

**TEACHERS' POOR KNOWLEDGE OF SUBJECT MATTER AND
LACK OF TEACHING RESOURCES AS CORRELATES OF
STUDENTS' ACADEMIC ACHIEVEMENT IN BUSINESS
EDUCATION IN PUBLIC TERTIARY INSTITUTIONS IN
ANAMBRA STATE**

UKA SCHOLASTICA OGONNA

Department of Vocational Education

Chukwuemeka Odumegwu Ojukwu University

Igbariam

Email: donzamanda@gmail.com

Tel: +2347032336200

Abstract

This study investigated teachers' poor knowledge of subject matter and lack of teaching resources as correlates of students' academic achievement in business education in public tertiary institutions in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 110 business educators from four public tertiary institutions in Anambra State. Two instruments are developed in this study. Two structured questionnaires were used to collect data. The instruments were validated by three experts in education. The test of the instrument of the instruments reliability was done using Cronbach Alpha to measure the internal consistency of the instrument and reliability co-efficient values of 0.86 and 0.82, were obtained for clusters 1 and 2 respectively in the first instrument while reliability coefficient value of 0.78 was obtained for the second instrument. The Pearson Product Moment Correlation was used to answer research questions. Simple regression correlation analysis was used to test the hypotheses. The findings of the study revealed that there is a high negative relationship between poor subject knowledge and students' academic achievement in business education in public tertiary institutions in Anambra State. The finding of the study also revealed that there is a high negative relationship between lack of teaching resources and students' academic achievement in business education in public tertiary institutions in Anambra State. Moreso, the study revealed that there is a statistically significant relationship between pedagogical challenges (poor subject matter knowledge and lack of teaching resources) and students' academic achievement in business education in public tertiary institutions in Anambra State. Based on the findings of the study, the researcher recommended among others that Administrators of business education programmes in tertiary institutions should prioritize the professional development of lecturers and departmental members.

Keywords: Teachers, Subject Matter, Knowledge, Teaching Resources, and Business Education

Introduction

Education is the basic instrument towards economic growth and technical advancement of any society and business education is an essential element of the general education. The realization of the goals of tertiary education is reflected in students' academic achievement. Students' academic achievement is defined as the knowledge attained or skills developed in the school subjects, usually determined by test scores or marks assigned by teachers or both. Academic achievement is specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a combination of both (Adepoju & Akinwumi, 2019). Academic achievement or academic performance of students is an aspect of their total behaviour.

Indicators of academic achievement can be based on a variety of factors, including very general ones like procedural and declarative knowledge gained through educational systems, more curricular ones like grades or performance on an educational achievement test, and cumulative ones like educational degrees and certificates (Akinola & Oredein, 2021). Oguejiofor and Eya (2022) noted that academic achievement it is the height of formal education successfully attained by an individual in the course of pursuing a career. Academic achievement in the context of this study can be defined as the extent to which students understand business concepts, theories and practical skills in business education.

Business education is generally concerned with the teaching of business orientation and knowledge for personal and national development. Oguejiofor et al (2023) also noted that its main objective is to prepare individuals for employment in businesses. It involves teaching students the fundamentals, concepts, theories and processes of business. Agwumezie (2017) defined business education as a course that prepares students for entry in advancement of jobs within business, and prepares them to handle their own business affairs to function intelligently as consumers and citizens in a business economy. Similarly, Amoor (2016) opined that business education encompasses knowledge, attitudes, and skills needed by all citizens in order to effectively manage their personal businesses and economic system. Oroka et al (2020) extensively defined business education as an education programme that oriented students in art of business making (marketing) typing and shorthand skills, (currently changed to data processing, computer appreciation and operation) service delivery, secretarial jobs, stenography, account clerking, office information system and management. He elaborated that business education prepared students in two interrelated areas. Sadly, the realization of the objectives of business education in tertiary institution in Nigeria appears to have presented a huge challenge to business educators.

