

Pre-service Business Teacher Classroom Management Competencies and Students' Attitude towards Learning

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Abstract

Several studies have established associations between teachers' practices and students' attitudes and achievement, but the new question is how pre-service teachers' competencies are associated with students' attitudes. This study aimed to assess the association between pre-service Business teachers' classroom management competencies and students' attitudes. Multiple sampling techniques were employed to select 192 Business students as respondents to a closed-ended questionnaire. The data were analysed using descriptive and inferential statistics. The results showed that pre-service Business teachers possess adequate classroom management competencies, which are positively associated with students' attitudes toward learning and academic achievement. Therefore, teachers should be encouraged to vary their classroom management techniques to direct their students' attitudes towards learning.

Keywords: classroom management competencies, behavioural management competencies, instructional management competencies, students' engagement competencies, pre-service business teacher, students' attitude

1. Introduction

High student-teacher ratio and crammed teaching time tables have become disincentive to teaching in many places (Oduwan & Francis, 2023). Where these challenges exist, they have adversely impacted teachers' attitude including their teaching and classroom management (Adu-Agyem & Osei-Poku, 2012). Classroom management encompasses a broad range of strategies educators use to maintain a conducive learning environment in the classroom (Glossary of Education Reform, 2014). Classroom management includes everything a teacher does to arrange students, time, place, and resources for learning (Wong & Hernandez, 2012), or a preserving order through which teacher controls teaching and learning activities (Savage & Savage, 2010). It is important to indicate that students at the Senior High School level tend to be sometimes mischievous and defiant (Graham, 2016). Hence, there is a necessity to control students' behaviour during instructional period.

Katans, Katane, and Baltusite (2020, p. 24) defined competencies as "a collection of observable abilities that facilitate or enhance job efficiency or performance". Teacher effectiveness in instructional delivery, classroom management, formative assessment, and personal competencies has significantly impacted students' academic achievement (Babu & Mendro, 2003). There appears to be a strong correlation between teachers' ability to control the classroom and students' motivation to learn. Classroom management was the only significant predictor of the difference between the top-quartile and bottom-quartile teachers in a recent study of elementary teacher effectiveness based on value-added models (Stronge

et al., 2011), lending credence to the idea that effective teachers are also effective classroom managers.

Aside classroom management, classroom behaviour management is another dimension of teacher classroom management competencies. Zimmerman (2011) mentions that classroom behaviour management is tied to teachers' high standards for student conduct. As an illustration, just telling pupils to keep their hands to themselves or to raise their hands when they want to talk is not enough. Students must know how to correctly enter the classroom, hand in their work, and sit at their desks. The goal of instructional management is to maximise the effectiveness of all available educational resources in meeting those goals (Gunawan, 2017). Elements of classroom life that fall within the purview of instructional management include establishing routines, distributing resources and assessing students' individual efforts (Martin & Sass, 2010).

The extant literature has linked teacher classroom management competencies to students' attitude towards learning (Evertson & Weinstein, 2006; Emmer & Sabornie, 2015; Adeyemo, 2012; Djigic & Stojiljkovic, 2011; Kucukakin & Demir, 2021). Surprisingly, a chunk of these teachers in most of these schools are either pre-service teachers or early career teachers but a few of these studies have focused on these pre-serve teachers who significantly contribute to teaching in these schools (Oliver et al., 2011; Martin et al., 1998; Stoughton, 2007; Merrett & Wheldall, 1993; O'Neill & Stephenson, 2011). Several of these studies have also focused on the hard disciplines such as the sciences and the mathematics to the neglect of the soft disciplines in the humanities such as Business (Wolff et al., 2015; Sipahioğlu, 2021; Vidić & Đuranović, 2020; Mitchell et al., 2017). Therefore, there is the need to unravel these competencies in the context of pre-service teachers in Business Education to determine if they compare with studies in the hard disciplines in order to get a clearer picture on this phenomenon under study. Finally, most of the previous studies on teacher classroom management competencies have been primarily qualitative (Simonsen et al., 2008; Lewis, 2001; Egeberg et al., 2016; Akin et al., 2016) but a quantitative analysis of this phenomenon for pre-service teachers in the context of Business Education is ideal.

According to Emmer and Stough (2001), effective classroom management requires a proactive, rather than a reactive, stance and the explicit teaching of desirable student attitudes. However, the focus of their study was not on how behaviour management affects students' attitudes towards the subject. Fridah and Kusiima (2019) examined how classroom management affected students' ability to learn History and Government in public secondary schools in Embu East District, Kenya and found out that teacher's classroom management strategies affected students' ability to study. However, the correlation was weak. Wanzare's (2012) research found that pedagogical techniques substantially impact students' motivation levels, although the connection between pedagogical strategy and content remains unclear. Another study that demonstrated formative evaluation to help students learn was undertaken by Haryani et al. (2017) and focused on how to get students actively involved in their learning. It was found out that students' classroom engagement really influenced their attitude towards learning. An interesting finding was that even dull students were willing to be actively engaged.

