

**SUBJECT CONTENT MASTERY AND INSTRUCTIONAL RESOURCES: INVESTIGATING  
THEIR POTENCIES IN ENHANCING INSTRUCTIONAL DELIVERY OF MALE AND FEMALE  
BUSINESS EDUCATORS IN TERTIARY INSTITUTIONS IN RIVERS STATE.**

By

Fortune Omasirichi SAM-ELEYI, Ph.D.

And

ALESI-JOHN, Mimi

Department of Business Education  
Faculty of Education  
Ignatus Ajuru University of Education  
Port Harcourt, Rivers State Nigeria

**ABSTRACT**

*The study assessed subject content mastery and instructional resources: it enhancement in the instructional delivery of male and female business educators in tertiary institutions in rivers state. Descriptive survey design was adopted for this study. The area of the study was rivers state. the population of this study consists of one hundred and eight business education lecturers in the four tertiary institutions running business education programme in Rivers State. An instrument titled "Curriculum Implementation Strategies and Instructional Delivery of Business Education Programme Questionnaire" (CuSIDoBEPQu) was used for the study. The researcher employed face and content validity methods. Pearson Product Moment Co-efficient indicated a reliability co-efficient of 0.81 which was deemed reliably for this study. independent t-test statistical tool used to test the hypotheses at 0.05 level of significance. The study concluded that predictor of curriculum implementation such as subject content mastery, instructional resources, quality of teachers, learning environment and teaching strategies enhances business education programme to a high extent. One of the recommendations made was that business education lecturers should endeavour to have sound and adequate knowledge of their subject matter so that aim of curriculum implementation of the programme would be worthwhile, which in turn boost students academic performance.*

**KEYWORDS: Subject Content Mastery, Instructional Resources, Instructional Delivery, Male And Female, Business Educators, Tertiary Institutions and Rivers State.**

**INTRODUCTION**

Business education is an aspect of educational programme which prepares students for careers in business. It is education needed to teach people business, education needed to handle personal affairs and education needed about business in order to be good citizens of society. Even Agwumezie (2014) supports this view when he opined that business education is a programme of instruction which consists of two major parts: whereas one part consist of office and vocational education for office career through refresher and upgrading education; the other part consists of a programme to provide students with information and competencies which are needed by all in managing personal business affairs or using the services of the business world. Armah and Atafuah (2020) also viewed business education as a fusion of pedagogical

and entrepreneurial preparation. He maintained that business education therefore involves the study of technologies and related sciences and the acquisition of practical skills (including teachings skills), attitudes, understanding and knowledge related to occupation in various sectors of the economy and social life.

Instructional delivery encompasses everything from the interactions between students and teachers to the content and the knowledge, abilities, and dispositions that students will require to learn and collaborate with others in a diverse society and rapidly changing world. The course of educational conveyance includes utilizing various informative procedures to help understudy commitment and impart and collaborate with understudies about scholarly substance. The ultimate goal of any instructional activity is to facilitate effective teaching and learning. The teacher is in charge of translating and putting into action educational policies, the curriculum, and the set of instructional materials. In the view of Bello (2015), educators should be appropriately prepared for any educational plan to be powerful (Bello, 2015). Popoola (2013) defines a teacher as someone who is expected to be proficient in a specific subject. She is of the opinion that effective use of instructional systems by teachers is essential to both learning and teaching.

Jaime (2020) affirmed that effective instructional delivery is the process of making learning easier with the hope that it will make the learner behave differently. "Effective instructional delivery involves using each child's knowledge, skills, beliefs, and background to maintain their high expectations" was added to support the previous assertion by the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2004). Ogwu and Fred (2018) assert that assessments like group projects, tests, assignments, and tests are typically used to set expectations for these kids. In addition, students receive continuous feedback on their performance, and data from assessments are used to enhance learning experiences. Ogwu and Fred went on to state that teachers who know enough about their subject matter can organize and present the material better, connect it to the students' prior knowledge, find useful analogies and examples, present the most recent thinking on the subject, and emphasize it appropriately. Effective educators set high standards for students regarding curriculum content by employing appropriate instructional methods like audiovisual presentations, discussions, inquiry, practice, and application, use of appropriate methods of questioning and instruction, among other things.

