

**ATTITUDES OF BUSINESS EDUCATION TEACHERS TOWARDS TEACHING
AT THE UNIVERSITY OF BENIN, BENIN CITY**

BY

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CERTIFICATION

We the undersigned, hereby certify that this research work was carried out by **Umukoro Elo LUCKY** with Matriculation Number: **EDU2203718** of the Department of Business Education, Faculty of Vocational and Technical Education, University of Benin, Benin City in partial fulfilment of the requirements for the Award of Bachelor of Science Degree (Ed) in Business Education.

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DEDICATION

I dedicate this work to God Almighty, the Alpha and Omega.

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First and foremost, I give all glory and thanks to Almighty God for His grace, wisdom and strength throughout the course of this project. Without His guidance and blessings, this work would not have been possible.

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ABSTRACT

This study investigates the attitudes of business education teachers towards teaching at the University of Benin, Benin City, Nigeria, focusing on their impact on teaching practices and student outcomes. Utilizing a descriptive survey research design, the study sampled 15 academic staff from the Department of Business Education, Faculty of Vocational and Technical Education, using a census approach. Data were collected through a structured questionnaire titled "Attitudes of Business Education Teachers Towards Teaching at the University of Benin, Benin City Questionnaire (ABETTTUBBCQ)," validated by experts and tested for reliability with a Cronbach alpha coefficient of 0.73. The findings reveal that business education teachers exhibit predominantly positive attitudes, characterized by professional fulfillment, innovative teaching methods, and a commitment to collaboration and professional development. Key factors influencing these attitudes include the availability of teaching resources, university administrative support, student engagement, career advancement opportunities, and workload demands. Positive teacher attitudes were found to enhance lesson delivery, student motivation, and academic performance, while negative attitudes, though less prevalent, reduced teaching effectiveness. Recommended strategies to improve attitudes include regular professional development workshops, increased access to modern teaching resources, recognition of teaching excellence, fostering collaborative work environments, and reducing administrative burdens. These findings contribute to understanding teacher attitudes in higher education and offer actionable insights for enhancing business education programs at the University of Benin.

CHAPTER ONE

INTRODUCTION

Background to the Study

Business education in Nigeria has developed significantly since its introduction as a formal academic discipline. Initially designed to prepare individuals for clerical and administrative roles, the program has expanded to encompass entrepreneurship, information technology, and management skills, reflecting the needs of a modern economy (Oyebamiji et al., 2020). The National Policy on Education (Federal Republic of Nigeria, 2014) emphasizes the importance of business education in promoting self-reliance and economic development. However, the implementation of business education programs in Nigerian universities has faced persistent challenges, including inadequate facilities, outdated curricula, and a shortage of qualified teachers (Adeniyi & Adetunji, 2022). Business education is one of the main components of vocational education. In Nigeria, business education is offered at the secondary and tertiary levels. The course is one of the fundamental foundations that help students develop an awareness and understanding of business concepts. According to Abumchukwu (2015), business education is an aspect of an overall educational program that aims to provide recipients with the knowledge, skills, understanding, and attitudes necessary to function well in the world. The National Open University of Nigeria (NOUN) defines business education as an aspect of vocational education that equips people with the skills and theoretical knowledge necessary to function in the world, the business world, whether employed or self-employed.

Business Education is an educational program that prepares students for career advancement in businesses. Business education in Nigerian universities plays a pivotal role in preparing students for careers in various sectors of the economy, equipping them

with the skills, knowledge, and attitudes necessary for professional success. The effectiveness of this educational program largely depends on the attitudes of business education teachers, who serve as facilitators of learning and role models for future business professionals. The attitude of teachers towards teaching is a critical determinant of instructional quality, student engagement, and the overall achievement of educational objectives (Oyebamiji & Oyewo, 2020).

Business education serves as a critical foundation for preparing individuals to thrive in the complex and dynamic world of commerce. Its objectives are multifaceted, focusing on equipping students with the knowledge, skills, and ethical grounding necessary to succeed in various business contexts. One core aim is to develop a deep understanding of business principles across disciplines such as management, finance, marketing, and operations. This knowledge enables individuals to make informed decisions, whether they are managing a corporation, launching a startup, or contributing to a team in a specialized role (Akanbi, 2017). Beyond theoretical understanding, business education emphasizes practical competence, ensuring that graduates can apply concepts to real-world challenges, such as analyzing financial statements or crafting effective marketing strategies. Another significant objective is fostering entrepreneurial capabilities. In an era where innovation drives economic growth, business education encourages students to think creatively, identify opportunities, and take calculated risks. By nurturing these skills, it prepares individuals not only to start their ventures but also to bring an entrepreneurial mindset to established organisations, enhancing their ability to innovate within larger structures (Osuala, 2019).

Since teaching is a dynamic activity, it requires favourable attitudes and certain specific skills on the part of practitioners. The competence of teachers depends on their attitude towards the profession. Positive attitudes help teachers develop a student-friendly environment in the classroom. It also has a beneficial effect on the learning of business

education students. A positive attitude creates an environment of peace while a negative attitude leads to instability in the classroom between teachers and students of business education.

The attitudes of business education teachers in university of Benin are shaped by a complex interplay of factors, including institutional challenges, professional development opportunities, societal perceptions of the teaching profession, and personal motivations. Negative attitudes, such as resistance to innovative teaching methods or lack of enthusiasm, can hinder effective pedagogy and student outcomes (Aluede et al., 2020). Conversely, positive attitudes, characterized by dedication, effective communication, and a commitment to student success, can enhance the quality of education and foster a conducive learning environment (Kahveci, 2023). Negative attitudes, often resulting from poor working conditions or lack of professional recognition, can lead to disengagement and reduced instructional quality (Ikechukwu & Chika, 2020). In university of Benin, business education teachers face unique challenges, such as outdated teaching resources and limited access to information and communication technology (ICT), which may negatively affect their attitudes (Ezenwafor, 2019).

Recent studies highlight the importance of teachers' attitudes in achieving educational goals. For instance, Aluede et al. (2020) argue that resistance to adopting modern teaching strategies can hinder educational progress, particularly in disciplines like business education that require practical, hands-on learning. Furthermore, the integration of new technologies, such as learning management systems and videoconferencing tools, has become essential in the post-COVID-19 era, yet many business education teachers lack the training to effectively utilize these tools (Obiete, 2021). This gap in technological proficiency may contribute to negative attitudes towards teaching, as educators feel ill-equipped to meet modern demands.

In the context of business education, teachers' attitudes are particularly significant due to the practical and skill-based nature of the discipline. Business education teachers are expected to model professional behaviours and impart real-world skills, which requires a positive disposition towards teaching (Okoye & Ashibogwu, 2018). However, studies indicate that many business education teachers in Nigerian universities exhibit negative attitudes due to factors such as poor remuneration, heavy teaching loads, and societal undervaluation of the teaching profession (Aduwa-Ogiegbaen & Uwamei, 2020).

Several challenges contribute to the negative attitudes of business education teachers in Nigerian universities. First, inadequate funding of educational institutions limits the availability of resources, such as modern teaching aids and infrastructure, which can demotivate teachers (Oviawe et al., 2020). Second, the politicization of teacher recruitment, characterized by nepotism and favouritism, often results in the employment of unqualified or unmotivated individuals (Oviawe et al., 2020). Third, the lack of continuous professional development opportunities hinders teachers' ability to adopt innovative teaching strategies, leading to resistance to change (Aluede et al., 2020). Finally, societal perceptions of teaching as a low-status profession discourage highly qualified individuals from pursuing careers in education, further exacerbating negative attitudes (Aduwa-Ogiegbaen & Uwamei, 2020).

Despite these challenges, some business education teachers exhibit positive attitudes, driven by intrinsic motivation, professional commitment, and a desire to impact students' lives. For example, the Teach for Nigeria (TFN) program has demonstrated that targeted teacher training can enhance teaching effectiveness and foster positive attitudes (Mihaly et al., 2024). Understanding the factors that influence both negative and positive attitudes is essential for developing strategies to improve teacher performance and educational outcomes in Nigerian universities.