This according to Anioke (2015) may have been caused by the pedagogical challenges encountered by business teachers and educator. The realization of the objectives of business education entails that business educators possess the subject knowledge, teaching skills, attitude and attendance necessary to enhance learning (Olaitan, 2018).

Lack of subject matter knowledge has been projected as one of the major pedagogical challenges facing business education programme (Ugwu, et al, 2020). Subject matter is the scientific study of learning and instruction within school subjects. Subject matter is attributed to the content-area knowledge and the knowledge to curriculum. In a given subject or content field, content knowledge is defined as the body of knowledge and information that teachers teach and that students are expected to learn. Adediwura and Tayo in Olaitan (2018) stated that the pedagogical abilities of the business educator depend on their knowledge about the subject they intend to teach. The ability of a lecturer to teach effectively depends on the depth of knowledge he/she has. In other words, a lecturer whose understanding of the subject content is thorough, uses clearer expressions comparative to the one whose background is weak. Kiamba et al (2018) asserted that teacher's subject matter knowledge may be affected by the attitudes and expectations that their students bring to the classroom. The understanding of subject matter could influence teachers' ability to simplify content to help students to understand. Just like having poor subject matter knowledge is a pedagogical challenge of business education, lack of teaching resources is as well a pedagogical challenge of business education programme.

Teaching resources are objects or devices that assist the teacher to present a lesson to the learners in a logical manner. Teaching resources are basic requirements that aid and facilitate effective teaching and learning. Okolocha and Ordu (2018) opined that teaching resources comprises of human, facilities and equipment for teaching and learning. In the same vein, teaching resources are those materials or services that facilitate teaching and learning in schools. According to Gbaranen and Amaewhule (2019) teaching resources are visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities. The vitality of teaching resources make learning concrete and real, substitute things for another, allow the students to participate in the production of materials, economical and more teacher-students resource oriented. Alade and Lemo (2019) reported that resources are very important in the development of qualitative education and so the success or failure of any system of education depends on the quality and quantity of human and material resources made available. They however, point out that lack of physical facilities; Information and Communication Technology (ICT) laboratory, inadequate funding, severe shortage of suitable qualified teachers and other material resources as well as tools have been found to be some of the major problems of developing sound business education programme (Okolocha & Ordu, 2018). However, the assertions above are in most part

theoretical and have not been empirically proven to be true in public tertiary institutions in Anambra State. It is based on this backdrop that the researchers investigated teachers' poor knowledge of subject matter and lack of teaching resources as correlates of students' academic achievement in business education in public tertiary institutions in Anambra State.

Statement of the Problem

Poor academic achievement among business education graduates in Anambra State has become a growing concern, particularly as it relates to their employability. The rising rate of unemployment among business education graduates from public tertiary institutions in the state appears to suggest deficiencies in their academic preparation. This situation raises critical questions about the quality of education being delivered in business education programmes in tertiary institutions in Anambra State. The increasing rate of unemployment among these graduates poses a significant threat to the socio-economic development of Anambra State. Without the ability to secure meaningful employment, many business education graduates may struggle to contribute effectively to the economy, thereby increasing issues like poverty, dependency and social instability in the State.

The researchers' wonders if poor subject matter knowledge of business educators might affect their ability to effectively prepare students for the demands of the workplace. Furthermore, lack of adequate teaching resources, including modern instructional materials and technology, could further hinder the academic achievement of business education students. Given these challenges, the researchers are compelled to investigate teachers' poor knowledge of subject matter and lack of teaching resources as correlates of students' academic achievement in business education in public tertiary institutions in Anambra State.

Purpose of the Study

The main purpose of this study was to investigate teachers' poor knowledge of subject matter and lack of teaching resources as correlates of students' academic achievement in business education in public tertiary institutions in Anambra State. Specifically, this study sought to:

1. Ascertain the relationship between teachers' poor knowledge of subject matter and students' academic achievement in business education in public tertiary institutions in Anambra State.
2. Find out the relationship between lack of teaching resources and students' academic achievement in business education in public tertiary institutions in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between teacher poor subject matter knowledge and students' academic achievement in business education in public tertiary institutions in Anambra State?

