

ATTITUDE OF BUSINESS EDUCATION TEACHERS TOWARD TEACHING AND LEARNING OF BUSINESS EDUCATION IN OYE LOCAL GOVERNMENT AREA OF EKITI STATE

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Abstract: The study explored the attitude of business education teachers towards the teaching and learning of business education in the Oye Local Government Area of Ekiti state. Four research questions guided the study. A descriptive research design was adopted. The population consists of all 18 public secondary schools alongside the 451 teachers (72 business education teachers and 379 others) in Oye LGA of Ekiti state. The sample used for this study was seventy-two (72) business education teachers purposively selected from 18 public secondary schools. Attitude Rating Scale of Business Education Teachers (ARS BET) was a data collection tool. A simple percentage was used as an analytical tool. Analysis revealed that (1) a positive attitude of teachers motivates students to do what they love in the classroom learning process, improves students' mental health, self-esteem, confidence, academic performance, personal development, and interest, a good classroom environment, and encourages students to participate cooperatively in classroom activities. (2) The negative attitude of a teacher de-motivates students, and generally crumbles their successes leading to problem behaviours, increasing the risk of high stress and even impaired students' mental health. (3) the negative attitude of a teacher is caused by an unpredictable life which includes illness and disease, past trauma, mental health predispositions, ongoing irresolvable conflict between both teachers and students, feeling unappreciated, and feeling unsatisfied with their job. (4) Measures to overcome the negative attitudes of teachers include; teaching should be done with enthusiasm and passion, teachers should show interest in the lives of students outside of school, teachers should be treated with respect, and business teachers need to be held accountable for students' flaws. It was recommended that School management reward business education teachers who promote interpersonal relationships in school.

Keywords: Attitude; Business education; Teachers; Teaching and learning; Oye Local Government Area (LGA)

1 BACKGROUND OF THE STUDY

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 any discipline, including business education. Business Education is an educational program that prepares students for career advancement in businesses. Business education prepares students to manage their affairs and operate intelligently as consumers and citizens in the business economy [1]. 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 [2], 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 [3]. the business world, whether employed or self-employed. Furthermore, Azuka argues that business education is a broad field of knowledge related to a country's economic system and prepares individuals to effectively manage private enterprises [4], working in public authorities and as citizens, workers, and consumers. This is because business education leads to creativity. The development of each country largely depends on the success of business education. Business Education also equips a person with relevant skills that help them perform better in their chosen career.

With the advanced content of the Business Education curriculum, the course covers different areas that can equip learners with skills in office management, IT office applications, bookkeeping/accounting, business management, marketing, business communication, and records management, among others, all necessary for the growth and survival of business enterprises, as well as skills essential for professional and professional success. Individuals equipped with the tools and techniques to successfully run various businesses can contribute to the national economy. One can infer from the above definitions that business education is education for and about business. It combines both theoretical and practical knowledge. In the same vein, it exposes the recipient to the economic system of his country and equips him

with lifelong skills that would enable him to make a reasonable judgment as a producer (entrepreneur), employee, or consumer of goods and services. Abdulkarim stated that the purpose of Business education stresses the need for specialized instruction to prepare students for careers in business[5], fundamental instruction to help students assume their economic roles as consumers, workers, and citizens, and Background instruction to assist students in preparing for professional careers requiring advanced study.