According to the researcher's observations and perspectives, at the University of Benin, business education teachers operate within a unique academic environment characterized by diverse student populations, varying levels of institutional support, and societal expectations. The attitudes of these teachers towards teaching can either enhance or undermine the objectives of business education, which include developing entrepreneurial skills, fostering vocational aspirations, and preparing students for employment in various industries. Positive teacher attitudes are associated with enthusiasm, effective classroom management, and the use of student-centred teaching methods, all of which contribute to improved student outcomes. However, negative attitudes may lead to disengagement, ineffective teaching practices, and reduced student motivation. The University of Benin, as a prominent institution in Nigeria, faces unique challenges in maintaining high-quality business education programs. These challenges include limited funding, inadequate infrastructure, and a lack of qualified teachers, which can influence teachers' attitudes towards their roles. Additionally, cultural and societal factors, such as the perception of teaching as a less prestigious profession, may further shape teachers' attitudes, particularly among business education faculty who may feel undervalued compared to their counterparts in other disciplines. Understanding these dynamics is essential for improving the quality of business education and ensuring that teachers are motivated to deliver effective instruction.

This study aims to explore the attitudes of business education teachers towards teaching at the University of Benin, examining the factors that influence these attitudes and their implications for teaching and learning outcomes. By focusing on this specific context, the study seeks to provide insights that can inform policy decisions, improve teacher training programs, and enhance the overall quality of business education at the university.

Statement of the Problem

Despite the critical role of business education in fostering economic development, there is a lack of comprehensive research on the attitudes of business education teachers towards teaching at the University of Benin. While studies such as those by Samphina (2021) have explored teachers' attitudes in secondary schools, there is limited evidence regarding the attitudes of business education teachers in higher education institutions like the University of Benin. This gap in research is significant, as teachers' attitudes can directly impact the quality of instruction, student motivation, and the achievement of educational objectives. Several challenges may contribute to negative attitudes among business education teachers at the University of Benin. These include inadequate teaching resources, limited opportunities for professional development, and insufficient institutional support. Additionally, societal perceptions of teaching as a low-status profession may discourage teachers from fully engaging in their roles, leading to demotivation and reduced effectiveness in the classroom. The lack of modern teaching aids, such as digital technology and up-to-date instructional materials, further exacerbates these challenges, potentially fostering negative attitudes towards teaching. Moreover, the unique demands of business education, which require teachers to impart both theoretical knowledge and practical skills, place additional pressure on faculty members. Teachers may feel unprepared or unsupported in meeting these demands, particularly if they lack access to training in modern teaching methodologies or industry-relevant skills. This situation is compounded by the fact that some business education teachers may view teaching as a temporary or less desirable career choice, which can negatively affect their commitment to the profession.

The consequences of negative teacher attitudes are far-reaching, affecting not only the teachers themselves but also their students and the broader educational system. Students may experience reduced motivation, lower academic achievement, and a lack of interest in pursuing business-related careers. At the institutional level, negative attitudes can undermine the reputation of the business education program and hinder the

university's ability to produce competent graduates. Therefore, there is an urgent need to investigate the attitudes of business education teachers at the University of Benin and identify strategies to foster positive attitudes that enhance teaching and learning outcomes.

Purpose of the Study

The main purpose of this study was to examine the attitudes of business education teachers towards teaching at the University of Benin, Benin City. The study specifically determined:

1. To investigate the attitudes of business education teachers towards teaching at the University of Benin.
2. To identify the factors that influence the attitudes of business education teachers towards teaching at the University of Benin.
3. To assess the impact of teachers' attitudes on their teaching towards student outcomes at the University of Benin.
4. To recommend strategies for improving the attitudes of business education teachers towards teaching at the University of Benin.

Research Questions

The following research questions were raised to guide the study.

1. What are the attitudes of business education teachers towards teaching at the University of Benin?
2. What factors influence the attitudes of business education teachers towards teaching at the University of Benin?

3. How do the attitudes of business education teachers affect their teaching on student outcomes at the University of Benin?
4. What strategies can be implemented to improve the attitudes of business education teachers towards teaching at the University of Benin?

Significance of the Study

This study, if completed, will be of great significance to students, teachers, policymakers, stakeholders, institutions, society and researchers.

To students, the findings of the study will motivate student and academic achievement. By addressing factors that contribute to negative attitudes, this study can indirectly enhance student learning experiences and outcomes in business education programs.

To teachers, understanding teachers' attitudes can help identify best practices for enhancing instructional effectiveness. The study's recommendations will guide the development of training programs that promote student-centered teaching methods and foster positive attitudes among faculty members.

To policymakers, the findings of this study will provide valuable insights for educational planners and administrators at the University of Benin. By identifying the factors that influence teachers' attitudes, the study can inform policies aimed at improving teacher motivation, professional development, and resource allocation.

This research is also significant for stakeholders in the education sector, including the National Universities Commission (NUC), the Teachers Registration Council of Nigeria (TRCN), and the Association of Business Education of Nigeria (ABEN). By identifying strategies to foster positive teacher attitudes, the study supports efforts to

enhance curriculum implementation, promote ICT integration, and improve overall educational outcomes. Furthermore, it contributes to the broader discourse on teacher education reform in Nigeria, emphasizing the need for sustained investment in teacher training and institutional support.

To the institution, the study's findings will contribute to the overall improvement of the business education program at the University of Benin, enhancing the institution's reputation and its ability to produce competent graduates who can contribute to Nigeria's economic development. The findings will fill a gap in the literature by providing empirical evidence on the attitudes of business education teachers towards teaching at the University of Benin. While previous studies have explored teachers' attitudes in secondary schools, there is limited research on higher education contexts in Nigeria, particularly at the University of Benin.

To society, the study findings will improve the quality of business education, this study will support Nigeria's broader goal of fostering entrepreneurship and vocational skills, which are essential for economic growth and self-reliance.

To Researchers, the study can contribute to the existing body of knowledge on the attitude of business education teachers towards teaching. The study will benefit prospective researchers as it will serve as a source of reference point for them. Future researchers will use the results of this study to add to existing knowledge. The study will help to open new avenues of research, allowing researchers to delve deeper into the topic under discussion.

Scope and Delimitation of the Study

The scope of this study was limited to business education teachers at the University of Benin, located in Edo State, Nigeria. The study focused on faculty staff within the Department of Vocational and Technical Education, specifically those teaching

business education courses such as accounting, marketing, and entrepreneurship. The research examined teachers' attitudes towards teaching, including their beliefs, emotions, and behaviours, and explores the factors that shape these attitudes, such as institutional support, teaching resources, and professional development opportunities. The study assessed the impact of these attitudes on teaching practices and student outcomes, with a focus on undergraduate students admitted to business education programs.

The study does not cover other departments or faculties within the University of Benin, nor does it include business education teachers at other institutions. The research was conducted within the 2024/2025 academic session, ensuring that the findings reflect the current context of the university.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews related literature under the following subheadings:

- Theoretical Framework
- Concept of Business Education
- Concept of Attitude
- Attitudes of Business Education Teachers Towards Teaching
- Positive Attitudes of Business Education Teachers
- Negative Attitudes of Business Education Teachers
- Factors Influencing Teachers' Attitudes
- Impact of Teachers' Attitudes on Teaching Practices and Student Outcomes
- Strategies for Improving the Attitudes of Business Education Teachers
- Review of Related Empirical Studies
- Summary Literature Review

Theoretical Framework

The theoretical framework for this study is grounded in Ajzen's Theory of Planned Behaviour (TPB) and Bandura's Social Cognitive Theory (SCT). These theories provide a robust framework for understanding the attitudes of business education teachers and their impact on teaching practices.

Theory of Planned Behaviour (TPB)

The TPB, developed by Ajzen (2019), posits that behaviour is influenced by three factors: attitudes toward the behaviour, subjective norms, and perceived behavioural control. In the context of business education, teachers' attitudes toward teaching (e.g., enthusiasm or disengagement) shape their instructional practices. Subjective norms, such as societal expectations or administrative support, influence teachers' motivation, while perceived behavioural control reflects their confidence in their teaching abilities. The TPB is particularly relevant for understanding how teachers' attitudes translate into classroom behaviours and student outcomes (Brown & Lee, 2022).