2. What is the relationship between lack of teaching resources and students' academic achievement in business education in public tertiary institutions in Anambra State?

Hypotheses

The following hypotheses were tested at .05 level of significance:

1. There is no significant relationship between poor subject matter knowledge and students' academic achievement in business education in public tertiary institutions in Anambra State.
2. There is no significant relationship between lack of teaching resources and students' academic achievement in business education in public tertiary institutions in Anambra State.

Methodology

A correlational research design was adopted for this study. A correlational research design was adopted for this study. The population of the study comprised 110 business educators from four public tertiary institutions (two universities and two colleges of education) offering business education in Anambra State. The researcher used the entire population without sampling because the number was manageable. Two instruments were developed in this study. The first instrument is titled "Questionnaire on Teachers' Poor Knowledge of Subject Matter and Lack of Teaching Resources in Public Tertiary Institution (QTPKSMLTRPTI)" while the second instrument is titled "Questionnaire on Business Education Students Academic Achievement in Tertiary Institutions (QBESAATI)". The first questionnaire has two clusters- 1 and 2. Cluster 1 contains 10 items on subject matter knowledge pedagogical challenges, Cluster 2 contains 8 items on teaching resources related pedagogical challenges. The second questionnaire contains 19 items on business education students' academic achievement in tertiary institutions. Both instruments are structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was validated by three experts.

To establish the reliability estimate of the instruments, the instruments were subjected to a pilot test. Copies of the instrument were administered to 20 vocational education lecturers in tertiary institutions in Enugu State. Enugu State was selected because it is not part of the study but it shares similar educational characteristics with Anambra State. The data were analyzed using Cronbach Alpha to measure the internal consistency of the instrument and reliability co-efficient values of 0.86 and 0.82, were obtained for clusters 1 and 2 respectively with an overall reliability co-efficient value of 0.84 while reliability coefficient value of 0.78 was obtained for cluster on students' academic achievement. Out of the 110 copies of questionnaire administered, 96 copies were returned in good condition. This amounted to 87 percent return rate.

The Pearson Product Moment Correlation was used to answer research questions. The co-efficient “r” obtained was used to ascertain how each of the independent variables correlate the dependent variable. The research questions were interpreted as follows:

Correlation Coefficient	Interpretations
0.8 to 1.0 (negative or positive)	Very High
0.6 to 0.8 (negative or positive)	High
0.4 to 0.6 (negative or positive)	Average
0.2 to 0.4 (negative or positive)	Low
0.0 to 0.2 (negative or positive)	Very Low (no relationship)

In testing the null hypotheses, simple regression correlation analysis was employed to determine the significant correlation between the variable of interest. In interpreting the values of the null hypotheses, when p-value is less than or equal to 0.05 ($p \leq .05$), the null hypothesis was rejected. On the other hand, when the p-value is greater than .05 ($p > .05$), the null hypothesis was not rejected.

Results

Research Question 1

What is the relationship between teacher poor subject matter knowledge and students’ academic achievement in business education in public tertiary institutions in Anambra State?

Table 1: Pearson’s Correlation between Teacher Poor Knowledge of Subject Matter and Students Academic Achievement in Business Education in Public Tertiary Institutions

Variables		N	Poor Subject Matter Knowledge	Academic Achievement	Decision
Poor Subject Matter Knowledge	Subject	96	1	-.820**	High Negative Correlation
Academic Achievement		96	-.820**	1	

Data in Table 1 reveals that the Pearson’s Correlation Coefficient is $r = -0.820$. This shows that a high negative correlation exists between poor Knowledge of subject matter and students’ academic achievement in business education in tertiary institutions in Anambra State. This implies that poor knowledge of subject matter have negative impacts on students’ academic achievement in business educations. Thus, there is a high negative relationship between poor knowledge of subject matter and students’ academic achievement in business education in public tertiary institutions in Anambra State.