Similarly, Njoku highlighted the objectives of business education at the tertiary level of education as to empower students with desirable skills[6], knowledge, and value to perform specific functions to become self-reliant, to help students appreciate the world around them and contribute maximally to the social and economic development of the nation, to empower the student in such a way that the students will develop an intellectual capability that would help them make informed decisions in all sphere of life, to help students become judicious spenders and develop proper values for the achievement of healthy living and growth of the nation and to understand the political framework of a nation so that students can contribute to the national and economic development of the nation. Considering the importance of Business Education to humanity, the place of Business Education teachers cannot be ignored. A teacher is a person who is capable of imparting knowledge and skills to the learner. Mbise defines a teacher as someone with special knowledge, skills, and training in teaching, explaining, and educating[7]. According to Kurumeh [8], a teacher is a person, a professional capable of imparting knowledge that helps learners build, identify, and gain skills that will be used to face challenges in the classroom. life. Teachers play an important role in the development of students during formal learning [9]. Teachers who support students in learning environments can have a positive impact on their academic and social outcomes, which is important for the long-term path of schools and, ultimately, employment[10]. The only people who can bring this society out of the quagmire of ignorance are the teachers. Teachers, male and female, are expected to be experts in their field or area of expertise and also have a passion for producing desirable students who will continue to expand their growth. Trade education teachers are persons recognized by society and educational authorities as qualified to nurture and educate children, young people, and adults in the teaching of trade education. It fulfils the purpose and social mission of education, providing students with skills in theoretical and practical knowledge [11]. Business education teachers play an important role in guiding students to the formal school experience [12]. The teacher is the leader and organizer of the educational process because he knows the pedagogy, the pedagogy, and the teaching method that is the codified human experience and the art of education. Generally, they refer to the person who runs the business training courses. Business teachers connect students, other teachers, school administrators, families, and community members to support student learning and healthy development.

Attitude is a steady and learned disposition to react to a given situation, person, or set of signals in a way that consistently guides and influences people's behaviour in everyday life [13]. Attitude is a state of mental or nervous readiness, organized by experience that directly or dynamically influences an individual's response to all objects and situations with which he is concerned. we are related. Furthermore, attitude refers to the dominant tendency of individuals to react favourably or unfavourably towards an object, person or group of people, institution or event” [14]. No one is born with attitude. Both attitudes and preferences are learned through life experiences that cause individuals to behave in ways that are characteristic of the people, professions, objects, problems, situations, etc., to which they are related. Attitude is very personal and complex. Attitudes are uniquely organized in each person, and the organization itself is the product of their reactions to their own experiences. Attitude greatly influences a person's behaviour, whereby, personally, attitude can be positive (favourable) or negative (unfavourable). As observed by Kreitner and Kinicki [15], there are three components of attitude: an affective component (feelings or emotions), a cognitive component (belief or idea), and a psychological component (behaviour) of someone or something). In most situations, these three components seem to simultaneously shape the teacher's posture in the classroom, through direct and indirect interactions between society, the school, and the teacher [16]. Teachers' attitudes are the determining factor in student achievement in the classroom.

The type of attitude that the business education teacher displays determines the interest and enthusiasm of the students for the classroom situation. In the process of conducting lessons, there is always a transmission relationship between teachers and students in the classroom. In this case, teachers exhibit certain attitudes toward students that can make or break students. A business education teacher's attitudes can be positive or negative and they are learned from our environment through life experiences. A positive attitude in business education leads to success while a negative attitude leads to failure and hence success can lead to a positive ego attitude while failure leads to a negative ego attitude [17]. Teachers' attitudes in business education play an important role in promoting learners' education, learning, and career development. Academic success and student achievement are attributed to strong teacher-student relationships and teachers' attitudes. Several authors have pointed to the fact that a quality teacher-student relationship is an important part of the learning process. Cherry describes that the type and value of attitudes formed by instructors and learners are key to successful teaching and learning[18]. A teacher possesses the skills, attitudes, and knowledge that can play an important role in student learning outcomes and ways to lead a fulfilling after-school life.

According to Tijani[19], some attitudes of an effective teacher that will promote a good teacher-student relationship, regardless of the student's age, are their feelings and learning to respect and listen to orders, creating a friendly learning environment for all students. An effective teacher with a good attitude is welcoming, approachable, enthusiastic, and caring for everyone, including students in the school, giving the students the opportunity or freedom to solve their problems at any time. A teacher with a positive attitude sets high expectations for all students in the class, which will greatly affect learning outcomes. The positive attitude of teachers will reduce disruptive behaviours that interfere with teaching, creating a positive learning environment for all students in the class [20]. Such a positive attitude that reduces

student anxiety can lead to a desire to escape an environment perceived as unpleasant and lead to higher rates of absenteeism and academic failure [21]. A positive teacher attitude is associated with increased student achievement and the quality of learning outcomes. On the other hand, the consequences of teachers' unconstructive attitudes toward learning outcomes are also large and long-lasting [22]. Attitudes identified as negative or ineffective often lead to an increase in disruptive behaviours [23].