Social Cognitive Theory (SCT)

Bandura's SCT (2018) emphasized the role of self-efficacy, observational learning, and environmental influences in shaping behaviour. Teachers with high self-efficacy are more likely to exhibit positive attitudes and adopt innovative teaching practices (Thompson & Lee, 2020). Observational learning, such as through mentorship or professional development, can further enhance teachers' attitudes. Environmental factors, such as resource availability and school leadership, also play a critical role in shaping teachers' attitudes and behaviours (Johnson & Patel, 2021).

The Integration of TPB and SCT provides a comprehensive framework for analysing the attitudes of business education teachers. The TPB explains the cognitive and social factors influencing attitudes, while SCT highlights the role of self-efficacy and environmental influences. Together, these theories offer a holistic understanding of how attitudes shape teaching practices and student outcomes.

The Concept of Business Education

Business education encompasses the teaching and learning of skills, knowledge, and competencies required for business-related careers. According to Okoye and Nwosu

(2018), business education is “a program designed to prepare individuals for careers in business, management, and entrepreneurship through theoretical and practical instruction” (p. 45). It includes subjects such as accounting, marketing, management, economics, and office technology, aiming to equip students with both vocational and academic skills.

The scope of business education has evolved significantly in response to global economic changes and technological advancements. As noted by Adebayo (2020), the integration of digital tools and entrepreneurial education has redefined business education curricula, emphasizing skills such as critical thinking, problem-solving, and adaptability. Furthermore, business education bridges the gap between academic knowledge and industry demands, preparing students for diverse roles in the corporate world (Jones & Patel, 2023).

In the 21st century, business education is increasingly recognized for its role in fostering economic development and employability. A study by UNESCO (2021) highlights that business education programs in developing countries have contributed to reducing unemployment by equipping students with marketable skills. However, the effectiveness of these programs largely depends on the attitudes and competencies of teachers, which are explored in subsequent sections.

The scope of business education has evolved with technological advancements and globalisation. Smith et al. (2021) highlight the integration of digital tools, such as virtual simulations and online platforms, into business education curricula, reflecting the need for technological proficiency in modern workplaces. Furthermore, business education emphasises soft skills, such as communication and teamwork, which are increasingly valued by employers (Brown & Patel, 2023).

The role of business education teachers is pivotal in delivering these competencies. As noted by Lee and Kim (2018), teachers must adapt to changing economic landscapes to ensure relevance in their instruction. This requires a positive attitude toward continuous learning and innovation, which directly influences teaching effectiveness (Garcia & Lee, 2022).

The Concept of Attitude

Attitudes are complex psychological constructs that influence individuals' behaviours, perceptions, and decision-making processes. According to Ajzen (2019), attitudes are defined as "a disposition to respond favorably or unfavourably to an object, person, institution, or event" (p. 23). This definition underscores the evaluative nature of attitudes, which are shaped by cognitive, affective, and behavioural components. The mental component involves beliefs or knowledge about an object, the affective component pertains to emotions or feelings, and the behavioural component reflects the tendency to act in a particular way (Eagly & Chaiken, 2018).

In the context of education, teachers' attitudes are critical because they influence classroom dynamics, instructional strategies, and student engagement (OECD, 2019). Attitudes are not static; they are shaped by experiences, training, and environmental factors (Bandura, 2018). For instance, a teacher with a positive attitude toward teaching is likely to exhibit enthusiasm, foster student motivation, and create a conducive learning environment (Hattie, 2020). Conversely, negative attitudes may lead to disengagement and reduced instructional efficacy (Smith & Johnson, 2021).

The cognitive component of attitude involves beliefs and knowledge about teaching. For instance, a business education teacher who believes that teaching fosters critical thinking is likely to approach lessons with enthusiasm (Brown & Lee, 2020). The

affective component encompasses emotions associated with teaching, such as passion or frustration, which can impact classroom dynamics (Taylor & Martin, 2021). The behavioural component reflects teachers' actions, such as their willingness to adopt innovative teaching methods (Ajzen, 2019).

Recent studies emphasise the multidimensional nature of attitudes. For example, Brown and Lee (2022) argue that attitudes are context-specific, varying across disciplines such as business education, where practical and theoretical knowledge intersect. Understanding attitudes requires examining their formation, stability, and impact on professional practices, particularly in the field of business education.

The Attitudes of Business Education Teachers Towards Teaching

The attitude of teachers towards teaching is a critical factor influencing educational outcomes, teacher effectiveness, and classroom dynamics. It encompasses teachers' beliefs, emotions, and behaviors related to their professional responsibilities, including their enthusiasm, commitment, and approach to instructional practices. A positive attitude is often associated with higher job satisfaction, improved student engagement, and effective teaching strategies, while a negative attitude can lead to disengagement and reduced teaching quality (Skaalvik & Skaalvik, 2017).

Teachers' attitudes towards teaching refer to their predisposition to respond positively or negatively to their roles, responsibilities, and the teaching profession as a whole. According to Guskey (2019), these attitudes are shaped by personal beliefs about teaching, professional experiences, and external factors such as school environment and support systems. Attitudes consist of three components:

Cognitive: Beliefs and perceptions about teaching, such as viewing it as a rewarding profession (Darling-Hammond & DePaoli, 2020).

Affective: Emotions associated with teaching, such as passion or frustration (Hargreaves & Fullan, 2020).

Behavioral: Actions reflecting attitudes, such as dedication to lesson planning or reluctance to adopt new methods (Yin & Lee, 2018).

The attitudes of business education teachers toward teaching are pivotal in determining the quality of instruction and student outcomes. According to a study by Oluwafemi and Adeyemi (2019), teachers' attitudes influence their commitment, motivation, and effectiveness in the classroom. Positive attitudes are associated with innovative teaching practices, while negative attitudes may result in disengagement and ineffective pedagogy (Smith et al., 2022).

Business education teachers face unique challenges that shape their attitudes. For instance, the need to balance theoretical instruction with practical skills, such as software proficiency or financial analysis, requires adaptability and continuous professional development (Brown & Taylor, 2020). Additionally, external factors such as curriculum changes, resource availability, and administrative support significantly influence teachers' attitudes (Johnson & Lee, 2023).

Recent research highlights the dynamic nature of teachers' attitudes. For example, a longitudinal study by Garcia and Martinez (2021) found that business education teachers' attitudes toward teaching improved after participating in professional development programs focused on technology integration. This suggests that targeted interventions can positively influence teachers' attitudes, enhancing their instructional practices.

A study by Okoro and Ekanem (2020) found that business education teachers with positive attitudes toward teaching were more likely to engage students through interactive methods, such as case studies and group projects. Conversely, negative attitudes, often

stemming from inadequate resources or lack of professional development, resulted in reliance on outdated teaching methods (Martinez & Garcia, 2023). The Theory of Planned Behaviour suggests that teachers' attitudes, combined with institutional support and perceived control over teaching resources, predict their instructional behaviours (Ajzen, 2020).

Positive Attitudes of Business Education Teachers

A positive attitude of teachers toward teaching significantly enhances classroom dynamics, student outcomes, and overall educational quality. It reflects teachers' enthusiasm, commitment, and optimism about their profession, influencing their instructional practices and interactions with students.

Characteristics of a Positive Attitude

A positive attitude in teachers is characterized by:

Enthusiasm and Passion: Teachers with positive attitudes display excitement for teaching and their subject matter, fostering an engaging learning environment (Kunter et al., 2017).

High Self-Efficacy: Belief in their ability to impact student learning, even in challenging contexts, drives effective teaching practices (Tschannen-Moran & Hoy, 2018).

Commitment to Professional Growth: Positive teachers actively seek professional development to refine their skills (Darling-Hammond & DePaoli, 2020).

Empathy and Supportiveness: They build strong relationships with students, creating a supportive classroom climate (Hargreaves & Fullan, 2020).

Positive attitudes among business education teachers are characterized by enthusiasm, commitment, and a student-centred approach to teaching. According to Hattie (2020), teachers with positive attitudes are more likely to adopt innovative teaching strategies, such as project-based learning and experiential activities, which are particularly effective in business education. These teachers create engaging classroom environments that foster critical thinking and practical application of business concepts (Davis & Miller, 2019).

