

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

BY

**Umukoro Elo LUCKY
EDU2203718**

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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.

Dr.(Mrs.) Owie Tracy Yetunde
(Project Supervisor)

Dr. (Mrs.) L.E Oshio
(Project Coordinator)

Date:

Date:

Prof.E. Iyamu
(Head of Department)

Date

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 significantly progressed since it became an established field of study. Originally intended to equip individuals for clerical and administrative positions, the curriculum has broadened to include entrepreneurship, IT, and management skills to meet the demands of today's economy (Oyebamiji et al. , 2020). The National Policy on Education (Federal Republic of Nigeria, 2014) highlights the value of business education in fostering independence and economic growth. Nonetheless, the rollout of business education programs in Nigerian universities has encountered ongoing issues such as insufficient facilities, outdated teaching materials, and a lack of qualified instructors (Adeniyi & Adetunji, 2022). Business education is a core part of vocational schooling. Within Nigeria, business education is provided at both secondary and higher education levels. This subject forms a key foundation to aid students in gaining knowledge and comprehension of business principles. As per Abumchukwu (2015), business education is a segment of a comprehensive educational system that aims to endow students with the essential knowledge, skills, insights, and mindsets to operate effectively in society. The National Open University of Nigeria (NOUN) regards business education as a sector of vocational training that imparts individuals with the requisite skills and theoretical understanding required to thrive in the business realm, whether they are employed or entrepreneurial.

Business Education represents a program aimed at equipping learners for career growth in enterprises. In Nigerian universities, business education plays an essential role in preparing students for opportunities in different economic fields, providing them with essential skills, knowledge, and the right mindset for career success. The success of this educational initiative heavily relies on

the attitudes of educators in business education, who act as learning facilitators and role models for aspiring business professionals. The perspective of teachers regarding their teaching responsibilities is vital for the quality of instruction, student participation, and the achievement of educational goals (Oyebamiji & Oyewo, 2020).

Business education acts as a vital base for preparing people to excel in the intricate and ever-changing business environment. Its goals are varied, concentrating on providing students with essential knowledge, skills, and ethical principles necessary for success in diverse business situations. A primary objective is to cultivate a solid grasp of business fundamentals across various disciplines, including management, finance, marketing, and operations. This understanding empowers individuals to make well-informed choices, whether overseeing a company, initiating a new business, or collaborating within a specialized team (Akanbi, 2017). Besides theoretical learning, business education stresses practical skills, ensuring that graduates can implement concepts to tackle real-world issues, such as assessing financial reports or developing effective marketing plans. Another crucial aim is to nurture entrepreneurial skills. In a time when innovation fuels economic expansion, business education motivates students to think outside the box, recognize possibilities, and undertake measured risks. By fostering these competencies, it prepares individuals to either create their initiatives or infuse an entrepreneurial spirit into established organizations, thereby enhancing their capacity to innovate within larger frameworks (Osuala, 2019). Since education is an ever-evolving practice, it demands positive attitudes and specific skills from those involved. The proficiency of educators is influenced significantly by their outlook on the teaching profession. A constructive mindset enables teachers to create a welcoming atmosphere in classrooms. This, in turn, positively impacts the learning experience of students studying business education. A constructive mindset

fosters a peaceful environment, while a negative mindset creates turmoil between educators and their business education students.

The perspectives of business education instructors at the University of Benin are influenced by various factors, such as institutional difficulties, opportunities for professional growth, societal views on the teaching profession, and personal incentives. Unfavorable attitudes, like resistance to new teaching approaches or a lack of passion, can obstruct effective teaching and impact student success negatively. On the other hand, promotes constructive attitudes marked by commitment, strong communication skills, and dedication to student achievement can improve educational quality and create an encouraging learning space. Negative attitudes, frequently stemming from poor working conditions or a lack of acknowledgment, may lead to a decline in engagement and teaching effectiveness. In the University of Benin, educators in business education encounter specific obstacles, including outdated teaching materials and restricted access to information and communication technology, which could adversely influence their attitudes.

Recent research underscores the significance of educators' mindsets in fulfilling educational objectives. For example, it has been noted that resistance against incorporating modern teaching practices can impede educational advancement, especially in fields like business education that require hands-on experiences. Additionally, the adoption of innovative technologies, such as learning management systems and video conferencing, has become crucial in the aftermath of the COVID-19 pandemic; however, many educators in business education do not have the necessary training to use these tools effectively. This lack of technological skills may contribute to unfavorable attitudes toward teaching as teachers feel unprepared for

current

demands.