Research Question 2

What is the relationship between lack of teaching resources and students' academic achievement in business education in public tertiary institutions in Anambra State?

Table 2:Pearson’s Correlation between Lack of Teaching Resources and Students Academic Achievement in Business Education in Public Tertiary Institutions

Variables	N	Lack of Teaching Resources	Academic Achievement	Decision	
Lack of Teaching Resources	96	1	-.710**	High Correlation	Negative
Academic Achievement	96	-.710**	1		

Data in Table 2 reveals that the Pearson’s Correlation Coefficient is $r = -0.71$. This shows that a high negative correlation exists between lack of teaching resources and students’ academic achievement in business education in tertiary institutions in Anambra State. This implies that lack of teaching resources has a negative impact on students’ academic achievement in business education. Thus, there is a high negative relationship between lack of teaching resources and students’ academic achievement in business education in public tertiary institutions in Anambra State.

Hypothesis 1

There is no significant relationship between teacher poor knowledge of subject matter and students’ academic achievement in business education in public tertiary institutions in Anambra State.

Table 3:Test of Significance of Simple Regression Analysis on the relationship between Teacher Poor Knowledge of Subject Matter and Students Academic Achievement in Business Education in Public Tertiary Institutions in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β	t-value	p-value
Constant	35.423	11.675		12.454	.000
Poor Knowledge of Subject Matter	.765	.678	.801	25.676	.000
R	.801				
R ²	.624				
Adj. R ²	.601				
F	64.224				.000

The summary of test of significance of simple regression analysis as shown in Table 3 revealed that the simple regression coefficient (R) is .801 while the R² is .624 and Adjusted R² is .601. The F-ratio associated with the regression is 64.224 and the t-value is 25.676. Furthermore, the P-value of .000 is less than 0.05 level of significance. This means that there is a statistically significant relationship between poor knowledge of subject

matter and students' academic achievement in business education in public tertiary institutions in Anambra State. Thus, the null hypothesis was rejected.

Hypothesis 2

There is no significant relationship between lack of teaching resources and students’ academic achievement in business education in public tertiary institutions in Anambra State.

Table 4:Test of Significance of Simple Regression Analysis on the relationship between Lack of Teaching Resourcesand Students Academic Achievement in Business Education in Public Tertiary Institutions in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β
Constant	28.008	10.766	
Lack of Teaching Resources	.695	.612	.712
R	.712		
R ²	.583		
Adj. R ²	.574		
F	44.127		

The summary of test of significance of simple regression analysis as shown in Table 4 revealed that the simple regression coefficient (R) is .712 while the R² is .583 and Adjusted R² is .574. The F-ratio associated with the regression is 44.127 and the t-value is 18.755. Furthermore, the P-value of .001 is less than 0.05 level of significance. This means that the effect of lack of teaching resources on students’ academic achievement is statistically significant. Thus, there is a significant relationship between lack of teaching resources and students’ academic achievement in business education in public tertiary institutions in Anambra State. Thus, the null hypothesis was rejected.

Discussion

The finding of the study revealed that there is a high negative relationship between poor knowledge of subject matter and students’ academic achievement in business education in public tertiary institutions in Anambra State. This means that when lecturers lack comprehension or experience in the courses they teach, it has a negative impact on students’ academic achievement in business education. The negative association shows that as the poor level of lecturers’ knowledge of subject matter declines, business education students’ academic achievement suffer. This can result in lower grades, poor comprehension of the course material, and overall poor academic achievement. Several causes could be at work in this observed association. One probable explanation is that lecturers with insufficient course knowledge may struggle to communicate complicated concepts and theories to their students, resulting in confusion and disengagement in the classroom.