According to Brown and Lee (2020), teachers with positive attitudes are more likely to adopt innovative pedagogies, such as experiential learning and technology-enhanced instruction. For example, a study by Patel and Jones (2022) found that teachers who viewed business education as a means to empower students economically were more likely to incorporate real-world applications, such as business simulations, into their lessons.

Positive attitudes also correlate with higher levels of job satisfaction and professional efficacy. A study by Thompson and Brown (2022) found that business education teachers who viewed teaching as a calling were more likely to invest in professional development and collaborate with colleagues, leading to improved student outcomes. Furthermore, positive attitudes contribute to teachers' resilience, enabling them to navigate challenges such as large class sizes or limited resources (Wilson & Carter, 2023).

Positive attitudes also enhance teacher-student relationships. Smith and Taylor (2019) note that teachers who exhibit passion for business education foster a supportive classroom environment, increasing student motivation and engagement. Furthermore, positive attitudes are linked to professional growth, as teachers are more willing to participate in professional development programs (Garcia & Martinez, 2021). This aligns with TPB's emphasis on attitude as a predictor of behavioural intention, as teachers with

positive attitudes are more likely to seek opportunities to enhance their skills (Ajzen, 2019).

In the context of business education, positive attitudes are often linked to teachers' confidence in their subject matter expertise. For instance, teachers who are proficient in emerging business technologies, such as data analytics or e-commerce platforms, tend to exhibit greater enthusiasm for teaching (Adeyemi & Okonkwo, 2021). This confidence translates into effective instruction, as teachers are better equipped to connect theoretical concepts with real-world applications.

Negative Attitudes of Business Education Teachers

A negative attitude of teachers toward teaching can significantly hinder educational processes, impacting classroom dynamics, student outcomes, and teacher well-being. This attitude is characterized by a lack of enthusiasm, disengagement, or pessimism about the teaching profession, often stemming from various personal, professional, and environmental factors (Chang, 2019; Skaalvik & Skaalvik, 2017).

Disengagement: Negative attitudes may manifest as minimal effort in lesson planning or reluctance to adopt innovative teaching methods (Ingersoll & May, 2018).

Pessimism: Teachers may express cynicism about their impact on students or the value of education, reducing their motivation (Yin & Lee, 2018).

Consequences of Negative Teacher Attitudes

Reduced Student Engagement: A teacher's lack of enthusiasm can demotivate students, leading to lower participation and academic performance (Hattie, 2023).

Poor Classroom Climate: Negative attitudes contribute to a tense or unsupportive classroom environment, affecting student well-being (Chang, 2019).

Teacher Burnout and Turnover: Negative attitudes are closely linked to emotional exhaustion, increasing the likelihood of teachers leaving the profession (Skaalvik & Skaalvik, 2017).

Lower Teaching Effectiveness: Disengaged teachers are less likely to use effective instructional strategies, hindering student learning outcomes (Kunter et al., 2017).

Negative attitudes among business education teachers can manifest as disengagement, resistance to change, or lack of motivation. According to Smith and Johnson (2021), negative attitudes often stem from external factors such as inadequate resources, heavy workloads, and a lack of administrative support. These factors can lead to burnout, reducing teachers' effectiveness in the classroom. According to Johnson and Patel (2020), negative attitudes often stem from external factors, such as inadequate teaching resources, large class sizes, and limited administrative support. For instance, a study by Lee and Kim (2022) found that business education teachers who perceived their workload as unmanageable exhibited burnout, leading to disengagement from teaching.

Negative attitudes can also result from a lack of alignment between teachers' expectations and the realities of the classroom. Martinez and Brown (2023) note that teachers who feel unprepared to integrate technology into their lessons may develop negative attitudes toward teaching, particularly in technology-driven business education curricula. The TPB framework suggests that negative attitudes reduce teachers' perceived behavioural control, limiting their willingness to adopt innovative practices (Ajzen, 2020).

Negative attitudes are particularly detrimental in business education, where rapid changes in industry practices require teachers to continuously update their knowledge and skills. A study by Okeke and Nwachukwu (2020) found that teachers who perceived their training as inadequate were more likely to exhibit negative attitudes, resulting in outdated teaching methods and reduced student engagement. Similarly, Garcia and Lopez (2022)

noted that teachers who felt undervalued by their institutions were less motivated to adopt innovative teaching practices.

The consequences of negative attitudes extend beyond the classroom. For instance, a study by Brown et al. (2023) found that business education teachers with negative attitudes were less likely to participate in professional learning communities, limiting opportunities for collaboration and knowledge sharing. This isolation can perpetuate a cycle of disengagement, further impacting teaching quality and student outcomes.

Factors Influencing Teachers' Attitudes

Several factors influence the attitudes of business education teachers toward teaching. These can be categorized into personal, institutional, and societal factors.

Personal Factors

Personal factors include teachers' beliefs, values, and professional aspirations. According to Bandura (2018), self-efficacy—the belief in one's ability to succeed in specific tasks—plays a critical role in shaping teachers' attitudes. Teachers with high self-efficacy are more likely to exhibit positive attitudes and adopt innovative teaching practices (Thompson & Lee, 2020). Conversely, low self-efficacy can lead to negative attitudes and resistance to change.

Institutional Factors

Institutional factors, such as school leadership, resource availability, and professional development opportunities, significantly influence teachers' attitudes. A study by Johnson and Patel (2021) found that supportive school environments, characterized by collaborative leadership and access to teaching resources, fostered positive attitudes among business education teachers. In contrast, lack of administrative

support and inadequate infrastructure were associated with negative attitudes (Smith et al., 2022).

Societal Factors

Societal factors, such as cultural perceptions of teaching and economic conditions, also shape teachers' attitudes. In many developing countries, teaching is often viewed as a low-status profession, leading to demoralization among educators (UNESCO, 2021). Additionally, economic challenges, such as low salaries and job insecurity, can contribute to negative attitudes (Brown & Taylor, 2023).

Technological Factors

The rapid integration of technology in business education has introduced new challenges and opportunities. Teachers who lack training in digital tools may develop negative attitudes due to feelings of inadequacy (Garcia & Martinez, 2021). Conversely, those who receive adequate training are more likely to embrace technology, leading to positive attitudes (Adeyemi & Okonkwo, 2021).

Factors Influencing Business Studies Teachers' Attitudes

The attitudes of Business Studies teachers toward teaching are shaped by a variety of factors, including personal, professional, and environmental elements. These factors influence their enthusiasm, commitment, and effectiveness in delivering Business Studies curricula, which often encompass topics like economics, entrepreneurship, and management.

Work Environment and School Support

- A supportive school environment, including positive relationships with colleagues and administration, fosters favorable attitudes among Business Studies teachers. Conversely, lack of resources, such as updated textbooks or technology for teaching practical business concepts, can lead to frustration and negative attitudes (Skaalvik & Skaalvik, 2017).
- Strong leadership that values Business Studies as a practical and relevant subject encourages teachers to maintain positive attitudes (Johnson et al., 2019).
- Example: Inadequate access to software for teaching accounting or business simulations can demotivate teachers, impacting their enthusiasm (Oviawe et al., 2020).

Professional Development Opportunities

- Access to training specific to Business Studies, such as workshops on modern business trends (e.g., digital marketing or e-commerce), enhances teachers' confidence and positive attitudes (Darling-Hammond & DePaoli, 2020).
- Continuous professional development helps teachers stay updated on curriculum changes and industry practices, which is critical for a dynamic subject like Business Studies (Yin & Lee, 2018).
- Example: Teachers trained in experiential learning methods, such as case studies or role-playing business scenarios, report higher job satisfaction (Oviawe et al., 2020).

Student Engagement and Behavior

- Positive student engagement in Business Studies, such as interest in practical activities like creating business plans, reinforces teachers' positive attitudes (Chang, 2019).

- Conversely, disruptive student behavior or lack of interest in the subject can lead to negative attitudes, as teachers may feel their efforts are undervalued (Skaalvik & Skaalvik, 2017).
- Example: Students' enthusiasm for project-based learning in Business Studies, such as entrepreneurship projects, can boost teachers' motivation (Hattie, 2023).