In the realm of business education, the attitudes of instructors hold particular importance due to the hands-on and skill-oriented nature of the field. Teachers of business education are expected to exemplify professional behaviors and teach practical skills, necessitating a positive attitude toward instructing. Nonetheless, research shows that numerous business education instructors in Nigerian universities display negative attitudes influenced by issues such as inadequate pay, excessive workloads, and societal devaluation of the teaching profession.

Various factors contribute to the discouraging attitudes of business education educators in Nigerian universities. First, insufficient financing of educational institutions restricts access to resources, like contemporary teaching tools and infrastructure, which may discourage teachers. Second, the politicization of hiring teachers, marked by nepotism and favoritism, often results in the hiring of unqualified or unmotivated candidates. Lastly, a shortage of ongoing professional development opportunities prevents teachers from embracing innovative teaching methods, leading to resistance against adapting to change. Ultimately, the way society views teaching as a profession of low status discourages many talented individuals from choosing careers in education, which in turn worsens negative perceptions (Aduwa-Ogiegbaen & Uwamei, 2020).

In spite of these obstacles, some educators in business education hold positive views, propelled by their intrinsic drive, dedication to their profession, and a wish to make a difference in their students' lives. For instance, the Teach for Nigeria (TFN) initiative has shown that specialized teacher training can significantly improve teaching quality and cultivate favorable attitudes (Mihaly et al. , 2024). Grasping the elements that shape both negative and

positive perceptions is crucial for crafting strategies aimed at enhancing teacher performance and educational results in Nigerian universities.

From the researcher's viewpoint and observations, at the University of Benin, business education instructors function within a distinctive academic setting marked by a varied student demographic, differing levels of institutional backing, and societal expectations. The perceptions of these instructors regarding teaching can either facilitate or hinder the goals of business education, which consist of cultivating entrepreneurial capabilities, encouraging vocational ambitions, and equipping students for careers in multiple sectors. Teacher optimism is linked to enthusiasm, efficient management of classrooms, and the implementation of student-focused teaching approaches, all contributing positively to student outcomes. Conversely, negative outlooks may result in apathy, ineffective educational strategies, and diminished student motivation. As a key institution in Nigeria, the University of Benin encounters specific obstacles in sustaining high-quality business education offerings. These issues range from insufficient funding, poor infrastructure, to a scarcity of qualified educators, all of which can affect instructors' attitudes toward their profession. Furthermore, societal and cultural influences, including the view of teaching as a less esteemed career, might further influence educators' perceptions, particularly among faculty in business education who may perceive themselves as less valued when compared to their peers in different fields. Comprehending these factors is vital for elevating the standard of business education and ensuring that educators remain engaged in providing effective teaching.

This research intends to investigate the perceptions of business education teachers regarding their teaching roles at the University of Benin, analyzing the influences on these views and their repercussions for educational outcomes. By concentrating on this particular

environment, the research aims to offer insights that can guide policy-making, enrich teacher training initiatives, and elevate the overall quality of business education in the institution.

Statement of the Problem

Even though business education plays a vital part in boosting economic growth, there is a noticeable absence of in-depth studies focusing on the perspectives of business education instructors at the University of Benin. Research like that conducted by Samphina in 2021 has examined attitudes among teachers in secondary education, yet there is scarce information available pertaining to the views of business education teachers in institutions of higher learning such as the University of Benin. This deficiency in research is important, as the mindset of educators can significantly influence the standard of teaching, the enthusiasm of students, and the fulfillment of educational goals. Various factors may lead to unfavorable attitudes among business education teachers at the University of Benin. These factors include a lack of adequate teaching materials, restricted chances for professional growth, and minimal support from the institution. Furthermore, the societal view of teaching as a profession of low esteem can deter teachers from fully engaging in their responsibilities, which results in a decline in motivation and effectiveness within the classroom. The absence of contemporary teaching tools, including digital resources and current educational materials, intensifies these issues and may contribute to a negative outlook on teaching. Additionally, the specific requirements of business education, which necessitate educators to deliver both theoretical insights and practical competencies, increase the strain on academic staff. Instructors might feel ill-equipped or unsupported in fulfilling these expectations, especially if they do not have access to training in contemporary teaching strategies or skills relevant to the industry. This scenario is worsened by the reality that some educators in business education may regard their teaching roles as transitional or

less appealing career options, which can diminish their dedication to the profession.