Students' academic performance in Business in Ghanaian schools has declined lately (West African Examination Council [WAEC] Chief Examiner's report, 2018, 2019, 2020). There has been 20-24% yearly decline in performance (WAEC, 2020). Some of the prominent attributing factors cited by the Chief Examiner's Report include teachers' inability to effectively manage instructions, manage students' behaviour and engage students (which fall under teachers' classroom management competencies). Other include students' inability to understand the questions asked during examinations, methods employed by teachers to deliver the course content and how they manage students in the classrooms (WAEC Chief Examiner's report, 2018, 2019, 2020). Again, this poor performance could be attributed to students' negative attitudes toward learning, not communicating expectations, not establishing relationships, inability to complete curricula, and lack of adequate preparation. It is based on these recurring phenomena coupled with the identified gaps that this study sought to examine the impact of pre-service business teacher classroom management strategies on students' attitude towards learning. In light of these set context, the study is anchored on the following research hypotheses:

1. H₁: Pre-service business teachers' instructional management competencies have a statistically significant positive association with students' attitude towards learning.
2. H₂: Pre-service business teachers' behavioural management competencies have a statistically significant positive association with students' attitude towards learning.
3. H₃: Pre-service business teachers' student engagement management competencies have a statistically significant positive association with students' attitude towards learning.

2. Literature Review

2.1 Conceptual Issues

2.1.1 Classroom Management Competencies

A plethora of researchers (Carr, 2013; Sowell, 2013; Ritter & Hancock, 2007, as cited in Adjei et al., 2017) have researched and indicated several dimensions of teacher classroom management competencies. However, for the purpose of this study, the analysis focuses on the three core skills highlighted by Sugai and Horner (2012), which inspired the

present investigation. These essential skills include effective behaviour management, strategies for fostering student engagement, and maximising instructional time, all of which are key for teachers to promote a productive and conducive learning environment.

2.1.2 Behaviour Management Competencies

Students enter classrooms with diverse backgrounds and life experiences that shape their academic abilities, self-discipline, and attitudes toward learning (Rogers, 2015). Effective classroom management is therefore essential for creating conditions that support meaningful learning, even though it alone does not guarantee successful teaching (Emmer & Stough, 2001). Behaviour management goes beyond enforcing rules as it involves establishing clear expectations and routines that guide students' conduct and interactions in ways that minimise disruption and support engagement (Zimmerman, 2011). Poorly managed behavioural infractions are common in classrooms and can result in serious consequences for students, including exclusion from learning environments (Hart, 2010; Bali et al., 2005). Given students' varied upbringings, self-discipline shaped by life experiences has been shown to be a stronger predictor of academic success than intelligence alone (Duckworth & Seligman, 2005).

Behavioural classroom management strategies aim to encourage positive behaviours and reduce disruptive ones, thereby protecting instructional time and enhancing student learning (Hughes, 2014). Teachers consistently report disruptive behaviour as one of the most challenging aspects of their work, with evidence showing that frequent disruptions negatively affect academic performance (Clunies-Ross et al., 2008; Freiberg et al., 2009). Studies further indicate that rising classroom disruptions, when combined with ineffective management strategies, undermine students' achievement and motivation (Reglin et al., 2012). On the other hand, effective classroom management practices such as clear communication of expectations, positive reinforcement, student engagement, and inclusive participation promote prosocial behaviour and positive attitudes toward learning (Emmer & Sabornie, 2015). Supporting this, OECD (2003) reports that classrooms with fewer behavioural disruptions achieve higher academic outcomes, highlighting the importance of positive behaviour management in fostering conducive learning environments (Tillery et al., 2010).

2.1.3 Student Engagement Competencies

Student engagement is widely recognised as a strong predictor of learning outcomes, even though its theoretical foundations have not been exhaustively explored (Burch et al., 2015). Student engagement refers to the extent to which learners are actively involved, attentive, and invested in the learning process, which enhances understanding, satisfaction, and overall learning quality. Engaged students demonstrate interest through alertness, attentive listening, and active participation in classroom discussions. Astin's (1984) theory of student involvement provides a foundational framework for understanding student engagement, conceptualising it as the physical and psychological energies that students devote to academic experiences. Broadly, student engagement encompasses students' sense of connection to learning activities, the school environment, and educational goals, and is reflected in motivated participation that is behavioural, emotional, and cognitive in nature (Connell & Wellborn, 1991; Skinner et al., 2009a; Skinner et al., 2009b; Skinner & Pitzer, 2012).