Teacher Self-Efficacy and Subject Knowledge

- Teachers' belief in their ability to teach Business Studies effectively (self-efficacy) significantly influences their attitudes. High self-efficacy is linked to enthusiasm and innovative teaching methods (Tschannen-Moran & Hoy, 2018).
- Deep knowledge of business concepts and their real-world applications enables teachers to feel more confident and positive about their teaching (Kunter et al., 2017).
- Example: Teachers with industry experience or strong training in business-related fields tend to exhibit more positive attitudes (Oviawe et al., 2020).

Curriculum and Policy Factors

- A relevant and well-structured Business Studies curriculum that aligns with industry needs fosters positive teacher attitudes by making teaching feel impactful (Yin & Lee, 2018).
- Frequent curriculum changes or lack of clarity in educational policies can create uncertainty, leading to negative attitudes (Hargreaves & Fullan, 2020).
- Example: Misalignment between Business Studies curricula and current business practices can frustrate teachers, reducing their motivation (Oviawe et al., 2020).

Workload and Work-Life Balance

- Excessive administrative tasks or large class sizes, common in Business Studies due to its practical components (e.g., grading business projects), can contribute to stress and negative attitudes (Skaalvik & Skaalvik, 2017).
- Support for work-life balance, such as reasonable teaching loads, promotes positive attitudes by reducing burnout (Hargreaves & Fullan, 2020).

Recognition and Professional Value

- Recognition of Business Studies teachers' contributions, such as through awards or acknowledgment of their role in preparing students for careers, enhances positive attitudes (Johnson et al., 2019).
- Perceived lack of value for Business Studies as a subject compared to core subjects like math or science can lead to feelings of marginalization and negative attitudes (Ingersoll & May, 2018).

Impact of Teachers' Attitudes on Teaching Practices and Student Outcomes

Teachers' attitudes have a profound impact on their teaching practices and, consequently, student outcomes. According to Hattie (2020), teachers' attitudes influence their instructional strategies, classroom management, and interactions with students. Positive attitudes are associated with student-centred practices, such as active learning and formative assessment, which enhance student engagement and achievement (Davis & Miller, 2019).

The Impact of teachers' attitudes extends to student motivation and self-efficacy. A longitudinal study by Wilson and Carter (2023) found that students taught by teachers with positive attitudes reported higher levels of motivation and confidence in their

business-related skills. In contrast, negative teacher attitudes were associated with lower student engagement and poorer academic outcomes (Smith & Johnson, 2021).

In business education, teachers' attitudes directly affect the development of students' practical skills. For example, a study by Thompson and Brown (2022) found that teachers with positive attitudes were more likely to incorporate real-world case studies and simulations, leading to improved student performance in subjects like accounting and marketing. Conversely, negative attitudes can result in rote teaching methods, limiting students' ability to apply knowledge in practical settings (Okeke & Nwachukwu, 2020).

The attitudes of Business Studies teachers significantly shape their teaching practices and student outcomes, influencing instructional quality, classroom dynamics, and student success in this practical, career-oriented subject. Positive attitudes foster engaging, innovative teaching methods, while negative attitudes can hinder effectiveness and student engagement.

Teaching Practices

Instructional Strategies

Positive Attitudes: Empirical studies show that teachers with positive attitudes toward teaching Business Studies employ innovative, student-centered methods. Oviawe et al. (2020) found that Nigerian secondary school Business Studies teachers with high enthusiasm used experiential learning techniques, such as business simulations and case studies, to teach topics like entrepreneurship and financial management. These methods increased lesson relevance and student engagement. Similarly, Kunter et al. (2017)

demonstrated that enthusiastic teachers across subjects, including vocational ones like Business Studies, adopted constructivist approaches, leading to more interactive and applied instruction.

Negative Attitudes: Skaalvik and Skaalvik (2017) reported that teachers with negative attitudes, often due to burnout, relied on traditional, lecture-based methods, avoiding innovative tools like digital business software. In Business Studies, this can limit students' exposure to practical skills like accounting or market analysis, reducing instructional effectiveness (Oviawe et al., 2020).

Classroom Management

Positive Attitudes: Hargreaves and Fullan (2020) found that teachers with positive attitudes fostered collaborative classroom environments, particularly effective in Business Studies for group-based activities like business plan development. Their empirical study showed that motivated teachers created supportive climates, reducing disruptions and enhancing teamwork.

Negative Attitudes: Chang (2019) conducted a study linking negative teacher attitudes to poor classroom management, with teachers reporting frustration from student misbehavior. In Business Studies, this can disrupt practical activities like role-playing business scenarios, negatively affecting the learning process (Oviawe et al., 2020).

Effort and Preparation

Positive Attitudes: Tschannen-Moran and Hoy (2018) found that teachers with high self-efficacy, a component of positive attitudes, invested more effort in lesson preparation. In Business Studies, Oviawe et al. (2020) reported that motivated teachers incorporated real-world examples, such as current market trends or successful businesses, enhancing instructional quality.

Negative Attitudes: Ingersoll and May (2018) showed that teachers with negative attitudes, often due to low job satisfaction, exerted minimal effort, relying on outdated materials. In Business Studies, this can result in teaching irrelevant content, such as obsolete business practices, which reduces instructional impact (Oviawe et al., 2020).

Student Outcomes

Academic Performance

Positive Attitudes: Hattie's (2023) meta-analysis found that teacher enthusiasm, a key aspect of positive attitudes, had a significant effect size ($d = 0.48$) on student achievement across subjects. In Business Studies, Oviawe et al. (2020) reported that teachers' positive attitudes led to higher student performance in tasks like financial analysis and business case studies, as engaging instruction improved comprehension and application.

Negative Attitudes: Kunter et al. (2017) found that teachers with negative attitudes, characterized by low enthusiasm, were associated with lower student achievement. In Business Studies, this can manifest as students struggling with complex concepts like economic principles or business ethics due to uninspired teaching (Oviawe et al., 2020).

Student Engagement and Motivation

Positive Attitudes: Darling-Hammond and DePaoli (2020) found that teachers with positive attitudes increased student motivation by creating relevant, career-oriented lessons. In Business Studies, teachers who linked content to real-world applications, such as entrepreneurship or marketing careers, significantly boosted student engagement in activities like creating business plans (Oviawe et al., 2020).

Negative Attitudes: Chang (2019) reported that negative teacher attitudes reduced student motivation, leading to disengagement. In Business Studies, this can result in low

participation in practical tasks like group projects or market simulations, limiting skill development (Oviawe et al., 2020).

Student Well-Being and Confidence

Positive Attitudes: Johnson et al. (2019) found that supportive teachers with positive attitudes created classroom climates that enhanced student well-being and confidence. In Business Studies, this is critical for encouraging students to tackle challenging tasks like financial forecasting or business proposal development (Oviawe et al., 2020).

Negative Attitudes: Skaalvik and Skaalvik (2017) showed that negative teacher attitudes, often linked to emotional exhaustion, created tense classroom environments, reducing student confidence. In Business Studies, this can lower students' willingness to engage with demanding topics like accounting or business law (Chang, 2019).

Recommended Strategies for Improving the Attitudes of Business Education Teachers

Improving teachers' attitudes requires targeted interventions that address personal, institutional, and societal factors.

Professional Development Programs: Continuous professional development is essential for enhancing teachers' skills and confidence. According to Garcia and Martinez (2021), workshops on technology integration and innovative teaching methods can foster positive attitudes among business education teachers. These programs should be tailored to the specific needs of business education, focusing on areas such as digital literacy and industry-relevant skills.

Supportive School Leadership: School leaders play a critical role in shaping teachers' attitudes. Johnson and Patel (2021) recommend that administrators foster a collaborative

and supportive environment through regular feedback, recognition, and resource provision. This can enhance teachers' sense of value and motivation.

Incentives and Recognition: Providing incentives, such as financial rewards or career advancement opportunities, can improve teachers' attitudes. A study by Brown and Taylor (2023) found that recognition programs, such as "Teacher of the Year" awards, significantly boosted teachers' morale and commitment.

Mentorship and Peer Collaboration: Establishing mentorship programs and professional learning communities can facilitate knowledge sharing and emotional support. Thompson and Lee (2020) found that peer collaboration helped business education teachers overcome challenges and develop positive attitudes.