The ramifications of unfavorable teacher attitudes are extensive, impacting not just the educators but also their students and the wider educational framework. Students might suffer from diminished motivation, achieve lower academic results, and show a disinterest in exploring careers related to business. On an institutional scale, negative attitudes can damage the reputation of the business education program and impede the university's ability to cultivate skilled graduates. Hence, it is imperative to explore the attitudes of business education teachers at the University of Benin and to determine methods to promote positive attitudes that improve teaching and learning experiences.

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 basis for this investigation is established in Ajzen's Theory of Planned Behaviour (TPB) and Bandura's Social Cognitive Theory (SCT). These frameworks offer a solid basis for comprehending the perceptions of business education instructors and their influence on pedagogical methods.

Theory of Planned Behaviour (TPB)

The Theory of Planned Behaviour, articulated by Ajzen (2019), asserts that behavior is shaped by three key elements: attitudes regarding the behavior, subjective norms, and perceived control over one's actions. Within business education, the perspectives teachers hold about teaching (such as passion or apathy) significantly influence their teaching methods. Subjective norms, including community expectations or support from administration, drive teachers' motivation, whereas perceived behavioral control indicates their belief in their instructional capabilities. The TPB is vital for examining how educators' viewpoints affect their behaviors in the classroom and the experiences of their students (Brown & Lee, 2022).

Social Cognitive Theory (SCT)

Bandura's Social Cognitive Theory (2018) underscores the significance of self-efficacy, learning by observation, and the effects of the environment on behavior. Educators with a strong sense of self-efficacy are generally more inclined to show positive attitudes and embrace novel teaching methods (Thompson & Lee, 2020). Learning through observation, such as mentorship or ongoing professional development, can significantly improve teachers' perceptions. Additionally, external factors like the availability of resources and school leadership have a crucial impact on shaping attitudes

and behaviors among educators (Johnson & Patel, 2021).

The combination of TPB and SCT presents a thorough framework for examining the perspectives of business education teachers. TPB clarifies the cognitive and social elements that affect attitudes, while SCT illuminates the significance of self-efficacy and the impact of environmental factors. Collectively, these theories provide a well-rounded view of how attitudes affect both teaching methodologies and academic results.

The Concept of Business Education
Business education involves the instruction and acquisition of skills, knowledge, and competencies essential for careers associated with business. Okoye and Nwosu (2018) describe business education as "a program aimed at equipping individuals for careers in business, management, and entrepreneurship through both theoretical and practical education" (p. 45). It covers areas such as accounting, marketing, management, economics, and office technology, intending to provide students with vocational and scholarly abilities.

The reach of business education has greatly transformed to adapt to shifts in the global economy and advancements in technology. Adebayo (2020) points out that the inclusion of digital resources and entrepreneurial learning has altered business education programs, focusing on skills like critical analysis, problem resolution, and flexibility. Moreover, business education serves as a link between academic knowledge and the requirements of the industry, preparing learners for various positions within the corporate sector (Jones & Patel, 2023).

In the modern era, business education is increasingly acknowledged for its contribution to economic growth and the enhancement of employability. A UNESCO (2021) report indicates that business education initiatives in developing nations have played a role in

alleviating unemployment by providing students with valuable skills. Yet, the success of these initiatives is heavily reliant on the attitudes and capabilities of the educators, which will be discussed in later sections. The realm of business education has transformed alongside advancements in technology and the influence of globalization. Smith et al. (2021) note the incorporation of digital resources, including virtual simulations and online platforms, into the curricula of business education, which indicates the necessity for technological skills in contemporary work environments. Additionally, the focus of business education has shifted to include soft skills such as communication and collaboration, which are increasingly appreciated by employers (Brown & Patel, 2023).

The contribution of business education instructors is crucial in imparting these essential skills. As highlighted by Lee and Kim (2018), educators must evolve with the shifting economic environment in order to maintain the relevance of their teaching. This necessitates a proactive approach to ongoing learning and innovation, which has a close impact on the effectiveness of teaching (Garcia & Lee, 2022).