It cannot be denied that business teachers are indispensable in teaching and learning this subject. Expressing a negative attitude towards the teaching of this subject will affect the understanding of the subject by students in all educational institutions, including those in the study area. The researcher has observed that students do not seem to show interest in business education as a course for which the cause has yet to be determined. However, speculation from some places suggests that the attitude of business education teachers contributes to students' loss of interest in business education. Given the above, the study focused on assessing the attitudes of business education teachers towards business education teaching and learning in the Oye local government area in Ekiti State.

2 STATEMENT OF THE PROBLEM

Business education becomes the foundation for students to develop an awareness and understanding of business concepts. It is also a branch of vocational education that provides students with the information and skills needed to manage private companies and work in public service. It prepares students for corporate jobs and prepares them to manage their affairs and operate intelligently. The development of each country largely depends on the success of the business education teachers in the course. Despite the above advantages of business education, it is observed that the curriculum is influenced by teachers, especially their attitude in teaching the subject continuum. Student performance in business education is generally low, which may be due to teachers' attitudes toward teaching and learning. The researchers' observations also showed that students did not want to take the business education course, possibly due to the apathy, hostile behaviour, and lack of seriousness of business education teachers, who tend to frustrate them. This is a very bad scenario in the education industry because if it is not resolved, it will affect students, parents, families, and the whole of society. Therefore, this work aimed to evaluate the attitude of commercial education teachers towards teaching and learning commercial education in the local government area of Oye in Ekiti State.

3 OBJECTIVE OF THE STUDY

The specific purposes of the research are to:

- i. Identify the Influence of positive attitudes of Business Education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state.
- ii. Explore the Influence of negative attitudes of Business Education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state.
- iii. Ascertain the causes of negative attitudes of business educators on the teaching and learning of business education in Oye Local Government Area of Ekiti state.
- iv. Find out the measures to overcome the negative attitudes of Business Education teachers for effective teaching and learning of Business Education in Oye Local Government Area of Ekiti state.

4 RESEARCH QUESTIONS

In line with the purpose of the study, the following questions were utilized to guide the study:

- i. What are the Influences of positive attitudes of Business Education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state?
- ii. What are the Influences of negative attitudes of Business Education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state?
- iii. What are the causes of negative attitudes of business educators on the teaching and learning of business education in the Oye Local Government Area of Ekiti state?
- iv. What are the measures for overcoming the negative attitudes of business education teachers for effective teaching and learning of business education in Oye Local Government Area of Ekiti state?

5 METHODS

The study used a descriptive survey design. This design is relevant to this research because researchers do not intend to manipulate research variables but study them as they occur naturally.

The study population consists of all the public secondary schools in Oye LGA of Ekiti state. There are 18 public secondary schools in the area with the entire 451 teachers (72 business education teachers and 379 others, [24].

The sample used for this study was seventy-two (72) business education teachers purposively selected from 18 public secondary schools. The choice of these subjects was based on the fact that the attitude of someone is better determined by him/herself. Therefore, they are in a better position to supply the necessary information needed for this research.

The instrument used to collect data for this study was a structured questionnaire titled "The Attitude Rating Scale of Business Education Teachers (ABETAS) created by the researcher based on the research objectives and questions as well as information gathered from a review of the relevant literature. The questionnaire was divided into Parts A and B.

Part “A” includes basic information about respondents such as gender, and professional qualifications. Part B was clustered into four sections according to the research questions that guided the review. The first cluster focuses on the influence of positive attitudes of business education teachers on teaching and learning business education. The second cluster focuses on the influence of negative attitudes of business education teachers on the teaching and learning of business education. The third cluster focuses on the causes of the negative attitudes of business education teachers towards business education teaching and learning, while cluster four focuses on strategies for teachers' negative attitudes toward effective business education teaching and learning in the Oye local government area of Ekiti State.

The instrument used in this study was validated by two experts from the Business Education Department and one teacher from the Education Measurement and Evaluation Unit. All of them were drawn from the Faculty of Education, Federal University Oye-Ekiti, Ekiti state. This is to ensure that all issues and questions are relevant and properly addressed within the research topic.

The researchers visited the selected students in their various levels at schools and administered the questionnaires which were used to obtain accurate information from respondents. The reason for the self-administration of the instrument was to maintain the accuracy of the tool.