## STATEMENT OF PROBLEM

In public tertiary institutions, relevant authorities like the Government, teachers, and parents, who are regarded to be the primary custodians of school curriculum, implement the curriculum haphazardly. The implementation of business education curricula in public tertiary institutions throughout Nigeria and was severely hampered by the Government's failure to fulfill some of its statutory obligations. Lack of infrastructure in these institutions in Rivers State, Nigeria's leaves business education programs with the option of implementing business education curriculum without the necessary equipment, which is a very sad situation. Additionally, lack of funds for the purchase of necessary equipment for practical operation or session may be blamed for the issue of low business education exam performance among public tertiary institution students, which is frequently mentioned in convocation brochures. As a result, public

tertiary institutions that offer programs in business education typically lack the necessary practical tools and equipped.

### RESEARCH OBJECTIVE

- To what extent does subject content mastery enhance instructional delivery of male and female business educators in tertiary institutions in Rivers State?
- To what extent does instructional resources enhance instructional delivery of male and female business educators in tertiary institutions in Rivers State?

### RESEARCH QUESTIONS

- To what extent does subject content mastery enhance instructional delivery of male and female business educators in tertiary institutions in Rivers State?
- To what extent does instructional resources enhance instructional delivery of male and female business educators in tertiary institutions in Rivers State?

### RESEARCH HYPOTHESIS

**Ho<sub>1</sub>:** There is no significant difference in the mean response of male and female business educators on extent to which subject content mastery enhance their instructional delivery in tertiary institutions in Rivers State.

**Ho<sub>2</sub>:** There is no significant difference in the mean responses of male and female business educators on extent to which instructional resources enhance their instructional delivery in tertiary institutions in Rivers State.

### CONCEPTUAL REVIEW

#### CONCEPT OF INSTRUCTIONAL DELIVERY

Instructional delivery encompasses everything from the interactions between students and teachers to the content and the knowledge, abilities, and dispositions that students will require to learn and collaborate with others in a diverse society and rapidly changing world. The course of educational conveyance includes utilizing various informative procedures to help understudy commitment and impart and collaborate with understudies about scholarly substance. The ultimate goal of any instructional activity is to facilitate effective teaching and learning. The teacher is in charge of translating and putting into action educational policies, the curriculum, and the set of instructional materials. In the view of Bello (2015), educators should be appropriately prepared for any educational plan to be powerful (Bello, 2015). Popoola (2013) defines a teacher as someone who is expected to be proficient in a specific subject. She is of the opinion that effective use of instructional systems by teachers is essential to both learning and teaching.

Jaime (2020) affirmed that effective instructional delivery is the process of making learning easier with the hope that it will make the learner behave differently. "Effective instructional delivery involves using each child's knowledge, skills, beliefs, and background to maintain their high expectations" was added to support the previous assertion by the United Nations Educational, Scientific, and Cultural Organization

(UNESCO, 2004). Ogwu and Fred (2018) assert that assessments like group projects, tests, assignments, and tests are typically used to set expectations for these kids. In addition, students receive continuous feedback on their performance, and data from assessments are used to enhance learning experiences. Ogwu and Fred went on to state that teachers who know enough about their subject matter can organize and present the material better, connect it to the students' prior knowledge, find useful analogies and examples, present the most recent thinking on the subject, and emphasize it appropriately. Effective educators set high standards for students regarding curriculum content by employing appropriate instructional methods like audiovisual presentations, discussions, inquiry, practice, and application, use of appropriate methods of questioning and instruction, among other things.

Effective instructional delivery includes all of a teacher's human interactive skills for improving student performance and promoting and facilitating learning in the classroom. It is a cycle by which instructors utilize an assortment of helping strategies to interface with understudies about scholarly material, speak with them, and support understudy commitment for better learning results (Leonard, 2019). In order to promote efficient instructional delivery, Nigerian higher education institutions must effectively utilize e-learning.

Then again, quality help conveyance of the educational program can be utilized to conceptualize informative conveyance. As indicated Okoroafor and Wogu (2009), quality is a proportion of how scholastically effective and up to standard the results of advanced education establishments are. It is more than just a part of a finished product or service; it also places an emphasis on inward cycles and results, reduces waste, and improves efficiency. Quality is about whether an item is positive or negative, yet it's difficult to convey. Additionally, the current state of education in Nigeria is subpar (Olokor, 2019).

## **SUBJECT MATTER MASTER AND INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATORS**

The establishment whereupon an instructor's schooling is fabricated is topic dominance, the teacher must, among other things, be able to comprehend the material and comprehend how various subjects relate to one another. These are important for an instructor's expert turn of events and give a strong groundwork to educator's overall schooling, encouraging self-awareness. Akasi and Adebayo (2018) opined that the teacher specializes in the subjects that will be taught. This usually gives the teacher scholarly knowledge of those subjects and integrates professional education, giving the teacher new understandings and skills for professional performance. The way a teacher teaches and the learning that comes from it are heavily influenced by how much emphasis they place on a particular topic. By emphasizing the most important points to the student and dispelling misconceptions about the material, a teacher with a solid understanding of the subject can effectively plan and instruct a lesson.