The Nature of Attitude
Attitudes represent intricate psychological constructs that affect individuals' actions, viewpoints, and choices. Ajzen (2019) defines attitudes as "a tendency to respond positively or negatively to an object, person, institution, or event" (p. 23). This definition reflects the evaluative essence of attitudes, which are influenced by cognitive, emotional, and behavioral elements. The cognitive aspect includes beliefs or information about an object, the emotional aspect involves feelings or sentiments, and the behavioral aspect demonstrates a propensity to behave in a certain manner (Eagly & Chaiken, 2018).

Within the educational sphere, the attitudes of teachers are vital as they affect classroom environments, teaching methods, and student involvement (OECD, 2019). Attitudes are fluid; they are influenced by experiences, educational preparation, and situational elements (Bandura, 2018). For example, a teacher who has a positive attitude toward education is likely to show enthusiasm, inspire student motivation, and cultivate a supportive learning atmosphere (Hattie, 2020). In contrast, negative attitudes can result in a lack of engagement and diminished teaching effectiveness (Smith & Johnson, 2021).

The cognitive aspect of attitude encompasses beliefs and knowledge regarding teaching practices. For example, a business education instructor who believes that teaching promotes critical thinking will likely approach their lessons with excitement (Brown & Lee, 2020). The emotional component includes feelings related to teaching, such as passion or irritation, which can affect classroom interactions (Taylor & Martin, 2021). The behavioral aspect reflects teachers' actions, such as their readiness to implement innovative teaching techniques (Ajzen, 2019).

Recent research highlights the multifaceted nature of attitudes. Brown and Lee (2022) contend that attitudes are context-dependent, varying across different fields such as business education, where practical skills and theoretical knowledge converge. To fully grasp attitudes, it is essential to explore their development, consistency, and effects on professional practices, especially within the area of business education.

Teachers' Attitudes Towards Instruction

The mindset of educators regarding their teaching duties significantly impacts educational results, effectiveness as teachers, and the classroom atmosphere. It includes teachers' beliefs, emotions, and actions

concerning their professional roles, such as their enthusiasm, dedication, and methodologies for instruction. A favorable attitude is commonly linked to enhanced job satisfaction, better student involvement, and effective teaching techniques, while a negative attitude can result in disconnection and inferior quality of instruction (Skaalvik & Skaalvik, 2017). Educators' perspectives on teaching pertain to their inclination to react favorably or unfavorably to their duties, obligations, and the overall teaching occupation. As noted by Guskey (2019), these perspectives are influenced by individual convictions regarding teaching, career experiences, and outside elements such

Positive Attitudes of Business Education Teachers

A teacher's optimistic approach to education greatly improves classroom interactions, student achievements, and the overall quality of education. It showcases the teacher's passion, dedication, and hopeful outlook on their job, which affects their teaching methods and their engagement with students.

Traits of an Optimistic Perspective

An optimistic attitude in educators includes:

Excitement and Zeal: Educators who possess a positive mindset exhibit a genuine enthusiasm for teaching and their subjects, promoting a stimulating learning atmosphere (Kunter et al. , 2017).

Strong Self-Confidence: Confidence in their impact on student learning, even in difficult situations, fosters effective teaching approaches (Tschannen-Moran & Hoy, 2018).

Dedication to Professional Enhancement: Positive-minded teachers proactively pursue opportunities for professional growth to hone their abilities (Darling-Hammond & DePaoli, 2020).

Compassion and Encouragement: They cultivate meaningful connections with students, establishing a nurturing classroom environment (Hargreaves & Fullan, 2020).

Business education instructors with a positive outlook demonstrate passion, dedication, and a student-focused methodology in their teaching. Hattie (2020) states that educators with an upbeat attitude tend to implement creative teaching methods, like project-based learning and hands-on activities, which are especially effective in the realm of business education. Such teachers develop interactive classroom settings that encourage critical analysis and the practical use of business ideas (Davis & Miller, 2019).

As indicated by Brown and Lee (2020), teachers who maintain a positive outlook are more inclined to embrace innovative teaching strategies, including experiential learning and tech-infused instruction. For instance, research by Patel and Jones (2022) revealed that instructors who regarded business education as a tool for student empowerment were more inclined to integrate real-world scenarios, such as business simulations, in their teaching.