Student engagement is commonly examined across three interrelated dimensions namely behavioural, emotional, and cognitive engagement. Behavioural engagement involves students' participation in academic and extracurricular activities, emotional engagement reflects students' feelings such as interest or boredom toward learning, and cognitive engagement relates to students' effort, persistence, and readiness to master complex material (Connell & Wellborn, 1991; Skinner & Belmont, 1993; Fredricks, 2011). Research shows that active engagement reduces off-task behaviours and enhances classroom productivity, though maintaining students' attention remains a major challenge for teachers (Saphier et al., 2008; Eisenman et al., 2015; Marshall, 2016). Strong student-teacher relationships, effective instructional strategies, and supportive institutional resources are important in fostering engagement and motivation (Umbach & Wawrzynski, 2005). Instructional methods that are relevant, interactive, and well-structured promote higher levels of engagement, which in turn supports academic success and helps students fully realise their educational potential (Glanville & Wildhagen, 2006; Suárez-Orozco et al., 2009).

2.1.4 Instructional Management Competencies

Instructional management empowers all educational resources to achieve learning objectives (Gunawan, 2017). Elements of classroom life that fall within the purview of instructional management include establishing routines, distributing resources, and assessing students' individual efforts (Martin & Sass, 2010). As defined by Danarwati (2016), instructional management entails a series of steps, including those related to the formulation of lesson plans, the execution of instructional strategies, the evaluation of student progress, and the improvement of teachers' ability to maintain order in the classroom. The term "instructional management" is sometimes used interchangeably with "content management," referring to the teachers' responsibility for organising the classroom environment, lesson plans, and student participation (Froyen & Iverson, 1999).

Kurtz (2011) asserts that essential characteristics of classroom instruction are the amount of time spent teaching, the

relevance of the material covered, and the quality of the teaching itself. How teachers handle instructional management largely determines the classroom climate and students' challenges due to their behaviour (Martin et al., 2012). The three phases of instructional management are as follows: (1) the creation of a curriculum, which includes a course outline, lesson plans, and other course materials; (2) the implementation of the curriculum, which includes instructional design and methodology; and (3) the evaluation of student progress, which includes lattice, grain verification, and assessment of various aspects of student progress (Gunawan, 2014). When teachers can keep their classroom under control and the lesson on track despite occasional disruptions from their students, they engage in instructional management. Effective classroom management is predicated on the ability to plan activities that keep students interested and working throughout the class period. Students are easily influenced, so their instructors must know how to foster the most positive learning atmosphere possible for all participants.

2.2 The Concept of Attitude and Formation of Attitude

Attitude refers to responding to a particular object with favour or disfavour (Eagly & Chaiken, 1993). In the field of psychology, a person's attitude is a made-up thing, a combination of their thoughts and feelings that serve to define them. Intricate and developed through time, attitudes result from various life experiences. One of the primary agents of attitude formation in students is the school since the early years of students are spent in school. Attitudes formed in school may be through:

- **Classical conditioning:** This is an example of the sort of learning known as conditioning, in which one stimulus (the "conditioned stimulus") is linked to another (the "unconditioned stimulus") in order to elicit a specific behaviour (the "conditioned response") (Pavlov, 1902). Following the principles of classical conditioning, we are influenced by our surroundings. Therefore, students who are frequently subjected to punishment by a particular teacher may come to associate that teacher with fear or discomfort, which can result in negative attitudes toward both the teacher and the subject taught. It is therefore important for teachers to foster a classroom environment that promotes positive learning experiences, as such conditions encourage favourable student attitudes toward learning (McLeod, 2018).
- **Operant conditioning:** The likelihood of repeating action is based on how those actions have far-reaching repercussions (Skinner, 1971). Behaviours that are reinforced (rewarded) by operant conditioning are more likely to be repeated, whereas those that are penalised are less likely to be. Since behaviour that is followed by pleasant consequences is likely to be repeated, and behaviour that is followed by unpleasant consequences is likely to be extinguished, teachers should reinforce positive attitudes in class through praise, and engagement, among other things, and punish negative attitudes in class (McLeod, 2018).
- **Cognitive appraisal:** For this idea, our appraisals (evaluations, interpretations, or explanations) of events are the triggers for our feelings. The responses that result from these evaluations vary (Lazarus & Smith, 1988). When students perceive classroom experiences as positive, they are more likely to develop feelings of excitement and anticipation toward instructional periods. On the other hand, negative classroom experiences may evoke emotions such as fear, frustration, or disengagement during lessons. Students' emotional responses are shaped by their judgments of classroom events, including perceptions of fairness and treatment by the teacher, which in turn predict their attitudes toward learning. Therefore, teachers should adopt fair practices, reinforce positive behaviours, and use constructive behaviour management strategies to ensure that students interpret classroom interactions positively, thereby fostering favourable attitudes toward both the teacher and the learning process.

Blazar and Kraft (2017) report that senior high school teachers influence students' attitudes and behaviours significantly. Researchers have argued that among student factors, attitude is a key contributor to higher or lower academic performance (Ngussa & Mbuti, 2017). Cetin-Dindar (2015) further asserts that students may develop attitudes according to the personalities and behaviours of their teachers. Students hear and see the teacher's intention in discipline and management beyond words (Rogers, 2015). Acikgoz (2005) found that students tended to develop unfavourable attitudes toward teachers who were perceived as unfriendly, overly strict, or unengaging, while they showed more favourable attitudes toward teachers who were cooperative, friendly, and humorous. Moreover, Angell (1992) reported that classroom environments marked by mutual respect and democratic leadership practices positively influence students' attitudes toward both the teacher and the subject matter.