Furthermore, students may feel less motivated to achieve in a topic if they believe that their efforts are futile. Moreover, when lecturers are not well-versed in their subject matter, they might not be able to adequately

address students' questions or provide valuable insights that enhance the learning experience. As a result, students may face difficulties in grasping the material, leading to subpar academic outcomes. The finding of the study is in agreement with Ntibi et al. (2020) who revealed that there is a significant influence of teachers' poor knowledge of subject matter and academic achievement. Ntibi et al noted that the mode of lesson presentation has significant influence on students' academic achievement. The findings suggest that the way in which lessons are presented to students plays a crucial role in determining their academic achievements. Different modes of lesson presentation, such as lectures, interactive discussions, multimedia presentations, hands-on activities, or a combination of these approaches, can impact how well students comprehend and retain the information being taught. In the same vein, Ugwu et al. (2020) reported that lack of qualified accounting education teachers, was a challenges to teaching accounting in tertiary institution. This situation can have negative impact on students' academic achievement in business education. Kporyi and Arko (2021) reported a weak positive relationship between pedagogical competence of teachers and students academic achievement.

Furthermore findings of the study revealed that there is a statistically significant relationship between poor teacher knowledge of subject matter and students' academic achievement in business education in public tertiary institutions in Anambra State. The results suggest that when lecturers lack proficiency in their respective subjects, it negatively affects the academic achievement of students in business education. This finding aligns with the earlier discussion, highlighting the importance of knowledgeable and competent instructors in delivering high-quality education. The finding of the study is in agreement with Ntibi et al. (2020) who revealed that there is a significant influence of teacher knowledge of subject matter and academic achievement.

The finding of the study revealed that there is a high negative relationship between lack of teaching resources and students' academic achievement in business education in public tertiary institutions in Anambra State. This finding shows negative result because the absence of essential equipment and technology in practical courses can limit students' hands-on learning experiences, which are often vital for understanding real-world applications of theoretical concepts. This limitation can have a negative influence on students' academic achievement. Furthermore, inadequate teaching resources in a larger class sizes can create difficulty for instructors to provide individual attention and personalized support to each student. This lack of personalized instruction can hinder students' progress and comprehension of course contents. This finding is in agreement with Ugwu et al. (2020) who reported that lack of teaching resources was one of the pedagogical challenges affecting teaching and learning. This situation can have negative impact on students' academic achievement in business education. Similarly, Okolocha and Ordu (2018) revealed that available

physical facilities and equipment were inadequate and moderately utilized for teaching entrepreneurship in business education. These inadequacies could have a negative relationship with business education students' academic achievement.

Furthermore, the findings of the study revealed that there is a statistically significant relationship between lack of teaching resources and students' academic achievement in business education in public tertiary institutions in Anambra State. The results suggest that when public tertiary institutions in Anambra State lack sufficient teaching resources, it has a negative effect on students' academic achievement in business education. Insufficient teaching resources can encompass a variety of factors, such as limited access to textbooks, outdated study materials, inadequate laboratory equipment, and a lack of modern technological tools necessary for effective learning. The lack of access to up-to-date and relevant study materials can hinder students' understanding of course content and may lead to difficulties in keeping pace with the curriculum. Outdated resources might not reflect current developments in the business world, limiting students' exposure to contemporary practices and knowledge. This finding is in agreement with Okolocha and Ordu (2018) who reported that available physical facilities and equipment were inadequate and moderately utilized for teaching in business education.

Conclusion

The researchers conclude that there is a high negative relationship between poor knowledge of subject matter, lack of teaching resources and students' academic achievement in business education in public tertiary institutions in Anambra State. The finding of the study indicate that poor knowledge of subject matter and lack of teaching resources affects students' academic achievement in business education in public tertiary institutions in Anambra State. It is therefore imperative that stakeholders put in place measures for mitigating the impact of these pedagogical challenges on students' academic achievement.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. Administrators of business education programmes in tertiary institutions should prioritize the professional development of lecturers and faculty members. Encourage and support continuous learning, research, and updating of subject knowledge. This can be done by ensuring that lecturers have a strong command of their respective subject matter thereby ensuring that students' academic achievement is improved significantly.
2. The Federal and State government should allocate sufficient resources to enhance teaching materials and facilities. Up-to-

date textbooks, relevant study materials, modern laboratory equipment, and technological tools can positively impact students' learning experiences and academic achievement.