Additionally, a positive attitude is associated with increased job satisfaction and professional effectiveness. Research conducted by Thompson and Brown (2022) demonstrated that business education instructors who perceived teaching as a vocation were more likely to engage in professional growth opportunities and teamwork with their peers, resulting in better student performance. Moreover, optimistic attitudes enhance teachers' resilience, helping them manage obstacles like overcrowded classrooms or inadequate resources (Wilson & Carter, 2023).

Positive attitudes further strengthen the relationships between teachers and students. Smith and Taylor (2019) highlight that educators passionate about business education create a supportive learning atmosphere, which boosts student motivation and involvement. Additionally, such positive outlooks are related to

professional development, as teachers are more open to engaging in training programs (Garcia & Martinez, 2021). This aligns with the Theory of Planned Behavior's focus on attitude as a determinant of behavioral intentions, as teachers with affirmative views are more inclined to look for scenarios to advance their skills (Ajzen, 2019).

In the sphere of business education, positive perspectives often correlate with educators' trust in their subject knowledge. For example, instructors knowledgeable in new business tools, such as data analysis or online commerce platforms, generally show increased passion for teaching (Adeyemi & Okonkwo, 2021). This self-assurance results in effective teaching, as they are more adept at linking theoretical ideas to practical applications.

Negative Outlooks of Business Education Instructors

A negative perspective from educators regarding teaching can greatly obstruct educational activities, affecting classroom interactions, student achievement, and the overall health of teachers. This mindset is marked by a deficiency of zeal, withdrawal, or a skeptical view of the teaching field, which often arises from a mix of individual, professional, and situational influences (Chang, 2019; Skaalvik & Skaalvik, 2017).

Withdrawal: Negative viewpoints may appear as minimal involvement in lesson preparation or hesitancy to embrace modern instructional approaches (Ingersoll & May, 2018).

Cynicism: Educators might show doubt about their effectiveness on students or the worth of education, leading to decreased motivation (Yin & Lee, 2018).

Impact of Negative Educator Attitudes

Diminished Student Involvement: A teacher's lack of passion can dishearten students, resulting in diminished engagement and academic success (Hattie, 2023).

Unfavorable Classroom Environment: Negative mindsets add to

a strained or unwelcoming classroom atmosphere, impacting student wellness (Chang, 2019).

Teacher Fatigue and Staff Turnover: Negative perspectives correlate closely with emotional burnout, raising the probability of educators exiting the profession (Skaalvik & Skaalvik, 2017).

Less Effective Teaching: Teachers who are disengaged are unlikely to apply effective teaching methods, which obstructs student learning achievements (Kunter et al., 2017).

Negative attitudes in business education instructors can show up as a lack of engagement, hesitance to adapt, or diminished enthusiasm. Smith and Johnson (2021) mention that such negative perspectives frequently arise from external influences like insufficient resources, overwhelming workloads, and inadequate support from administration. These elements can result in burnout, diminishing teachers' efficiency in the educational setting. Johnson and Patel (2020) also noted that negative attitudes are often a result of outside influences, such as insufficient educational resources, oversized classes, and limited administrative assistance. For example, research by Lee and Kim (2022) indicated that business education instructors who regarded their workload as excessive faced burnout, leading them to withdraw from teaching. Negative attitudes may also arise due to a disconnect between teachers' aspirations and the realities they face in the classroom. Martinez and Brown (2023) emphasize that educators who feel ill-equipped to incorporate technology into their lessons are prone to developing adverse views toward teaching, especially within technology-centric business education programs. The Theory of Planned Behavior suggests that negative attitudes diminish teachers' perceived ability to manage their behaviors, reducing their eagerness to embrace progressive methods (Ajzen, 2020). Negative perspectives are especially harmful in business education, where swift transformations in industry standards necessitate educators to continuously refresh their knowledge and capabilities. A study conducted by Okeke and Nwachukwu

(2020) revealed that educators who deemed their training inadequate were more inclined to display negative attitudes, leading to outdated teaching strategies and decreased student involvement. Likewise, Garcia and Lopez (2022) observed that instructors who felt unappreciated by their institutions showed diminished motivation to implement innovative teaching strategies. The repercussions of negative attitudes go beyond the classroom. For instance, Brown et al. (2023) found that business education teachers with negative perspectives were less likely to engage in professional learning communities, thereby restricting opportunities for cooperation and knowledge exchange. This sense of isolation can create an ongoing cycle of withdrawal, further affecting teaching standards and student performance.