2.3 Empirical Review

Emmer and Stough (2001) found that teachers who managed classrooms effectively adopted proactive strategies, such as clearly communicating expectations, establishing routines, and reinforcing positive behaviour, rather than reacting to misconduct. In the same way, Clement and Omenka (2015) reported that adherence to school rules, appropriate language use, and positive reinforcement through praise significantly strengthened teacher-student relationships and fostered positive attitudes toward learning. Fridah and Kusiima (2019), using a descriptive survey in Kenyan secondary schools, revealed that poor classroom management was associated with disruptive behaviours and negatively related to student achievement. Wanzare (2012) further demonstrated a strong link between instructional management techniques and

teacher motivation, advocating a shift from authoritarian supervision to more collaborative and supportive practices. Supporting this, Nwankwoala (2021) showed that students achieved better outcomes when they perceived their teachers as well-prepared and organised, while Martin and Baldwin (1994) found that less experienced teachers tended to intervene more frequently in classroom management than their experienced counterparts.

Furthermore, Linda et al. (2005), in a case study of an American dental school, observed that teacher-centred approaches dominated instruction, limiting student engagement and critical thinking, and emphasised the need for formative evaluation and evidence-based teaching practices. Sulaiman et al. (2011) demonstrated that integrating technology into classroom instruction expanded teachers' access to diverse teaching resources and enhanced academic achievement, a finding supported by policy directions from the Ministry of Education (1997). In the Ghanaian setting, Yeboah et al. (2020) found that although teachers valued student-centred approaches such as the flipped classroom, most lacked awareness and practical exposure, resulting in minimal implementation. Moreover, Haryani et al. (2017) showed that incorporating formative assessment strategies such as questioning, feedback, peer assessment, and self-assessment enhanced student participation, learning outcomes, and social skills. These studies highlight the importance of effective classroom management, innovative instructional practices, teacher preparedness, and formative assessment in promoting student engagement and academic success.

Again, Yeboah et al. (2025) found that pre-service teachers in Ghana demonstrated high levels of instructional self-efficacy and classroom management decision competencies indicating that pre-service teachers who are confident and competent in instructional planning and delivery create structured and supportive learning environments that promote positive student attitudes toward learning. Moreover, Yeboah et al. (2020) reported that pre-service teacher interns do not regularly apply behaviour modification techniques suggesting that inadequate behavioural management practices among pre-service teachers may contribute to classroom disruptions that undermine students' emotional readiness and positive attitudes toward learning. Finally, Mensah et al. (2025) research on inclusive education and multicultural competencies among Ghanaian pre-service teachers shows that self-reflection, inclusive practice, and engagement-oriented strategies are associated with richer classroom interactions and positive learner engagement. Pre-service teachers who employ engagement-focused and inclusive classroom strategies stimulate students' interest, participation, and positive attitudes toward learning.

2.4 Conceptual Framework

The conceptual framework in Figure 1 depicts the relationships between the variables used for the study. From the literature reviewed, it is expected that the attitudes of students towards learning BM are associated with teachers' classroom management competencies. Thus, attitudes are associated with how teachers manage and deliver BM instructions, how they manage students' behaviours and how they engage students in the classroom during BM lessons. All of these are motivated by Kounin's (1977) model, which was on teachers' overall classroom management competencies in making the classroom a conducive place for effective teaching and learning of BM.

