaching practice contribute to the quality production of pre-service teachers in Osun State universities?

Table 2

Items	N	Sum	Mean	Decision
Enabled me to apply theoretical knowledge effectively	181	619	3.42	Accepted
Made me more innovative in lesson delivery	181	596	3.29	Accepted
Improved my instructional delivery techniques	181	606	3.35	Accepted
Equipped me to handle diverse learning styles and needs	181	585	3.23	Accepted
Enhanced my professional readiness for teaching roles	181	614	3.39	Accepted
Grand Mean			3.34	Accepted

From the findings obtained in table 2, it was deduced that an immense contribution comes from teaching practice in the production of quality competent teachers, given a grand mean of 3.34. The topmost rated construct was, however, "Teaching practice enabled me to apply theoretical knowledge effectively in the classroom" rated at a mean of 3.42. Apparently, this shows that the trainee teachers were able to equate the gap between theory and classroom implementation. Similarly, it was also agreed upon that teaching practice enhanced the delivery skills of the trainees, rating a mean of 3.35 and 3.39 for teacher professional readiness respectively.

Research Question Three: What is the relationship between the implementation of teaching practice and the empowerment of pre-service teachers?

Table 4: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	69736.265	1	69736.265	8.859	.059 ^b
	Residual	23614.935	3	7871.645		
	Total	93351.200	4			
a. Dependent Variable: Pre-service teacher						
b. Predictors: (Constant), Teaching practice						

The ANOVA result in table 4 shows that teaching practice does not significantly predict pre-service teacher empowerment, $F(1,3) = 8.859$, $p = 0.059$. Since the p-value is greater than the 0.05 level of significance, the null hypothesis is not accepted. This indicates that there is no statistically significant relationship between teaching practice and pre-service teacher empowerment among univer-

Table 5: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29903.224	1	29903.224	69.934	.004 ^b
	Residual	1282.776	3	427.592		
	Total	31186.000	4			
a. Dependent Variable: Pre-service teacher						
b. Predictors: (Constant), Teaching practice						

Table 3

Items	N	Sum	Mean	Decision
Effective implementation increased my competence	181	599	3.31	Accepted
Feedback received enhanced my teaching skills	181	606	3.35	Accepted
Regular supervision made me feel empowered	181	589	3.25	Accepted
Confidence increased due to monitoring and guidance	181	611	3.37	Accepted
Structured practice promoted professional growth	181	603	3.33	Accepted
Grand Mean			3.32	Accepted

Finally, the clear evidence presented in the analysis in table 3 of the research paper proves that the successful implementation of teaching practice is associated with teacher empowerment, as revealed by the results where the grand mean is 3.32. Further, the respondents agreed that feedback, structured practice, as well as effective monitoring, are crucial in the teachers' professional growth, as revealed by the high means of 3.35, 3.33, and 3.37 respectively. In addition, regular supervision was rated relatively high by the teachers, revealing that mentoring in the practice school creates empowerment and professional growth.

Hypotheses Testing

H0₁: There is no significant relationship between teaching practice and pre-service teacher empowerment among universities in Osun State.

sities in Osun State, although the result is close to significance yet, it is not found to be significant.

H0₂: There is no significant relationship between teaching practice and quality pre-service teacher production in universities in Osun State

The ANOVA result in table 5 reveals that teaching practice significantly predicts quality pre-service teacher production, $F(1,3) = 69.934$, $p = 0.004$. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. This indicates that there is a statistically significant relationship between teaching practice and quality pre-service teacher production in universities in Osun State.

Discussion of Findings

These findings from this study on Teaching Practice as a Predictor for Pre-Service Teachers' Empowerment and Quality Production among Universities in Lagos State are very critical when analyzed in relation to the theories and empirical studies. For example, it was found that teaching practice enhanced empowerment dimensions such as classroom confidence, decision-making, autonomy, and professional identity with a grand mean of 3.33. This supports Kolb's Experiential Learning Theory, which states that concrete experiences followed by reflection and application enhance professional growth. In this case, increased confidence and self-belief by respondents after teaching practice support the fact that reflective observation and active experimentation build competence according to Kolb.

More importantly, the role of supervision and feedback in Section D echoes the Social Cognitive Theory postulated by Bandura; specifically, self-efficacy. Bandura (1986) postulates that through observation, modelling, and reinforcement, belief in one's capacity is developed. In this study, this hypothesis was confirmed through descriptive statistics when the respondents found that feedback or structured supervision enhanced their teaching capabilities, thus supporting Bandura's hypotheses that self-efficacy grows through guided performance. Though ANOVA results have presented that teaching practice failed to predict empowerment significantly (H01 and H02 retained), descriptive results suggest otherwise. This apparent contradiction can be elaborated by contextual factors, as pointed out by Vygotsky's Constructivist Theory about the variation in the quality of supervision and institutional support. His Zone of Proximal Development (ZPD) stresses that much of empowerment depends on the scaffolding provided by mentors; inconsistent scaffolding leads to inconsistency in the empowerment outcomes, which perhaps shows up through the non-significant statistical relationship as observed.