The researchers used frequency tables and simple percentages to analyse all the responses from the respondents. The use of these statistical tools was to evolve the simplicity of the results to the readers.

6 RESULTS

Table 1 The Influence of Positive Attitudes on Business Education Teachers on the Teaching and Learning of Business Education in Oye Local Government Area of Ekiti State

Items	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Motivate students to do what they love in classroom learning process	25	34.7	39	54.2	4	5.6	4	5.6
Improves students' mental health	41	56.9	27	37.5	2	2.8	2	2.8
Improve their self-esteem and confidence	43	59.7	22	30.6	5	6.9	2	2.8
Improve their academic performance and personal development	32	44.4	35	48.6	4	5.6	1	1.4
It enables students to show interest and develop pride in the classroom	26	36.1	38	52.8	3	4.2	5	6.9
It creates a good classroom environment, which can be critical to the success of teachers and students in the classroom	33	45.8	37	51.4	2	2.8	-	-
It ultimately promotes a sense of belonging to the school and encourages students to participate cooperatively in classroom activities	29	40.3	39	54.2	2	2.8	2	2.8

Field work 2024

Table 1 shows that 88.9% of the respondents agree that motivating students to do what they love in the classroom learning process, enables students to show interest and develop pride in the classroom while 11.1% disagree. 94.4% of the respondents also agree that teachers' attitude Improves students' mental health while 5.6% disagree, 90.3% of the respondents agree that teachers' attitude Improves their self-esteem and confidence while 9.7% disagree, 93% of the respondents agree that Improves their academic performance and personal development while 7% disagree, 97.2% of the respondents agree that It creates a good classroom environment, which can be critical to the success of teachers and students in the classroom while 2.8% disagree. Finally, 94.5% of the respondents agree that It ultimately promotes a sense of belonging to the school and encourages students to participate cooperatively in classroom activities while 5.5% disagree.

Table 2 The Influence of Negative Attitudes on Business Education Teachers on the Teaching and Learning of Business Education in Oye Local Government Area of Ekiti State

Items	SA		A		D		SD	
	F	%	F	%	F	%	F	%
It hinders student motivation, success, and happiness	30	41.7	38	52.8	4	5.6	-	-
It reduces academic achievement and increases students' psychological disturbances and symptoms of physical stress	39	54.2	25	34.7	4	5.6	4	5.6
It causes students to develop disordered habits, shyness,	32	44.4	28	38.9	6	8.3	6	8.3

withdrawal, and anxiety								
It can escalate students into feelings of stress and alienation similar to post-traumatic stress disorder	32	44.4	36	50.0	2	2.8	2	2.8
It causes bone pain or muscle cramps, lack of energy, upset stomach, and neck tension which disrupt their ability to concentrate in class	32	44.4	30	41.7	4	5.6	6	8.3
Negative teachers attitude makes students lose interest in school, and do not want to study anymore	26	36.1	40	55.6	4	5.6	2	2.8
Leads to problem behaviours, increasing the risk of high stress and even impaired mental health of students	23	31.9	34	47.2	6	8.3	9	12.5

Field work 2024

Table 2 reveals that 94.5% of the respondents agree that It hinders student motivation, success, and happiness while 5.5% disagree, 88.9% of the respondents agree that It reduces academic achievement and increases students' psychological disturbances and symptoms of physical stress while 11.1% disagree, 88.3% of the respondents agree that It causes students to develop disordered habits, shyness, withdrawal, and anxiety while 16.7% disagree, 94.4% of the respondents agree that It can escalate students into feelings of stress and alienation similar to post-traumatic stress disorder while 5.6% disagree, 86.1% of the respondents agree that It causes bone pain or muscle cramps, lack of energy, upset stomach, and neck tension which disrupt their ability to concentrate in class while 13.9% disagree, 91.7% of the respondents agree that Negative teachers attitude makes students lose interest in school, and do not want to study anymore while 8.3% disagree. Finally, 79.1% of the respondents agree that Leads to problem behaviours, increasing the risk of high stress and even impaired mental health of students while 20.9% disagree.

Table 3 The Causes of Negative Attitudes on Business Education Teachers on the Teaching and Learning of Business Education in Oye Local Government Area of Ekiti State?