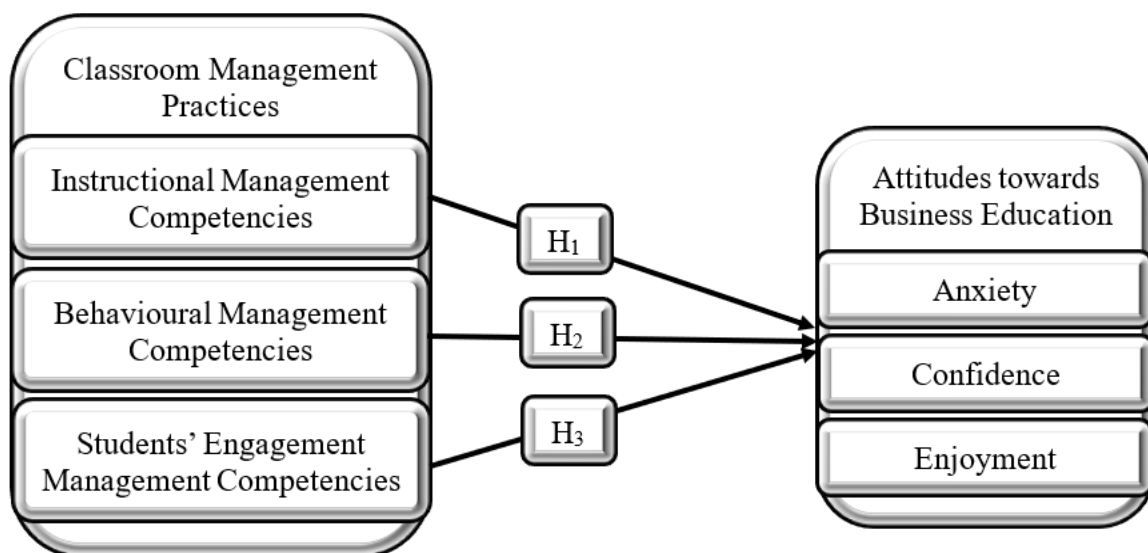


Figure 1. Conceptual Framework

Source: Researchers' Construct (2025)

3. Research Methods

3.1 Research Design, Population and Sampling

The study used a descriptive cross-sectional survey design. The target population comprised all Business students in public Senior High Schools within the Cape Coast Metropolis, from which four schools were randomly selected. Business students were purposively chosen due to the focus of the study, and systematic random sampling was subsequently used using class attendance registers as the sampling frame, and every fourth student was used until the required number was attained to give an equal chance to each student to be selected for the study. In total, 192 students were selected from an initial target population of 662 to participate in the study using Adams' (2020) sample size determination table.

3.2 Instrumentation

An adapted structured questionnaire with closed-ended items was used to collect data for the study. The instrument consisted of five sections: the first section gathered students' demographic information, while the remaining sections used a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to measure classroom management competencies and students' attitudes toward Business Management. Classroom management competencies were assessed across three subscales: Instructional Management, adapted from Stronge et al. (2011); Behaviour Management, adapted from Bullock et al. (1994); and Student Engagement Management, adapted from Burch et al. (2015). Students' attitudes were measured across four constructs namely anxiety, confidence, enjoyment, and benefit/value adapted from the Multi-factorial Scale of Attitudes (Auzmendi Escribano, 1992). The reliability of the instrument was evaluated using Cronbach's Alpha for each competency and attitude construct, with all coefficients $\geq .70$, indicating that the questionnaire was reliable and suitable for the study (Nunnally & Bernstein, 2008).

Table 1. Reliability coefficients

Variable	Cronbach's Alpha
Teachers' Instructional Management Competencies	.848
Teachers' Behavioural Management Competencies	.737
Teachers' Students' Engagement Management Competencies	.944
Attitudes of Students towards the Subject	.893

Source: Fieldwork (2025)

3.3 Common Method Bias

The potential for common method bias was assessed because the data were obtained through self-reports. Following the recommendation of Kock (2015), inner model VIF values were examined, with values below 3.30 indicating the absence of common method bias. As shown in Table 6, all VIF values met this criterion. In addition, Harman's single-factor test using an unrotated principal component analysis revealed multiple factors, with the first factor explaining only 24.06% of the total variance, which is well below the 50% threshold suggested by Podsakoff et al. (2003), further confirming that common method bias is not a threat in this study.

3.4 Data Analysis

Data collected were coded and analysed using IBM SPSS version 26.0. Descriptive statistics (frequencies and percentages) were used to summarise the demographic data while multiple linear regression was employed to examine the individual associations between teachers' classroom management competencies and students' attitudes toward Business Education. Statistical significance was assessed at .05 level, where p-values less than .05 indicated a statistically significant association. The results are presented in tables. All ethical principles were strictly adhered to throughout the study.

4. Results

4.1 Demographic Profile of Respondents

This section presented the results from the analysis conducted on the respondents' demographic data. Out of the 192 respondents sampled for the study, 173 represented a 90.10% response rate, considered appropriate for the analysis. The results are summarised in Table 2.

Table 2. Demographic profile of respondents

Profile		Frequency	Percentage
Sex	Male	100	57.80
	Female	73	42.20
Age (in years)	Less than 13	2	1.16
	13-15	23	13.29
	16-19	148	85.55

Source: Fieldwork (2025)

The results of the demographic data collected from the respondents, as shown in Table 2, revealed that 100(57.80%) of the respondents are males, whereas the remaining 73(42.20%) are females. In addition, their age categorisation showed that more than three-quarters, 148(85.55%) of them are aged 16-19 years, followed by 23(13.29%) aged 13-15 years. The most negligible proportion of the age category of respondents that took part in the study were those less than 13 years 2(1.16%). These results reflect the characteristics of the schools selected for the study.

4.2 Normality Test

Assessing the normality of data is a standard procedure in statistical analysis and can be undertaken using both statistical tests and graphical techniques (Hernandez, 2021; Mishra et al., 2019). In this study, normality was assessed using skewness and kurtosis statistics, which are considered robust for medium-sized samples (Kim, 2013). With a sample size of 173, all variables recorded skewness and kurtosis values within the acceptable ± 1.96 range as shown in Table 3, confirming normal distribution and thereby validating the use of parametric statistical tools for data analysis.