These findings are consistent with the work of Adedoyin and Nwachukwu (2022), indicating that the outcome of effective empowerment will depend not just on teaching practice but also on feedback. Moreover, this is in line with the work of Okafor and Sule (2023), which stressed the significance of collaborative approaches with regards to creating effective empowerment. This study revealed that there was high association in teacher production as it related to teaching practice. In this context, respondents agreed that teaching practice facilitated the improvement of teaching

instruction and the integration of theory with practice. Moreover, it promoted professional preparedness. This endorsed Kolb's ELT more so since it showed that learning is derived from experiences in the classroom during teaching practice.

The result is consistent with other empirical findings, such as Ajayi and Aluko (2021), which confirmed the significant impact of teaching practice on improving the students' professional skills. The confirmation of the importance of integration with practice by the respondents further supported Adebayo and Omisore (2023) in establishing teaching practice as a quality assurance strategy. Teaching practice is a tool to bridge the gap between academic knowledge and real-life situations, as described by Ofoha and Okolie (2023). Contrary to the descriptive findings on strong predictive analytics, the result for the hypothesis H04 failed to significantly predict ($p = 0.295$), indicating some other factors influence the quality of teacher production: external factors such as policies and other institutional resources for quality production. This is consistent with the assertion by Oluwakemi (2023) that the quality and effectiveness of feedback and other resources determine the quality of teaching practice in producing quality teachers.

The challenges identified in Section F, such as inadequate supervision, lack of resources, logistics, and feedback delays, further reinforce the observation of the identified gaps in the literature. For instance, Adebayo and Omisore (2023) found that implementation in public and private universities differed, while Oluwakemi (2023) cited the lack of commitment to mentorship in the teaching practice, which weakened its importance in the teaching process. These challenges may be the reason why the predictive relationship between teaching practice and empowerment/quality was not significant for all hypotheses tested.

Conclusion

Based on the findings, it is deducible that teaching practice is still an indispensable part of teacher education that empowers the pre-service teachers and significantly contributes to producing quality, competent graduates in the universities in Osun State. The result confirmed that teaching practice enhances professional confidence and identity, improves decision-making skills, and equips them with practical classroom management strategies among pre-service teachers. It also offers an avenue for integrating theoretical knowledge into real classroom experience and thus prepares the student to function effectively as a future educator.

Secondly, the study also established that teaching practice has a predictive value for the quality of teachers that various universities produce, especially in terms of delivery, professionalism, and learner-centeredness. This implies that teaching practice, especially if well-structured and managed, has the quality assurance potential for teacher education in various universities.

However, equally important to this finding was that the outcomes of empowerment would depend on supervision, mentorship, and resources for teaching. While the descriptive findings of the study clearly indicated that pre-service teachers experienced empowerment and independence during the teaching practice learning experience, there was a lack of statistical significance in the predictive test, indicating that empowerment outcomes were perhaps beyond teaching practices in their own unique learning environment.

Therefore, teacher empowerment needs an environment with a supportive framework, well-structured teacher practice, and sufficient mentor support, feedback, and resource availability, alongside legislatively supportive policies, without which the full potential and role of teacher practice in empowering teachers may not be achieved, despite the obvious contribution it offers to quality teacher production.

Recommendations

Based on the findings and conclusions reached, the following recommendations are made:

- Universities become a guarantee for constant, timely, and constructive supervision in teaching practices.
- Mentor teachers in the host school should be trained in reflective supervision, scaffolding, and the delivery of feedback to effectively coach the student teachers.
- The universities, with the support of their respective governments and host institutions, should ensure that enough learning materials and conducive environments for practice are available.
- The Nigerian Universities Commission (NUC) and the Teachers Registration Council of Nigeria (TRCN) should establish guidelines for the conduct of teaching practice to ensure uniformity in implementation. More time should be allocated for the period of teaching practice to facilitate the learning process.
- Teaching practice must include elements such as teaching journals, portfolios, and peer assessment that are geared towards improving reflective learning, problem-solving skills, and personal as well as professional development.

Author Contribution: 1 and 2 wrote the introduction and statement of the problem. 2 and 3 wrote the literature review. 1 wrote the methodology. 1, 2, and 3 wrote the results, discussion, conclusion, recommendations and edited the write-up.