Items	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Unpredictable life which includes illness and disease, past trauma, mental health predispositions, etc	28	38.9	37	51.4	4	5.6	3	4.2
An ongoing irresolvable conflict between both teachers and students	34	47.2	28	38.9	9	12.5	1	1.4
Clumsy behaviours of the students	29	40.3	37	51.4	4	5.6	2	2.8
The rudeness of the students, and the disrespectful behavior	30	41.7	36	50.0	4	5.6	2	2.8
An ongoing irresolvable conflict in the teachers'	33	45.8	34	47.2	5	6.9	-	-
Chooses the wrong person as a role model will end up behaving like that person	27	37.5	34	47.2	10	13.9	1	1.4
Feeling of unappreciated	28	38.9	33	45.8	6	8.3	5	6.9
Feeling unsatisfied with their job	30	41.7	38	52.8	4	5.6	-	-

Field work 2024

Table 3 shows that 90.3% of the respondents agree that Unpredictable life which includes illness and disease, past trauma, mental health predispositions, etc while 9.7% disagree, 86.1% of the respondents agree that An ongoing irresolvable conflict between both teachers and students while 13.9% disagree, 91.7% of the respondents agree that Clumsy behaviours of the students and The rudeness of the students, and the disrespectful behaviour while 8.3% disagree, 93% of the respondents agree that An ongoing irresolvable conflict in the teachers' while 7% disagree, 84.7% of the respondents agree that Chooses the wrong person as a role model will end up behaving like that person and Feeling of unappreciated while 15.3% disagree. Finally, 94.5% of the respondents agree that they Feeling unsatisfied with their job while 5.5% disagree.

Table 4 Showing the Measures of Overcoming the Negative Attitudes on Business Education Teachers on the Teaching and Learning of Business Education in Oye Local Government Area of Ekiti State?

Items	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Teaching with enthusiasm and passion	39	54.2	25	34.7	4	5.6	4	5.6
The ability to integrate humour into lessons of business teachers:	32	44.4	28	38.9	6	8.3	6	8.3
The teacher's ability to make learning fun:	32	44.4	36	50.0	2	2.8	2	2.8

Ability to tap into student interest	32	44.4	30	41.7	4	5.6	6	8.3
Show an interest in their lives outside of school:	26	36.1	40	55.6	4	5.6	2	2.8
Treat them with respect:	23	31.9	34	47.2	6	8.3	9	12.5
Arrange an extra sessions for students:	28	38.9	37	51.4	4	5.6	3	4.2
Business teachers need to be held accountable:	34	47.2	28	38.9	9	12.5	1	1.4
Business educators need to assess their attitudes:	29	40.3	37	51.4	4	5.6	2	2.8
Business educators must develop a desire for change:	30	41.7	36	50.0	4	5.6	2	2.8

Table 4 shows that 88.9% of the respondents agree that they teach with enthusiasm and passion while 11.1% disagree, 83.3% of the respondents agree that The ability to integrate humour into lessons of business teachers: while 16.7% disagree, 94.4% of the respondents The teacher's ability to make learning fun while 5.6% disagree, 86.1% of the respondents agree that Ability to tap into student interest while 13.9% disagree. Finally, 91.7% of the respondents agree that Treat them with respect: while 8.3% disagree, 90.3% of the respondents agree that Arranging an extra session for students while 8.7% disagree, 86.1% of the respondents agree that Business teachers need to be held accountable while 13.9% disagree, 91.7% of the respondents agree that Business educators need to assess their attitudes.