Table 3. Normality test

Constructs	Skewness	Std. Error	Kurtosis	Std. Error
Teachers' Instructional Management Competencies	-.572	.062	.867	.133
Teachers' Behavioural Management Competencies	-.546	.062	.855	.133
Teachers' Students' Engagement Management Competencies	-.535	.062	.564	.133
Attitudes of Students towards the Subject	-.605	.062	1.140	.133

Source: Fieldwork (2025)

4.3 Impact of Teacher Classroom Management Competencies on Students' Attitudes Towards Business Education

The research objective sought to assess the individual associations between teacher classroom management competencies and students' attitudes toward Business Education. Thus, the multiple linear regression model was adopted to determine the associations between teacher classroom management competencies (instructional management, behavioural management, and students' engagement management) on students' attitudes toward business education. The results are presented in Table 4, 5 and 6.

Table 4. ANOVA (Attitude of students towards business education)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	104.765	3	34.588	88.032	.000 ^b
Residual	67.767	168	.397		
Total	171.532	172			

a. Dependent Variable: Attitude of students towards business education

b. Predictors: (Constant), SEM, IM, BM

From Table 4, this test was used to determine whether or not the model for measuring the associations between teachers' classroom management competencies (Instructional Management, Behavioural Management, and Students' Engagement Management) and students' attitudes toward Business Education is fit for the study. The model is said to be fit for the sample if the p-value of the F-statistic is less than the significance value of .05. In the same way, the model is considered unfit for the sample if the F-statistic p-value exceeds the significance level of .05. From Table 4, the F-statistic ($F = 88.032$, $df = 3$, $p < .05$) leads to the inference that the study's linear regression model is adequate for explaining the impact of teacher classroom management competencies (Instructional Management, Behavioural Management, and Students' Engagement Management) on students' attitude towards Business Education.

Furthermore, the difference in the associations between the independent variables (Instructional Management, Behavioural Management, and Students' Engagement Management) and the dependent variable (students' attitude toward Business Education) is explained by the coefficient of determination (R^2), which represents the proportion of variance in the dependent variable accounted for by the independent variables.

Table 5. Model Summary (Attitude of students towards business education)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.780 ^a	.608	.601	.63041	2.007

a. Predictors: (Constant), SEM, IM, BM

From Table 5, the R-square value of .608 means that teacher classroom management competencies (Instructional Management, Behavioural Management, and Students' Engagement Management) account for 60.80% of the variance in students' attitudes toward Business Education, while the remaining 39.20% is explained by variables not included in this study. The Durbin-Watson statistic of 2.007 indicates that the assumption of independent errors is satisfied, as the value

is close to 2, suggesting the absence of first-order autocorrelation in the regression residuals.

Lastly, the researchers employed the linear regression model to determine whether teacher classroom management competencies (instructional management, behavioural management, and students' engagement management) are associated with students' attitudes toward Business Education. The results are shown in Table 6.

Table 6. Coefficient (Attitude of students towards business education)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	VIF	Tolerance
		B	Std. Error	Beta				
1	(Constant)	1.450	.201		7.206	.000		
	Instructional Management Competencies	.111	.108	.105	.029	.305	1.670	.599
	Behavioural Management Competencies	.413	.113	.412	3.658	.000	1.230	.813
	Students' Engagement Management Competencies	.299	.108	.296	2.777	.006	1.570	.637

a. Dependent Variable: Attitude towards business education

Table 6 shows that instructional management, behavioural management, and student engagement management competencies positively associated with students' attitudes towards learning Business Education. However, behavioural management competencies ($\beta = .413$, $p < .05$) and students' engagement management competencies ($\beta = .299$, $p < .05$) has a significant impact on students' attitude towards Business Education whereas instructional management ($\beta = .111$, $p > .05$) has no significant association with students' attitude towards Business Education. Hence, it can be inferred that Business Education teachers' behavioural management competencies shows the strongest positive association with students' attitudes toward the study of Business Education, followed by students' engagement management competencies and instructional management competencies. In addition, all VIF values were below the threshold of 5, confirming that the model is free from multicollinearity issues in line with Ringle et al. (2023).

5. Discussion of Results

This study aimed to investigate Business Education teachers' classroom management competencies in the public Senior High Schools (SHSs) in the Cape Coast Metropolis. The classroom management competencies used for this study are proxied by instructional management, behavioural management, and students' engagement management.

The results of teachers' instructional classroom management competencies showed that teachers take their time to explain the lesson to their students. In this case, teachers must explain the lesson objectives to their students to set the lesson in motion and arouse students' interest in their expectations. In support of the above assertion, Danarwati (2016) averred that instructional management is an action to plan teaching and learning programs, implement the teaching and learning processes, assess the process and learning outcomes, and develop classroom management. The teachers' approach to instructional management sets the tone for the overall classroom atmosphere and student behaviour stressors (Martin et al., 2012). Furthermore, the result of the current study is consistent with the findings of Yeboah et al. (2025) who indicated that preservice teachers with high instructional self-efficacy and classroom management competencies create structured and supportive learning environments, fostering students' interest, motivation, and positive attitudes toward learning.