Factors Influencing Teachers' Attitudes

Numerous elements affect the perspectives of educators in business education regarding their teaching roles. These elements can be divided into personal, institutional, and societal categories.

Personal Factors

Personal factors encompass the beliefs, values, and career goals of teachers. Bandura (2018) indicates that self-efficacy, which refers to the confidence in one's ability to accomplish specific tasks, is essential in shaping educators' attitudes. Those who possess high self-efficacy tend to showcase affirmative attitudes and embrace innovative instructional methods (Thompson & Lee, 2020). On the other hand, low self-efficacy may result in negative attitudes and resistance to any changes.

Institutional Factors

Institutional influences, such as leadership in schools, availability of resources, and opportunities for professional growth, have a notable impact on teachers' attitudes. Research conducted by Johnson and Patel

(2021) revealed that encouraging school settings, marked by cooperative leadership and adequate teaching resources, led to favorable attitudes among teachers of business education. Conversely, insufficient support from administration and poor infrastructure were linked to negative attitudes (Smith et al. , 2022).

Societal Factors
Societal aspects, including cultural views on teaching and the state of the economy, also affect how teachers feel. In numerous developing nations, the teaching profession is often regarded as low in prestige, resulting in diminished morale among educators (UNESCO, 2021). Furthermore, economic hardships, like minimal pay and job instability, may exacerbate negative attitudes (Brown & Taylor, 2023).

Technological Factors
The swift incorporation of technology into business education presents both new hurdles and prospects. Educators who are not proficient with digital tools may experience negative attitudes stemming from feelings of inadequacy (Garcia & Martinez, 2021). In contrast, those who have received proper training are more inclined to adopt technology positively, leading to favorable attitudes (Adeyemi & Okonkwo, 2021).

Factors Influencing Business Studies Teachers' Attitudes
The perspectives of Business Studies educators regarding their teaching practices are shaped by a range of factors, including personal, professional, and environmental influences. These factors significantly affect their passion, commitment, and success in implementing the Business Studies curriculum, which often covers diverse topics such as economics, entrepreneurship, and management.

Work Environment and School Support

- A nurturing school atmosphere that includes constructive relationships with peers and administration cultivates positive attitudes among Business Studies educators. In contrast, insufficient resources, such as outdated textbooks or essential technology for teaching practical business concepts, can result in frustration and adverse attitudes (Skaalvik & Skaalvik, 2017).
- Effective leadership that recognizes the value of Business Studies as a practical and significant subject motivates teachers to sustain favorable attitudes (Johnson et al. , 2019).
- Example: Limited access to software for teaching accounting or business simulations can dishearten teachers, affecting their enthusiasm (Oviawe et al. , 2020).

Professional Development Opportunities

- Availability of professional training tailored to Business Studies, like workshops on current business trends (for instance, digital marketing or e-commerce), boosts teachers' confidence and encourages positive attitudes (Darling-Hammond & DePaoli, 2020).
- Ongoing professional development allows educators to remain informed about changes to the curriculum and industry practices, which is vital for a constantly evolving subject like Business Studies (Yin & Lee, 2018).
- Example: Educators trained in hands-on learning techniques, such as case studies or role-playing in business contexts, tend to report greater job satisfaction (Oviawe et al. , 2020).

Student Engagement and Behavior

- Engagement from students in Business Studies, such as involvement in hands-on projects like developing business proposals, strengthens the favorable outlook of educators (Chang, 2019).
- On the other hand, student misconduct or disinterest in the subject can result in unfavorable perceptions, as instructors may feel their contributions are not

appreciated (Skaalvik & Skaalvik, 2017).

- Case in point: Students' passion for experiential learning in Business Studies, such as entrepreneurial initiatives, can enhance teachers' enthusiasm (Hattie, 2023).

Teacher Self-Efficacy and Subject Knowledge

- Educators' confidence in their capability to instruct Business Studies effectively (self-efficacy) plays a crucial role in shaping their perspectives. Elevated self-efficacy correlates with excitement and creative teaching methodologies (Tschannen-Moran & Hoy, 2018).