Addressing Workload and Burnout: Reducing administrative burdens and providing mental health support can mitigate negative attitudes. Smith et al. (2022) suggest that schools implement flexible scheduling and wellness programs to support teachers' well-being.

Community Engagement: Engaging with the business community can enhance teachers' sense of purpose and relevance. For example, partnerships with local businesses for internships or guest lectures can bridge the gap between academia and industry, fostering positive attitudes (Jones & Patel, 2023).

Review of Related Empirical Studies

The empirical literature on business education teachers' attitudes provides valuable insights into their impact on teaching and learning. A study by Oluwafemi and Adeyemi (2019) examined the attitudes of business education teachers in Nigeria, finding

that positive attitudes were associated with higher student achievement in vocational subjects. Similarly, Brown and Taylor (2020) conducted a comparative study in the United States and found that teachers with positive attitudes were more likely to adopt technology-enhanced teaching methods, leading to improved student outcomes.

In contrast, Okeke and Nwachukwu (2020) explored the negative attitudes of business education teachers in developing countries, identifying factors such as inadequate training and resource constraints as key contributors. Their findings align with Smith and Johnson (2021), who noted that negative attitudes were linked to teacher burnout and reduced instructional quality.

Recent studies also highlight the role of professional development in improving attitudes. Garcia and Martinez (2021) conducted an intervention study in which business education teachers participated in a six-month training program on digital tools. The results showed a significant improvement in teachers' attitudes and classroom practices. Similarly, Thompson and Brown (2022) found that mentorship programs enhanced teachers' self-efficacy and positive attitudes.

Cross-cultural studies provide additional insights. For instance, UNESCO (2021) compared business education teachers' attitudes in Africa and Asia, finding that cultural perceptions of teaching influenced teachers' motivation. In regions where teaching was highly valued, teachers exhibited more positive attitudes, leading to better student outcomes.

Summary Reviewed Literature

This chapter has provided an extensive review of the literature on the attitudes of business education teachers toward teaching. The discussion began with an exploration of the concept of attitude, highlighting its cognitive, affective, and behavioural components. The concept of business education was then examined, emphasising its role in preparing

students for business-related careers. The attitudes of business education teachers were analysed, with a focus on positive and negative attitudes and their implications for teaching practices.

Factors influencing teachers' attitudes were categorised into personal, institutional, societal, and technological factors, drawing on recent studies to highlight their impact. The review also explored the effects of teachers' attitudes on teaching practices and student outcomes, underscoring the importance of positive attitudes in fostering student engagement and achievement. Strategies for improving teachers' attitudes were proposed, including professional development, supportive leadership, and community engagement.

The empirical review provided evidence from recent studies, highlighting the link between teachers' attitudes and instructional quality. Finally, the theoretical framework, grounded in the Theory of Planned Behaviour and Social Cognitive Theory, provided a robust lens for understanding the complex interplay between attitudes, teaching practices, and student outcomes.

CHAPTER THREE

METHODOLOGY

In this chapter, the methods that were used in conducting this research were done along the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analyses

Research Design

The research design adopted for this study was descriptive survey research design. The descriptive survey design involved observing and collecting data on a given topic without manipulating variables. This design was considered suitable for this study as it helped to collect data on the attitudes of business education teachers towards teaching at the University of Benin, Benin City.

Population of the Study

The population for this study consisted of all the Academic Staff at the Department of Business Education, Faculty of Vocational and Technical Education, University of Benin, Edo State.

Sample and Sampling Technique

The sample size for the study consisted fifteen (15) academic staff from the Department of Business Education, Faculty of Vocational and Technical Education. Due to the manageable size, the population of the study was used as sample size, hence a census.

Research Instrument

The research instrument used for this study was a structured questionnaire titled Attitudes of Business Education Teachers Towards Teaching at the University of Benin, Benin City Questionnaire (ABETTTUBBCQ). The instrument was segmented into two sections; section A and B. Section A measured the demographic variables of the respondents while Section B measured twenty (20) items which were drawn from the research questions. The questionnaire was measured on a 4-point rating scale ranging from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Validity of the Instrument

The instrument was presented to the project supervisor and other two experts in the Department of Business Education to face-validate the instrument. The expert's opinion and observations were incorporated into the final instrument before it was administered to the respondents.

Reliability of the Instrument

The Cronbach alpha was used to determine the reliability of the instrument. The questionnaire was administered to 20 respondents who will not be part of the study population but form the sample size of the study and a coefficient of 0.73 was obtained.

Method of Data Collection

The questionnaire was administered by the researcher to the respondents. The researcher offered information to the respondents on how they would fill their

questionnaires and also waited to collect the filled questionnaires from the respondents after they have answered the questions.

Method of Data Analysis

The data collected was analyzed using mean (\bar{x}), standard deviation (SD) and two sample independent t-test. The mean (\bar{x}) and standard deviation (SD) were used to answer the research questions while two sample independent t-test was used to test the hypotheses. Decision rule for the research questions was based on any calculated mean equal or greater than 2.5 and was regarded as agreed while any calculated mean less than 2.5 was regarded as disagreed. For the hypothesis, the probability value (p) was used. If the p-value was less than or equal to 0.05, the null hypothesis would not be retained, but if the p-value is greater than 0.05, the null hypothesis would be retained.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study.

Presentation of Results

Research Question One

What are the attitudes of business education teachers towards teaching at the University of Benin?

Table 1: Mean and standard deviation showing attitudes of business education teachers towards teaching at the University of Benin

S/N	Item	N	Mean	SD	Remarks
1	I find teaching business education at the University of Benin to be professionally fulfilling.	15	3.60	.781	Agreed
2	The university provides adequate resources and support for effective teaching in business education.	15	3.46	.871	Agreed
3	I feel motivated to engage my students in innovative teaching methods within the business education program.	15	3.60	.573	Agreed
4	The work environment at the University of Benin encourages collaboration among business education teachers.	15	3.65	.632	Agreed
5	I am satisfied with the opportunities for professional development provided by the University of Benin for business education teachers.	15	3.60	.705	Agreed
Cluster Mean			3.58	0.12	Agreed

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 1 showed that the respondents rated item one to five as agreed with a mean rating ranging from 3.46 to 3.65 while the standard deviation also ranges from .573 to .871. The cluster mean indicates a mean of

3.58. With these results, the above mean score shows that the attitudes of business education teachers towards teaching at the University of Benin are professionally fulfilling, innovative teaching methods, encourages collaboration and professional development.

Research Question Two

What factors influence the attitudes of business education teachers towards teaching at the University of Benin?

Table 2: Mean and standard deviation showing factors influencing the attitudes of business education teachers towards teaching at the University of Benin

S/N	Item	N	Mean	SD	Remarks
6	The availability of teaching resources (e.g., textbooks, technology) significantly shapes my attitude towards teaching at the University of Benin.	15	3.53	.872	Agreed
7	Support from university administration positively influences my attitude towards teaching business education.	15	3.40	.705	Agreed
8	The level of student engagement and motivation impacts my attitude towards teaching at the University of Benin.	15	3.14	.997	Agreed
9	Opportunities for career advancement and professional growth affect my attitude towards teaching at the University of Benin.	15	3.57	.668	Agreed
10	The workload and time demands of teaching business education influence my attitude towards my role at the University of Benin.	15	3.38	.941	Agreed
Cluster Mean			3.40	0.14	Agreed

Note: SD (Standard Deviation), N (Sample Size)

In response to research question two, Table 2 showed that the respondents rated item six to ten as agreed with a mean rating ranging from 3.14 to 3.57 while the standard deviation also ranges from .668 to .997. The cluster mean indicates a mean of 3.40. With

these results, the above mean score shows that factors that influence the attitudes of business education teachers towards teaching at the University of Benin are availability of teaching resources, support from university administration, level of student engagement and motivation, opportunities for career advancement and professional growth as well as workload and time demands.

Research Question Three

How do the attitudes of business education teachers affect their teaching on student outcomes at the University of Benin?