It is accepted that this affects learning and works on the nature of guidance and learning. A variety of instructional strategies are required for the teacher to arrange and control the learning environment. This necessitates the expertise of educators in content delivery and subject matter authority. As a result, both the content and the teaching methods must be of concern to the teacher. Through training, the educator

acquires a comprehension of a variety of activities, knowledge, and skills that they can put to professional use to enhance their teaching methods.

According to Hammond (2019), a teacher's effectiveness is largely influenced, among other things, by their knowledge of the subject matter and teaching, as well as the qualifications they received during teacher training. Similarly, Peter in Kamamia, Ojukwu & Don (2021) argue that teachers can be better prepared for teaching by learning what to teach, since teaching involves more than just imparting knowledge; instructors' overall objective is to assist understudies with mastering new abilities, perspectives, and values. The educators' capacity to help their understudies in gaining and grasping similar material comes from their dominance of the subject. Educators will most likely be unable to coordinate understudies in the correct course or may give erroneous plans to understudies because of their origination of restricted information and ownership of wrong data.

Predominance of point engages the teacher to train and figure out the subject substance well and prompt their understudies to obviously envision. There are times when academic concepts are too difficult for students to comprehend, necessitating only the intervention of a teacher to improve or provide alternatives. According to Wilson (2018), teachers' ability to respond appropriately to questions from students is influenced by their knowledge and comprehension of the subject. In order to provide students with high-quality instruction, the majority of student teachers lack subject matter mastery, which affects their knowledge of what to teach and how to teach it effectively. The quality of learning is impacted by student teachers' lack of subject matter mastery because they arrive at class less prepared, affecting both their competence and the students' inadequate knowledge gains.

## **INSTRUCTIONAL RESOURCES AND INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATORS**

In any educational setting, it is impossible to overstate the significance of instructional resources in business education programs; this is because of the way that these materials further develop instructing and learning and makes it fun and simple. A successful educator utilizes significant training materials to make it simple to pass on information. Okala (2019) averred that, educational assets are materials utilized notwithstanding the standard tuning in, seeing, and composing growing experience.

Aliyu (2021) stated that instructional materials help teachers and encourage activities related to education. He is of the opinion that any school that wishes to provide a business education program ought to keep in mind that the preparation of the program should include extensive use of educational materials. The school must receive the appliance. He continued by stating that, in the same way that textbooks must be selected and made available, adequate equipment and proper equipment maintenance are crucial to the effective delivery of the curriculum.

The National commission for Colleges of Education (NCCE) categorized the following resources for business education in 2008: Equipment and Supplies (computers, photocopiers, tape recorders, headphones, perforators, punching machines, stopwatches, stapling machines, and others), Personnel (lecturers, instructors, technologists, and other support staff), and Physical Facilities (classrooms,

staff offices, libraries, typing labs, model offices, and shorthand studios). These inputs to resources include instructional resources, which play a significant role. For Ugwuanyi and Eze (2020), instructional resources are the fundamental components required for efficient education. Instructional resources consist of teachers as well as teaching and learning facilities and equipment. Business educators (teachers), typing labs, shorthand studios, model offices, classrooms, libraries, and tools like typewriters and computers are examples of instructional resources in business education. However, the following informational resources are assigned for this review: lecturers, the physical spaces like classrooms, libraries, typing labs, shorthand studios, model offices, and staff offices, as well as the tools and supplies in those spaces.

In the opinion of Bongoton and Onyenwe (2018), one of the foundations of a successful business education educator is the availability and sufficiency of educational resources. Examples of these materials include the facilities and equipment needed to encourage skill development and produce high-quality goods. As per their viewpoint, the expression "accessibility" or "ampleness" alludes to how much instructive assets can be found, utilized, and by and large available in adequate numbers and quality. Unfortunately, inadequate infrastructure is one of the major challenges that tertiary institutions and business education face; which include inadequate classroom space, laboratory equipment, and teaching and learning resources. In the same vein, upheld by the way that instructive establishments that offer business programs need satisfactory actual offices and gear. They also maintained that the availability of appropriate infrastructure, which would enable students to participate in skills-building demonstrations and practices, would enhance learning for students.