REFERENCES

- Adepoju, T. L., & Akinwumi, F. S. (2019). Location of secondary schools as a factor in determining academic performance of students. *Journal of Educational Studies*, 8(2), 410-420. <https://dx.doi.org/10.1037/a0015167>.
- Agwumezie, F., U., (2017). Resources management in business education programmes towards utilizing the great potential of woman. *Business Education Journal*, 3(2), 128-136.
- Akinnola, I. F., & Oredein, A. O. (2021). School climate indices as predictors of students' academic performance in Oyo State, Nigeria. *Teacher Education and Curriculum Studies*, 6(2), 51-60. <https://doi.org/10.11648/j.tecs.20210602.12>.
- Alade, I. A & Lemo, O.O. (2019). Management of Educational resources in a skill-oriented curriculum implementation in selected college of education in Nigeria. *International Research Review*, 1(1), 21-27
- Amoor, S., S., (2016). The need to improve teacher quality in business education programme in Nigerian Universities. *International Journal of Education Research*, 11(1), 1-11.
- Anioke B.O. (2015). *Who is a business educator?* Modern Printers & Publishers.
- Gbaranen, V. D., & Amaewhule, W. (2019). Availability and adequacy of resources for teaching business studies in junior secondary schools in South East Senatorial District, Rivers State. *International Journal of Innovative Social & Science Education Research*, 7(4), 64–70.
- Kiamba, E.W., Mutua, F. & Mulwa, D. (2017). Influence of teacher's subject matter knowledge on students' academic achievement of Kiswahili language in public secondary schools in Kathonzwani Sub-County, Kenya. *Scholarly Research Journal for Humanity Science & English Language*, 6(29), 8052-8059.
- Kporiyi, E. & Arko, A.D. (2021). Pedagogical competence of teachers and students academic achievement in junior high schools in Ashaiman, Ghana. *Innovare Journal of Education*, 9(3), 8-13.
- Ntibi, J. E. E., Neji, H. A., & Agube, C. (2020). Students' perception of teacher knowledge of subject matter/lesson presentation and academic performance in physics in Calabar Municipality, Cross River State, Nigeria. *European Journal of Social Sciences*, 59(2), 247-254.

Oguejiofor, C.S, Iyoha, D.O & Ozioko,O.C (2023) Impart of green human resource management adoption on business educator's job motivation in Nigerian Universities. *International Journal of Marketing and Human Resource Research*, 4(1)33-44

Oguejiofor,C.S & Eya,E.I (2022).Influence of computer-based learning and web-based learning on academic achievement of business education students in tertiary institutions in Anambra State. *Global Journal of Education, Humanities and Management Sciences*,4(1) 131-142

Okolocha, C. C. &Ordu, P. D. (2018). Availability and utilization of instructional resources for teaching entrepreneurship in business education. *Educational Research International*, 7(4), 51-62.

Olutola, A. T., &Olatoye, O. O. (2015). Challenges of e-learning technologies in Nigerian university education. *Journal of Educational and Social Research*, 5(1), 301.

Oroka, O.V., Atarere, L.O.I. &Okifo, J. (2020). Reinventing business education through quality and information communication technology (ICT) for global competitiveness among selected universities in South-South and South-East Nigeria. *International Journal of Innovative Information Systems & Technology Research*, 8(4), 32-43.

Ugwu, I. V. Ezeabii, I. C. &Ugwunwoti, P. E. (2020). Challenges of teaching and learning of accounting education in tertiary institutions in Enugu state of Nigeria. *International Journal of Vocational and Technical Education Research*, 6(2), 1-10.