Teachers' duty in instructional management was to use various assessment strategies during lessons. That notwithstanding, there are formative assessments and summative assessments grounded in theory and teachers are encouraged to use these assessment strategies to unravel the understanding level of their students, so they know whether their students are in unison with the lesson content. Gunawan (2014) supported this by saying that instructional management is a sequence of events which include, but are not limited to, the assessment of learning and assessment aspect.

Again, the results showed that teachers always help students to think critically. One of the significant rationales of education is fostering a sense of critical thinking skills in the students so they can become lifelong learners. Hence teachers have to shape students' understanding by giving them content that makes them think critically. Students are very impressionable and require teachers who know how to create the best outcome for everyone in the learning environment. Wanzare's (2012) study established that instructional management practices significantly relate to motivation and concluded that the subject coordinators are expected to provide the right motivation and stimulation for staff through the

instructional, supervisory role. However, this study is in contrast to the findings of Linda et al. (2005), who found that seventeen of the twenty classes observed were teacher-centred, passive, and lacked observable effort to help students understand the relationship of the lecture content to the oral health problems. At this level of education, students are more autonomous learners and may place less emphasis on teachers' lesson organisation, pacing, and clarity of objectives, which are core elements of instructional management. Instead, mature students tend to value opportunities for active participation, interaction, and relevance of content to real-life experiences, which may explain why students' engagement management emerged as a stronger and significant predictor of attitudes.

Concerning behavioural management competencies of the teachers, it was found that teachers control disruptive behaviour in the classroom. The control of disruptive behaviour in the classroom is because some students come from very supportive homes; some go home to frequent shouting, arguing, poor diet, family dysfunction and worse. As a result of the diversity of students in the classroom, their ability and motivation to learn in the formal setting of schools may vary enormously (Rogers, 2015). According to Emmer and Stough (2001), teachers' ability to manage their students' behaviour is crucial to achieving positive educational outcomes. In addition, teachers always praise students for positive attitudes. In supporting the argument, Zimmerman (2011) opined that behavioural management is associated with teachers' expectations for their students. Thus, teachers tend to be happy and praise their students when they exhibit positive attitudes toward Business Education. This also encourages other students to develop positive attitudes toward learning Business Education. Again, in the Business Education classroom, teachers clear their expectations about students' behaviour. This tends to suppress oppressive behaviour in the classroom since teachers implement measures to address disruptive behaviour with the students. At times, teachers make their students set the punishments themselves making it clear to every student what kind of behaviour is expected from them.

Furthermore, teachers ensure students follow class rules and routines and quickly address lousy behaviour. This sends immediate feedback to the students about the teacher's displeasure with disruptive behaviour. Behavioural classroom management methods aim to increase appropriate behaviours through reinforcement and decrease inappropriate behaviours through extinction (Hughes, 2014). Emmer and Sabornie (2015) stated that classroom management approaches would advance students' pro-social behaviour and increase academic engagement. The findings of this study agree with the findings of Emmer and Stough (2001), who found that teachers who effectively managed their classrooms focused on prevention rather than reactive approaches and explicitly taught desirable student attitudes. Therefore, the implication is that inadequate behavioural management practices among pre-service teachers may contribute to classroom disruptions that undermine students' emotional readiness and positive attitudes toward learning which agreed with the results of Yeboah et al. (2020) who noted that gaps in the consistent application of behaviour management strategies among pre-service teachers can lead to classroom disruptions, thereby negatively affecting students' engagement, emotional readiness, and overall attitudes toward learning.

Furthermore, results of students' engagement management competencies portrayed that Business Education teachers encourage participation and cooperation. Business Education requires cooperative learning, making it possible for students to interact with each other to understand the concepts better. Effective student engagement in the classroom enables learners to experience deeper learning and develop a clearer understanding of instructional content, which in turn enhances overall student satisfaction. Engaged students typically demonstrate interest in learning by remaining attentive, actively listening, and participating through asking and responding to questions during classroom activities. This finding is in line with the assertion made by Saphier et al. (2008) that if students are not actively engaged and participating in the lesson, they are probably not learning the academic content. In support of this, pre-service teachers show that engagement-focused and inclusive teaching strategies, including participatory activities and reflective practices, significantly enhance students' active participation, intrinsic interest, and positive attitudes toward learning as indicated by Mensah et al. (2025) who reported that pre-service teachers who use engagement-focused and inclusive classroom strategies stimulate students' interest, participation, and positive attitudes toward learning.