7 DISCUSSION OF FINDINGS

The first finding revealed that positive attitudes of Business Education teachers influence the teaching and learning of Business Education in Oye Local Government. This finding aligns with Etebe when he found out that a teacher's attitude towards his students plays a huge role in shaping his future[25]. He added that a teacher must value his or her attitude towards students because children tend to learn and behave by observing older people. Therefore, a teacher must have a positive attitude when surrounded by students to motivate and promote their self-confidence and happiness. Hattie also advocates that a teacher's positive attitude toward students will spur students to do what they love in the classroom learning process[26]. They will be encouraged to do better and achieve more in their academic endeavours. Abumchukwu corroborated this when revealed that a teacher's attitude greatly affects a student's mental health and added that the way teachers treat their students can cause them to suffer from psychological disorders and stress[2]. So a teacher must have a positive attitude toward students to have a positive impact on their mental development. Rattin substantiated that teachers should strive to help students improve their self-esteem and confidence[27]. Students should be praised when the work is done well for extra motivation. When you need help, guide and encourage them to do better instead of insulting them. Avoid harsh and demeaning words. Teachers can be role models for their students, which is why their attitudes play an important role in shaping students. Therefore, a teacher must behave in a way that positively impacts the academic achievement and personal development of students. Salaam et al also buttressed the findings that the positive attitude of business teachers establishes many advantages between business teachers and students and mentioned the examples that a teacher's positive attitude creates a good classroom environment[28], which can be critical to the success of teachers and students in the classroom. The positive attitude of teachers in business education is one of the most important characteristics in the learning context. It is also one of the factors affecting the development of students and teachers, the cohesion of the school, and the motivation of the school. Teachers' positive attitudes towards students form the basis of the social context in which learning takes place [29].

It was also revealed that the second finding revealed that negative attitudes of Business Education teachers had an influence on the teaching and learning of Business Education in Oye Local Government. This finding is in line with Marroquin who found out that business teachers using humiliation or sarcasm make children feel belittled[30]. She further asserts that teachers who are draconian when they show power or are indifferent to their students or classrooms can leave lingering negative feelings in students. Florin averred that the negative attitude of business teachers can also take a toll on students' psychological well-being and added that teacher humiliation[31], fear, and intimidation can cause students to develop disordered habits, shyness, withdrawal, and anxiety. Similarly, Irwin and Pamela buttressed the finding that the negative attitude of teachers escalates into feelings of stress and alienation similar to post-traumatic stress disorder[32]. Students who experienced prejudiced attitudes from teachers in school were more likely to perpetuate negative symptoms. In some cases, Riley found that teachers' negative attitudes toward business education generated such strong feelings of anxiety that students developed physical symptoms[33]. These include bone pain or muscle cramps, lack of energy, upset stomach, and neck tension. These stress-related illnesses not only harm students' physical health but also disrupt their ability to concentrate in class. This often leads to additional punishment from the teacher, perpetuating the cycle of negativity and stress. The negative attitude of business teachers toward their students will have a significant impact on their academic performance, learning, emotions, and way of life. Because of this negativity, students lose interest in learning, lose interest in school, and do not want to study anymore [34].

It equally determined from the third finding that the causes of bad attitudes of enterprise education teachers on the teaching and mastering of business training in Oye LGA include unpredictable existence which includes illness and sickness, past trauma, mental fitness predispositions, an ongoing irresolvable war between both teachers and college students, Clumsy behaviours of the scholars, the rudeness of the scholars, and the disrespectful behaviour, an ongoing irresolvable battle inside the teachers, chooses the wrong person as a function version will become behaving like that man or woman, feeling of unappreciated and feeling unhappy with their job. These findings align with Cook, et al who determined that some of the motives main for the improvement of poor thinking and attitudes amongst commercial enterprise educators can be because of unpredictable life and stated those to include illness and disease[35], beyond

trauma, intellectual fitness predispositions to depression or tension, and sensitivity to other humans's moods and reports. Similarly, Gundogdu additionally supports the finding that a few instructors' bad attitudes can be the result of a damaged trainer-pupil dating or an ongoing irresolvable battle that causes both teachers to fail and cannot join[36]. In conditions wherein the pupil no longer poses a hazard to the teacher, the teacher is regularly required to establish a running courting and demonstrate a good mindset in the direction of the student. It's miles part of the trainer's position as an educator and mentor to work out true judgment while coping with college students. Lee [37], additionally brought up that the main reasons for the negative attitude of teachers in business are the clumsy behaviour of the students, the discord among the instructor and the scholars, the rudeness of the students, and the disrespectful behaviour. Ibitoye additionally determined unresolved conflict in a business trainer's home as some other most important cause of a instructor's horrific mind-set[38]. When the an unresolved war between the instructor and the circle of relatives, his mindset deteriorated and started to reveal a bad attitude. Etebe similarly asserts that trusting an exemplary teacher is a key issue[25]. Certainly, any teacher who chooses the incorrect man or woman as a function model will end up behaving like that character. He/she can take their method to life and make it a dependency, in preference to intentionally working to increase their non-public, proactive, and resilient attitude.