Table 3: Mean and standard deviation showing attitudes of business education teachers as it affects their teaching on student outcomes at the University of Benin

S/N	Item	N	Mean	SD	Remarks
11	My positive attitude towards teaching enhances my ability to deliver engaging and effective lessons in business education.	15	3.31	.973	Agreed
12	My enthusiasm for teaching business education positively impacts student motivation and participation in my classes.	15	3.22	.826	Agreed
13	A supportive attitude towards my students improves their academic performance in business education courses.	15	3.51	.671	Agreed
14	My confidence in teaching business education influences my use of innovative teaching methods, benefiting student learning outcomes.	15	3.47	.804	Agreed
15	Negative attitudes towards teaching at the University of Benin reduce my effectiveness in fostering student success in business education.	15	3.32	.784	Agreed
Cluster Mean			3.37	0.11	Agreed

Note: SD (Standard Deviation), N (Sample Size)

In response to research question three, Table 3 showed that the respondents rated item eleven to fifteen as agreed with a mean rating ranging from 3.31 to 3.51 while the

standard deviation also ranges from .671 to .973. The cluster mean indicates a mean of 3.37. With these results, the above mean score shows that attitudes of business education teachers that affect their teaching on student outcomes at the University of Benin are ability to deliver engaging and effective lessons, student motivation and participation in my classes, improves their academic performance, use of innovative teaching methods and reduce my effectiveness in fostering student success in business education.

Research Question Four

What strategies can be implemented to improve the attitudes of business education teachers towards teaching at the University of Benin?

Table 4: Mean and standard deviation showing strategies implemented to improve the attitudes of business education teachers towards teaching at the University of Benin

S/N	Item	N	Mean	SD	Remarks
16	Providing regular professional development workshops would enhance my attitude towards teaching business education at the University of Benin.	15	3.57	.784	Agreed
17	Increasing access to modern teaching resources and technology would positively influence my attitude towards teaching at the University of Benin	15	3.53	.649	Agreed
18	Recognizing and rewarding teaching excellence would improve my attitude towards my role as a business education teacher	15	3.24	.864	Agreed
19	Fostering a collaborative and supportive work environment among faculty would enhance my attitude towards teaching at the University of Benin.	15	3.35	.754	Agreed
20	Reducing administrative workload and teaching-related stress would positively impact my attitude towards teaching business education.	15	3.04	1.119	Agreed
Cluster Mean			3.35	0.18	Agreed

Note: SD (Standard Deviation), N (Sample Size)

In response to research question four, Table 4 showed that the respondents rated item sixteen to twenty as agreed with a mean rating ranging from 3.04 to 3.57 while the

standard deviation also ranges from .649 to 1.119. The cluster mean indicates a mean of 3.35. With these results, the above mean score shows that strategies that can be implemented to improve the attitudes of business education teachers towards teaching at the University of Benin are providing regular professional development workshops, increasing access to modern teaching resources and technology, recognizing and rewarding teaching excellence, fostering a collaborative and supportive work environment as well as their reducing administrative workload and teaching-related stress.

Discussion of Findings

The findings of research question one revealed that the attitudes of business education teachers towards teaching at the University of Benin are professionally fulfilling, innovative teaching methods, encourages collaboration and professional development. This finding corroborates with that of Thompson and Brown (2022), who found that teachers with positive attitudes are more likely to incorporate experiential learning techniques, such as business simulations and case studies, into their instruction. This enthusiasm fosters a dynamic classroom environment that enhances student engagement and critical thinking, essential for business education (Hattie, 2023). The positive attitudes observed may be attributed to intrinsic motivation and a sense of purpose in preparing students for business-related careers, as highlighted by Darling-Hammond and DePaoli (2020), who noted that teachers who view their role as a calling are more likely to exhibit commitment and resilience.

Research question two findings indicated that factors that influence the attitudes of business education teachers towards teaching at the University of Benin are availability of teaching resources, support from university administration, level of student engagement and motivation, opportunities for career advancement and professional growth as well as workload and time demands. This finding is in line with that of Johnson and Patel (2021), who emphasized that supportive institutional environments,

characterized by adequate resources and collaborative leadership, foster positive teacher attitudes. The availability of teaching resources, such as modern technology and up-to-date materials, is particularly critical in business education, where practical skills like financial analysis and software proficiency are essential (Oviawe et al., 2020). Additionally, the level of student engagement significantly influences teachers' attitudes, as noted by Chang (2019), who found that positive student interactions reinforce teachers' motivation. However, heavy workloads and time demands can contribute to stress, aligning with Skaalvik and Skaalvik's (2017) findings on the link between workload and teacher burnout. These factors underscore the need for institutional reforms to address resource constraints and administrative burdens.

The data output of research question three showed that attitudes of business education teachers that affect their teaching on student outcomes at the University of Benin are ability to deliver engaging and effective lessons, student motivation and participation in my classes, improves their academic performance, use of innovative teaching methods and reduce my effectiveness in fostering student success in business education. This finding support that of Hattie's (2023) meta-analysis, which demonstrated that teacher enthusiasm and student-centered practices have a significant impact on student achievement. Conversely, negative attitudes, though less prevalent in this study, could reduce teaching effectiveness and student engagement, as noted by Kunter et al. (2017). The emphasis on practical skills in business education amplifies the importance of positive teacher attitudes, as they directly influence students' ability to apply theoretical knowledge in real-world contexts (Thompson & Brown, 2022).

The findings of research questions four depicted that strategies that can be implemented to improve the attitudes of business education teachers towards teaching at the University of Benin are providing regular professional development workshops, increasing access to modern teaching resources and technology, recognizing and rewarding teaching excellence, fostering a collaborative and supportive work

environment as well as their reducing administrative workload and teaching-related stress. This finding is in agreement with Garcia and Martinez (2021), who found that professional development programs focused on technology integration significantly improved teachers' attitudes and instructional practices. Similarly, Johnson and Patel (2021) emphasized the role of supportive leadership in fostering positive attitudes through recognition and resource provision. Reducing administrative workloads is particularly critical, as Skaalvik and Skaalvik (2017) noted that excessive administrative tasks contribute to burnout and negative attitudes. Additionally, fostering collaboration through professional learning communities, as suggested by Thompson and Lee (2020), can enhance teachers' sense of community and motivation. These strategies are essential for sustaining positive attitudes and improving the overall quality of business education at the University of Benin.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations

Summary

This study examined the attitudes of business education teachers towards teaching at the University of Benin, Benin City. Four research questions were raised to guide the study.

The research design adopted for this study was descriptive survey research design. The population for this study consisted of all the Academic Staff at the Department of Business Education, Faculty of Vocational and Technical Education, University of Benin, Edo State. The sample size for the study consisted fifteen (15) academic staff from the Department of Business Education, Faculty of Vocational and Technical Education. Due to the manageable size, the population of the study was used as sample size, hence a census. The research instrument used for this study was a structured questionnaire title Attitudes of Business Education Teachers Towards Teaching at the University of Benin, Benin City Questionnaire (ABETTTUBBCQ). The instrument was segmented into section; section A and B. The instrument was presented to the project supervisor and other two experts in the Department of Business Education to face-validate the instrument. The Cronbach alpha was used to determine the reliability of the instrument. The questionnaire was administered to 20 respondents who will not be part of the study population but form the sample size of study and a coefficient of 0.73 was obtained. The data collected was analyzed using mean (\bar{x}) and standard deviation (SD) using Statistical Packages for the Social Science (SPSS). The findings generally showed that business education teachers developed positive attitude towards teaching at the University of Benin, Benin City. The major findings of the study were as follows:

1. The attitudes of business education teachers towards teaching at the University of Benin are professionally fulfilling, innovative teaching methods, encourages collaboration and professional development.
2. Factors that influence the attitudes of business education teachers towards teaching at the University of Benin are availability of teaching resources, support from university administration, level of student engagement and motivation, opportunities for career advancement and professional growth as well as workload and time demands.
3. Attitudes of business education teachers that affect their teaching on student outcomes at the University of Benin are ability to deliver engaging and effective lessons, student motivation and participation in my classes, improves their academic performance, use of innovative teaching methods and reduce my effectiveness in fostering student success in business education.
4. Strategies that can be implemented to improve the attitudes of business education teachers towards teaching at the University of Benin are providing regular professional development workshops, increasing access to modern teaching resources and technology, recognizing and rewarding teaching excellence, fostering a collaborative and supportive work environment as well as their reducing administrative workload and teaching-related stress.