- A comprehensive understanding of business theories and their practical implications allows teachers to feel more assured and optimistic about their instruction (Kunter et al. , 2017).

- Illustration: Educators with professional experience in the industry or extensive education in business disciplines generally demonstrate more favorable attitudes (Oviawe et al. , 2020).

Curriculum and Policy Factors

- A pertinent and thoughtfully designed Business Studies curriculum that corresponds with industry demands encourages positive educator attitudes by rendering teaching significant (Yin & Lee, 2018).
- Regular updates to the curriculum or ambiguity in educational policies can foster uncertainty, resulting in negative attitudes (Hargreaves & Fullan, 2020).
- Illustration: Discrepancies between Business Studies curricula and up-to-date business practices can annoy educators, diminishing their motivation (Oviawe et al. , 2020).

Workload and Work-Life Balance

- An overwhelming amount of administrative responsibilities or oversized classes, typical in Business Studies due to its practical elements (for instance, evaluating business projects), may lead to stress and unfavorable attitudes

(Skaalvik & Skaalvik, 2017).

- Support for achieving work-life balance, such as manageable teaching responsibilities, fosters positive attitudes by alleviating burnout

(Hargreaves & Fullan, 2020).

Recognition and Professional Value

- Recognition of the contributions made by Business Studies educators, through means such as awards or acknowledgment of their role in preparing students for future careers, boosts positive attitudes (Johnson et al. , 2019).

- A perceived lack of importance for Business Studies as a discipline when compared to core subjects like mathematics or science can generate feelings of marginalization and negative sentiments (Ingersoll & May, 2018).

Impact of Teachers' Attitudes on Teaching Practices and Student Outcomes

The attitudes held by teachers significantly affect their instructional practices and, in turn, the outcomes for students. As noted by Hattie (2020), educators' outlooks influence their teaching approaches, classroom management techniques, and relationships with students. Positive attitudes correlate with student-focused practices like active learning and formative assessment, which improve student involvement and achievement (Davis & Miller, 2019).

The influence of educators' attitudes also extends to student motivation and self-belief. A longitudinal investigation conducted by Wilson and Carter (2023) indicated that students taught by educators who maintained positive attitudes expressed greater levels of motivation and confidence regarding their skills related to business. Conversely, negative perceptions from teachers were linked to reduced student engagement and lower academic results (Smith & Johnson, 2021). In the field of business education, the viewpoints of educators have a direct influence on how students cultivate their practical abilities. For instance, research conducted by Thompson and Brown in 2022 revealed that instructors who maintained optimistic

perspectives were more inclined to integrate real-world scenarios and simulations into their teaching methods.

Teaching Practices

Instructional Strategies

Positive Attitudes: Research indicates that educators who have a favorable outlook on teaching Business Studies utilize creative, student-focused strategies. Oviawe et al. (2020) discovered that secondary school Business Studies instructors in Nigeria with considerable passion implemented experiential learning methods, including business simulations and case studies, to cover subjects such as entrepreneurship and financial management. These techniques enhanced the relevance of lessons and increased student involvement. In the same vein, Kunter et al. (2017) showed that enthusiastic educators across various disciplines, including vocational areas like Business Studies, employed constructivist methods, resulting in more interactive and hands-on teaching.

Negative Attitudes: Skaalvik and Skaalvik (2017) indicated that teachers experiencing negative feelings, frequently due to exhaustion, depended on conventional, lecture-driven approaches, avoiding modern tools such as digital business applications. In the context of Business Studies, this can restrict students' opportunities to learn practical skills such as accounting or market assessment, diminishing the overall effectiveness of instruction (Oviawe et al. , 2020).

Classroom Management
Positive Attitudes: Hargreaves and Fullan (2020) discovered that educators with a positive mindset promoted collaborative learning spaces, which were particularly beneficial in Business Studies for group-oriented tasks like business plan development. Their research showed

that enthusiastic teachers cultivated supportive atmospheres, decreasing disruptions and improving teamwork.

Negative Attitudes: Chang (2019) carried out a study that correlated negative teacher attitudes with ineffective classroom management, revealing that educators expressed frustration due to student misbehavior. In Business Studies, this can hinder practical activities, such as simulating business scenarios, adversely impacting the educational experience (Oviawe et al. , 2020).