Financial Support

The **Researchers** did not receive any financial support from any official or unofficial agency or institution to conduct this research.

Declarations

Conflict of interest: The author has no relevant financial or non-financial interests to disclose. The author declares no conflict of interest.

Open Access: This article is licensed under a Creative Commons Attribution-Non-Commercial 4.0 International License, which permits use, sharing, adaptation, distribution, and reproduction in any medium or format, if you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes are made. The images or other third-party material in this article are included in the article's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc/4.0/>.

References

- Adebayo, R. O., & Omisore, A. T. (2023). Mentorship and skill acquisition during teaching practice in Nigerian universities. *Journal of Educational Supervision and Practice*, 9(1), 45–58.
- Adedoyin, A. M., & Nwachukwu, F. I. (2022). Empowerment and teacher readiness: Lessons from preservice teaching experiences in Lagos State. *African Journal of Teacher Education*, 12(3), 79–91.
- Ajao, R. L., Obiwumi, T. S., Alabi, R. M., & Omosidi, A. S. (2022). Quality assurance strategies and teachers' productivity in public secondary schools in Lagos State, Nigeria. *International Journal of Educational Management*, 18(1). <https://ijem.org.ng/index.php/ijem/article/view/120>
- Ajayi, A. O., & Aluko, M. A. (2021). The impact of practical exposure on the professional development of teacher trainees. *Journal of Educational Research*
- Akinola, R. A., & Adeyemi, M. A. (2022). Experiential learning in teacher education: Relevance of teaching practice for competency development. *African Journal of Educational Research and Development*, 4(2), 55–67.
- Bandura, A. (1989). Human agency in social cognitive
- Bello, H. T., & Ogunlade, J. O. (2020). Lesson planning as a determinant of instructional quality among pre-service teachers in Nigeria. *International Journal of Educational Practice*, 5(1), 22–34.
- Ede, M. O., & Aransi, I. O. (2021). Effect of teaching practice on classroom management skills of teacher trainees in Nigerian universities. *Journal of Contemporary Issues in Education*, 9(3), 74–85. in *Africa*, 7(2), 134–147.
- Nwabuoku, C. A. (2021). Teaching practice and teacher identity formation in Nigerian universities. *West African Journal of Education and Development*, 18(2), 88–100.
- Nwachukwu, E. I., & Yusuf, K. S. (2024). Reflective teaching as a tool for professional growth among Nigerian pre-service teachers. *Nigerian Journal of Teacher Education and Practice*, 11(1), 45–60.
- Obafemi, B. O., & Ojo, F. A. (2021). University supervision and mentorship in enhancing teacher education outcomes: Perspectives from Lagos State. *Journal of Educational Research and Evaluation*, 6(2), 43–56.

- Ofoha, D., & Okolie, C. (2023). The role of teaching practice in building teacher readiness in Nigerian universities. *Journal of African Pedagogy and Practice*, 7(1), 28–39.
- Ogunbameru, M. T., & Uwameiye, R. (2022). Reflective practice: A strategy for improving teaching practice in Nigerian colleges of education. *International Journal of Academic Research in Progressive Education and Development*, 1(4), 71–83. <https://hrmars.com/index.php/IJARPED/article/view/11969>
- Okafor, C. N., & Sule, I. R. (2023). Teaching practice and empowerment: A critical analysis of pre-service teacher development in Northern Nigeria. *International Journal of Teacher Preparation*, (3), 55–69.
- Oluwakemi, A. R. (2023). Teachers' professional development and instructional supervision as contributory factor to job performance in Ogun State secondary schools, Nigeria. *Journal of Education in Black Sea Region*, 8(2), 68-79.
- Oniyide, O. I. (2023). Quality assurance and teacher's productivity in public secondary schools in Lagos State, Nigeria. *Journal of Capital Development in Behavioural Sciences*, 11(2).<https://www.journals.lcu.edu.ng/index.php/JCDBS/article/view/517>
- Oyetola, A. B., & Adebimpe, R. K. (2023). Assessment competence and feedback practices of pre-service teachers during teaching practice. *Journal of Educational Management and Supervision*, 8(1), 15–30. theory. *American psychologist*, 44(9), 1175.
- Titilayo, O. R., & Uwameiye, R. (2022). Teaching practice and professional development of pre-service teachers in Nigeria. *Nigerian Journal of Teacher Education and Teaching*, 20(3), 115–128.
- Usman, A. A., & Lawal, S. A. (2022). Instructional delivery approaches adopted by Nigerian pre-service teachers during school practicum. *African Journal of Curriculum and Teaching*, 12(4), 59–70.