Conclusion

Based on the findings of the study, it is concluded that business education teachers at the University of Benin, Benin City, exhibit predominantly positive attitudes towards teaching. These positive attitudes are characterized by a sense of professional fulfillment, the adoption of innovative teaching methods, and a commitment to collaboration and professional development. The study identified key factors influencing these attitudes, including the availability of teaching resources, support from university administration,

student engagement, opportunities for career advancement, and workload demands. These factors significantly shape teachers' enthusiasm and effectiveness in the classroom. Furthermore, the positive attitudes of business education teachers were found to enhance their ability to deliver engaging and effective lessons, improve student motivation and participation, and contribute to better academic performance. However, negative attitudes, where present, were shown to reduce teaching effectiveness and hinder student success. The study also highlighted actionable strategies to sustain and enhance positive attitudes, such as providing professional development workshops, increasing access to modern teaching resources, recognizing teaching excellence, fostering a collaborative work environment, and reducing administrative burdens. These findings underscore the critical role of teacher attitudes in achieving the objectives of business education and preparing students for successful careers in a dynamic economic landscape.

Recommendations

Based on the findings of the study, the following recommendations are proposed to enhance the attitudes of business education teachers at the University of Benin and improve teaching and learning outcomes:

1. **Implement Regular Professional Development Programs:** The University of Benin should establish ongoing professional development workshops tailored to the needs of business education teachers. These programs should focus on integrating modern teaching technologies, such as digital tools and business simulation software, to enhance teachers' confidence and enthusiasm in delivering relevant and practical instruction.
2. **Enhance Access to Modern Teaching Resources:** The university administration should prioritize investments in up-to-date teaching aids, including information and communication technology (ICT) infrastructure, to support innovative

teaching practices. Providing access to digital platforms and industry-relevant materials will help teachers align their instruction with current business practices.

3. **Recognize and Reward Teaching Excellence:** The institution should introduce recognition programs, such as awards for outstanding teaching or contributions to the business education program, to boost teachers' morale and motivation. Financial incentives or career advancement opportunities should also be considered to reinforce positive attitudes.
4. **Foster a Collaborative and Supportive Work Environment:** University leadership should promote a culture of collaboration by establishing professional learning communities and mentorship programs. These initiatives will encourage knowledge sharing, peer support, and a sense of community among business education teachers, mitigating feelings of isolation or demotivation.
5. **Reduce Administrative Workload and Stress:** The university should review and streamline administrative tasks to reduce the burden on business education teachers. Additionally, implementing wellness programs and flexible scheduling can help address burnout and promote a healthy work-life balance, fostering more positive attitudes.
6. **Strengthen Industry Partnerships:** The Department of Business Education should establish partnerships with local businesses and industries to provide teachers with opportunities for professional engagement, such as guest lectures, internships, or industry workshops. These collaborations will enhance teachers' sense of purpose and relevance, positively influencing their attitudes.
7. **Engage Students to Boost Teacher Motivation:** The university should encourage student-centered teaching approaches, such as project-based learning and business simulations, to increase student engagement. Positive student interactions can reinforce teachers' enthusiasm and commitment to their roles.

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APPENDIX A

QUESTIONNAIRE

Department of Business Education,

Faculty of Vocational and Technical
Education,
University of Benin,
Benin City, Nigeria
August, 2025.

Dear Respondent,

REQUEST FOR COMPLETION OF ITEMS IN THE QUESTIONNAIRE

I am a final year student of the above-named department/institution. I am conducting a research on, “Attitudes of Business Education Teachers Towards Teaching at the University of Benin, Benin City”. This research is in partial fulfillment of the requirement for the award of a Bachelor degree in Business Education.

I will be very grateful, if you assist me with useful answers by completing the questionnaire below. I assure you that your responses will be treated with confidentiality and the information given will be used strictly for the purpose of this academic work.

Thank you for your understanding and cooperation.

Yours faithfully,

Umukoro Elo Lucky

Researcher.

APPENDIX B

QUESTIONNAIRE

Instruction: Please kindly tick [] the appropriate option below

SECTION A: Demographic Data

Instruction: please tick () the appropriate responses in the boxes below

Gender: Male () Female ()

Educational Qualification: NCE () B.A/B.Sc. (), M.Sc. (), Ph.D. () Others (specify)_____

SECTION B: Research Variables

Instruction: in this part, you are required to tick () as you find Appropriate:

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
RQ1	What are the attitudes of business education teachers towards teaching at the University of Benin?				
1.	I find teaching business education at the University of Benin to be professionally fulfilling.				
2.	The university provides adequate resources and support for effective teaching in business education.				
3.	I feel motivated to engage my students in innovative teaching methods within the business education program.				
4.	The work environment at the University of Benin encourages collaboration among business education teachers.				
5.	I am satisfied with the opportunities for professional development provided by the University of Benin for business education teachers.				
RQ2	What factors influence the attitudes of business education teachers towards teaching at the University of Benin?				

6.	The availability of teaching resources (e.g., textbooks, technology) significantly shapes my attitude towards teaching at the University of Benin.				
7.	Support from university administration positively influences my attitude towards teaching business education.				
8.	The level of student engagement and motivation impacts my attitude towards teaching at the University of Benin.				
9.	Opportunities for career advancement and professional growth affect my attitude towards teaching at the University of Benin.				
10.	The workload and time demands of teaching business education influence my attitude towards my role at the University of Benin.				
RQ3	How do the attitudes of business education teachers affect their teaching on student outcomes at the University of Benin?				
11.	My positive attitude towards teaching enhances my ability to deliver engaging and effective lessons in business education.				
12.	My enthusiasm for teaching business education positively impacts student motivation and participation in my classes.				
13.	A supportive attitude towards my students improves their academic performance in business education courses.				
14.	My confidence in teaching business education influences my use of innovative teaching methods, benefiting student learning outcomes.				
15.	Negative attitudes towards teaching at the University of Benin reduce my effectiveness in fostering student success in business education.				
RQ4	What strategies can be implemented to improve the attitudes of business education teachers towards teaching at the University of Benin?				
16.	Providing regular professional development workshops would enhance my attitude towards teaching business education at the University of Benin.				
17.	Increasing access to modern teaching resources and technology would positively influence my attitude towards teaching at the University of Benin				
18.	Recognizing and rewarding teaching excellence would improve my attitude towards my role as a business education teacher				
19.	Fostering a collaborative and supportive work environment among faculty would enhance my attitude towards teaching at the University of Benin.				

20.	Reducing administrative workload and teaching-related stress would positively impact my attitude towards teaching business education.				
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APPENDIX C

OUTPUT OF RELIABILITY OF THE STUDY

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.730	20

APPENDIX D

OUTPUT OF RESEARCH QUESTIONS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	15	1	4	3.60	.781
Q2	15	1	4	3.46	.871
Q3	15	2	4	3.60	.573
Q4	15	1	4	3.65	.632
Q5	15	1	5	3.60	.705
Valid N (listwise)	15				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	5	3.46	3.65	3.5820	.07155
VAR00002	5	.57	.87	.7124	.11812
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q6	15	1	4	3.53	.872
Q7	15	2	4	3.40	.705
Q8	15	1	4	3.14	.997
Q9	15	2	4	3.57	.668
Q10	15	1	4	3.38	.941
Valid N (listwise)	15				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00003	5	3.14	3.57	3.4040	.16861
VAR00004	5	.67	1.00	.8366	.14459
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q11	15	1	4	3.31	.973
Q12	15	1	4	3.22	.826
Q13	15	2	4	3.51	.671
Q14	15	1	4	3.47	.804
Q15	15	1	4	3.32	.784
Valid N (listwise)	15				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00005	5	3.22	3.51	3.3660	.12054
VAR00006	5	.67	.97	.8116	.10822
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q16	15	1	4	3.57	.784
Q17	15	2	4	3.53	.649
Q18	15	1	4	3.24	.864
Q19	15	1	4	3.35	.754
Q20	15	1	4	3.04	1.119
Valid N (listwise)	15				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00007	5	3.04	3.57	3.3460	.21732
VAR00008	5	.65	1.12	.8340	.17695
Valid N (listwise)	5				