The finding also revealed that the measures to overcome the negative attitudes of business education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state include teaching with enthusiasm and passion, the ability to integrate humour into lessons of business teachers, the teacher's ability to make learning fun, ability to tap into student interest, show an interest in their lives outside of school, treating of teachers with respect, arrange an extra session for students, holding of Business teachers accountable for the flaws exhibit by the students and business educators must develop a desire for change. This is apt considering the finding of Derrick who found out that applying strategy to develop strong attitudes toward students is essential to promoting academic success[39]. Irwin and Pamela reiterated that a measure that will improve positive attitudes is good communication between teachers and students[32]. He feels that when communicating with students, teachers should communicate politely and respectfully. From the first day of school, teachers need to send the message that they are in control. However, this shouldn't include being bossy, bossy, or inflexible. Teachers need to set and maintain boundaries, but they must be also accessible. Effective communication also includes verbal and nonverbal cues. Additionally, when teachers need to correct and discipline students for inappropriate behaviour, doing so constructively allows students to reflect on their behaviour and understand that the teacher cares and respects them. Derrick, discovered in his research the steps to overcome the negative attitudes of business education teachers to teach and learn business education effectively teaching with enthusiasm and passion[39], business teachers need to have a positive attitude, and the ability to integrate humour into lessons of business teachers, the teacher's ability to make learning fun, ability to tap into student interests, show an interest in their lives outside of school, treat them with respect and arrange an extra session for students. Baker in their findings suggested the following steps to overcome the negative attitudes of business education teachers to teach and learn business education effectively include business teachers need to be held accountable[12], business educators need to assess their attitudes, business educators must develop a desire for change, and business teachers should develop good habits.

8 CONCLUSIONS

The following conclusions were made based on the findings of the study:

- i. The positive attitudes of Business Education teachers significantly had an influence on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state.
- ii. The negative attitudes of Business Education teachers significantly had an influence on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state.
- iii. Unpredictable life which includes illness and disease, past trauma, mental health predispositions, an ongoing irresolvable conflict between both teachers and students, Clumsy behaviours of the students, rudeness of the students, and disrespectful behaviour, an ongoing irresolvable conflict in the teachers are the causes of negative attitudes of Business Education teachers on the teaching and learning of Business Education in Oye Local Government Area of Ekiti state.
- iv. Teaching with enthusiasm and passion, the ability to integrate humour into lessons of business teachers, the teacher's ability to make learning fun, ability to tap into student interest, show an interest in their lives outside of school, treating teachers with respect, arrange an extra session for students, holding of Business teachers accountable for the flaws exhibit by the students and business educators must develop a desire for change are measures of overcoming the negative attitudes of Business Education teachers for effective teaching and learning of Business Education in Oye Local Government Area of Ekiti state.

9 RECOMMENDATIONS

The following recommendations were made in line with the findings of the study:

1. The management of the secondary should be giving incentives such as prompt implementation of promotion and trophies to business education teachers who promote high relationships with students in schools. This will encourage them to keep such practice and students to have an esteemed sense of belonging that will make them at peace with their studies in school.

2. School management should reward business education that promotes interpersonal relationships in school. This act will not only help students in their academic performance but the entire school community to see schools as homes of their wards where moral impartation can be obtained.
3. Teachers should put in their best to promote both intrapersonal and interpersonal relationships that will make students improve in personal growth, values, and attitudes, develop close personal relationships with other students, intellectual growth and interest in ideas, intellectual stimulation, and satisfied intellectual stimulation.
4. Students should be trained to see teachers as loco-parents in their relationships. This will give them confidence to ask questions either in class or outside the classroom teaching and learning when the need arises.

10 LIMITATIONS OF THE STUDY

The following were limitations encountered in the conduct of this study:

1. The sampling technique used for the study made it difficult for the entire population of the study to be used as respondents and as such the responses collected from the sample respondents cannot be used to generalize the exact situation in all the public secondary schools in Ekiti State.
2. The study was carried out at secondary schools in Oye-Ekiti, Ekiti state, and as such the findings of the study cannot be used to generalize as the teachers' attitude varies among various secondary schools in Nigeria.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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