Effort and Preparation
Positive Attitudes: Tschannen-Moran and Hoy (2018) found that teachers with strong self-belief, which is part of positive attitudes, dedicated more effort to preparing lessons. In Business Studies, Oviawe et al. (2020) noted that driven teachers used relevant real-life examples, such as current market dynamics or thriving enterprises, which improved the quality of instruction.

Negative Attitudes: Ingersoll and May (2018) revealed that teachers who held negative views, often due to dissatisfaction with their roles, put forth minimal effort and relied on outdated resources. In Business Studies, this could lead to teaching irrelevant subjects, like outdated business practices, which decreases the overall impact of instruction (Oviawe et al. , 2020).

Student Outcomes
Academic Performance
Positive Attitudes: Hattie’s (2023) comprehensive analysis demonstrated that teacher enthusiasm, a critical element of positive attitudes, significantly influenced student performance across different subjects ($d = 0.48$). Within Business Studies, Oviawe et al. (2020) reported that the positive demeanor of teachers resulted in improved student outcomes in tasks such as financial analysis and business case

studies, as engaging teaching methods facilitated better understanding and application.

Negative Attitudes: Kunter et al. (2017) identified that teachers with negative perspectives, marked by a lack of enthusiasm, were linked to diminished student achievement. In Business Studies, this can occur as students experience difficulty with intricate topics like economic theories or business ethics because of uninspired instruction (Oviawe et al. , 2020).

Student Engagement and Motivation

Positive Attitudes: Darling-Hammond and DePaoli (2020) revealed that teachers with positive attitudes enhanced student motivation by developing pertinent, career-focused lessons. In Business Studies, instructors who connected content to practical applications, such as careers in entrepreneurship or marketing, significantly elevated student engagement in activities like crafting business plans (Oviawe et al. , 2020).

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

This investigation utilized a descriptive survey research design. The descriptive survey approach included monitoring and gathering information on a specific subject without altering any variables. This particular design was deemed appropriate for the research as it facilitated the collection of information regarding the perspectives of business education educators concerning their teaching practices at the University of Benin, located in Benin City.

Population of the Study

The study's population encompassed all Academic Staff members within the Department of Business Education, which is part of the Faculty of Vocational and Technical Education at the University of Benin in Edo State.

Sample and Sampling Technique

The sample for this research included fifteen (15) academic staff members from the Department of Business Education in the Faculty of Vocational and Technical Education. Due to its workable size, the entire population of the study served as the sample, thus constituting a census.

Research

Instrument

A structured questionnaire titled Attitudes of Business Education Teachers Towards Teaching at the University of Benin, Benin City Questionnaire (ABETTTUBBCQ) was utilized as the research tool for this study. The instrument was divided into two sections: Section A and Section B. Section A focused on the demographic characteristics of the respondents, while Section B encompassed twenty (20) items derived from the research inquiries. The questionnaire utilized a four-point rating scale, which included Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Validity of the Instrument

To ensure the validity of the instrument, it was presented to the project supervisor and two other specialists from the Department of Business Education for face validation. The feedback and insights provided by the experts were incorporated into the finalized instrument prior to its distribution to the participants.

Reliability of the Instrument

The reliability of the instrument was evaluated using the Cronbach alpha coefficient method. The questionnaire was distributed to 20 participants who were not included in the study population but were part of the sample size, resulting in a reliability coefficient of 0.73.

Method of Data Collection

The researcher was responsible for distributing the questionnaire to the respondents. Guidance was provided to the participants on how to complete their questionnaires, and the researcher collected the completed questionnaires from them once they finished answering the queries.

Method of Data Analysis

The data that was gathered was examined using mean values ($\bar{x}$), standard deviation (SD), and a two-sample independent t-test. The mean ($\bar{x}$) and standard deviation (SD) served to address the research inquiries, while the two-sample independent t-test was employed to evaluate the hypotheses. The determination rule for the research inquiries indicated that any calculated mean equal to or exceeding 2.5 was interpreted as an agreement, whereas any mean below 2.5 was interpreted as a disagreement. For hypothesis testing, the probability value (p) was utilized; if the p-value was less than or equal to 0.05, the null hypothesis would be dismissed, but if the p-value was greater than 0.05, the null hypothesis would be upheld.

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
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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 titled 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				