When students are engaged in the learning activity, the learners are less likely to be distracted and engaged in off-task or distractive behaviours (Eisenman et al., 2015; Marshall, 2016). Also, the study found that teachers value students' opinions. Since teachers enforce cooperative learning, the goal is for students to share their ideas with the class. Hence, teachers must value students' opinions about the concept being taught. The theory of student involvement stressed that the greater the student's involvement in college, the greater the amount of student learning and personal development (Astin, 1984).

It is also found that teachers have good relationships with students. Teacher-student relationship has been a matter of concern for some time where students' attitude toward learning a subject is dependent on the kind of relationship the students have with the teachers of that subject. Hence, when Business teachers at the SHS level develop good relationships with their students, they are expected to develop positive attitudes toward Business Education. In support of this finding, Umbach and Wawrynski (2005) argued that teacher-student interaction is essential in encouraging student learning and seemed to challenge teachers and institutions to place a higher value on this particular role.

Finally, regarding the association between teachers' classroom management competencies and students' attitudes toward Business Education, the results indicate that instructional management, behavioural management, and student engagement practices are all positively associated with students' attitudes toward the subject. When teachers deliver content clearly and make concepts understandable, students are more likely to develop interest in the subject and dedicate additional time to study. On the other hand, ineffective instruction or poorly managed classrooms can lead to frustration, negative perceptions of both the teacher and the subject, and reduced motivation, which may ultimately diminish students' engagement and academic performance in Business Education.

Furthermore, students' engagement during Business classes shows that when they feel engaged more in the classroom activities, they tend to state that the subject is more demanding. Hence, they end up not showing up for Business lessons; however, when teachers appear as lecturers and read the notes to them to copy, students find this rather exciting and develop more interest in the subject since they do not feel that a lot is being demanded from them. This finding was confirmed by Saphier et al. (2008) that if students are not actively engaged and participating in the lesson, they are probably not learning the academic content. Also, the nature of the Business subject makes students read a lot to be conversant with the concepts. Those students who find this disturbing tend to develop negative attitudes towards the subject.

However, academic engagement is amenable to influencing students' attitudes through school or classroom practices (Glanville, 2006; Wildhagen, 2006) and contributes to academic performance along a continuum (Suárez-Orozco et al., 2009). Thus, highly engaged students are actively involved in their education, completing the tasks required to perform well in school, while the somewhat engaged students may be doing "good enough" academic work but not reaching their academic potential (Suárez-Orozco et al., 2009). Thus, Fridah and Kusiima (2019) found that increased negative attitudes lead to a negative attitude towards learning. A study by Clement and Omenka (2015) also shows that a well-behaved class creates a conducive atmosphere for teaching and learning. The study showed that obeying school rules and regulations and using appropriate language significantly enhances teacher-student relations, increasing a positive attitude toward learning. The study also showed that students believe that teachers who reinforce positive behaviour through praise and motivation increase students' confidence to learn to impact their academic performance positively.

6. Conclusion

Since there were positive association between Business teachers' instructional management, behavioural management, and students' engagement management competencies with students' attitudes toward Business Education, students exhibit positive attitudes toward Business Education as a result of the classroom management competencies of the teachers. Even though the specific classroom management competencies have different levels of association with students, it can be concluded that the adoption and practice of various classroom management competencies by teachers can affect students' attitudes toward Business Education, which is likely to affect their performances.

7. Implication for Policy and Practice

1. Business Education teachers should not relentlessly apply various instructional management practices to help maintain students' interest in studying Business Education.
2. Business Education teachers should continue using various classroom behaviour management strategies to sustain students' behavioural management practices.
3. Engaging students in the teaching and learning activities increase their interest in the subject. Hence Business Education teachers are encouraged to continue to engage students appropriately in the classroom to sustain their positive attitudes toward the study of the subject. Authorities should emphasise student-centred pedagogies.
4. Even though instructional management competencies demonstrated by the teachers do not significantly associate with students' attitudes toward Business Education, teachers are encouraged to continue using them in varied situations so that the students see their relevance to their academic achievement as a whole.

8. Limitations and Suggestions for Further Studies

As with all empirical studies, this research has certain limitations. First, the cross-sectional survey design restricts causal interpretation of the observed relationships, as the results reflect associations at a single point in time rather than developmental or causal effects. Second, the study relied on students' self-reported perceptions, which may be subject to social desirability effects despite procedural and statistical controls. Finally, the study was conducted within a single metropolitan setting, which limits the generalisability of the findings to other regions or educational settings with different contextual characteristics. Future studies may adopt longitudinal or mixed-methods approaches, incorporate multiple data sources such as teacher self-reports and classroom observations, and extend the scope to multiple regions to enhance robustness and external validity.

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Authors contributions

All authors contributed equally to the conception and design of the study, data collection, data analysis, and interpretation of results. All authors were involved in drafting and critically revising the manuscript for intellectual content. The authors jointly agreed on the final version of the manuscript and approved it for publication. There were no special agreements concerning authorship beyond the equal contribution of all authors to the study.

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