## METHODOLOGY

Descriptive survey design was adopted for this study. The area of the study was rivers state. the population of this study consists of one hundred and eight business education lecturers in the four tertiary institutions running business education programme in Rivers State. An instrument titled "Curriculum Implementation Strategies and Instructional Delivery of Business Education Programme Questionnaire" (CuSIDoBEPQu) was used for the study. The researcher employed face and content validity methods. Pearson Product Moment Co-efficient indicated a reliability coefficient of 0.81 which was deemed reliably for this study. independent t-test statistical tool used to test the hypotheses at 0.05 level of significance.

## RESULTS AND DISCUSSION OF FINDINGS

### Presentation of Research Questions

Table 1: Mode of Questionnaire Distribution and Retrieval

S/N	Gender	No. Distributed	No. Retrieved	No. not Retrieved	Retrieved Percentage	Non-Retrieved Percentage
1.	Male	55	48	7	87%	13%
2.	Female	53	50	3	94%	6%
	Total	108	98	10	181%	19%

Source: Researcher's Fieldwork (2023)

Table 1 shows the mode of questionnaire distribution and retrieval, out of 55 copies of questionnaire distributed to male business education lecturers in tertiary institutions in Rivers State, the researcher retrieved 48 copies representing (87%) while 7 copies representing (13%) were not retrieved. Also, out of 50 copies of questionnaire distributed to female business education lecturers in tertiary institutions in Rivers State, the researcher retrieved 50 copies representing (94%) while 3 copies representing (6%) were not retrieved. In all, a total number of 98 copies of the instrument were retrieved.

**Research Question 1:** To what extent does subject content mastery improves instructional delivery of business education programme in tertiary institutions in Rivers State?

**Table 2: Mean and Standard Deviation of the Responses of Male and Female Business Education Lecturers on Extent Subject Content Mastery improves their Instructional Delivery.**

S/N	Statements	Male = 48			Female = 50		
		M	SD	RMK	M	SD	RMK
	<b>Extent Subject Content Mastery:</b>						
1.	promotes deeper understanding of materials covered.	3.66	0.54	HE	4.10	0.72	HE
2.	results in higher retention rates.	4.20	0.76	HE	4.31	0.78	HE
3.	enables students' progress at their own pace.	4.15	0.74	HE	4.42	0.82	HE
4.	encourages life-long learning.	4.10	0.65	HE	4.13	0.73	HE
5.	helps students remain motivated.	4.66	0.87	VHE	4.53	0.82	VHE
6.	boost students' engagement in teaching/learning processes.	4.62	0.84	VHE	4.58	0.85	VHE
7.	leads to progress towards	4.00	0.52	HE	4.07	0.55	HE

learning goals.

8.	re-direct students thinking to create powerful learning.	3.96	0.51	HE	4.10	0.58	HE
----	--	------	------	----	------	------	----

Grand Total		4.17	0.83	HE	4.21	0.86	HE
-------------	--	------	------	----	------	------	----

Source: Researcher's Fieldwork (2023).

Table 2 showed the grand mean responses of 4.17 and 4.21 for male and female business education lecturers respectively. They rated that subject content mastery improves instructional delivery of business education programme to a high extent. The item by item statement analysis shows that item 1, 2, 3, 4, 7 and 8 with mean ratings ranging from 3.66 to 4.42 for both male and female respondents were rated to a high extent, while item 5 and 6 with mean ratings ranging from 4.53 to 4.66 for both male and female respondents were rated to a very high extent. In addition, the standard deviation ratings ranging from 0.54 to 0.87, with a grand rating of 0.83 and 0.86 for male and female business education lecturers respectively shows that there was homogeneity amongst the responses, indicating a consensus of opinion. This finding is in consonance with Akasi and Adebayo (2018) that the teacher specializes in the subjects that will be taught.

**Research Question 2:** To what extent does instructional resources enhances instructional delivery of business education programme in tertiary institutions in Rivers State?



**Table 3: Mean and Standard Deviation of Responses of Male and Female Business Education Lecturers on extent Instructional Resources enhances their Instructional Delivery.**

Statements		Male = 48			Female = 50		
S/N	Extent Instruction Resources:	M	SD	RMK	M	SD	RMK
9.	provides step by step instructions.	4.15	0.70	HE	4.14	0.75	HE
10.	offers content that motivate students.	4.41	0.82	HE	4.37	0.79	HE
11.	takes away some monotony in the classroom.	3.56	0.52	HE	3.80	0.67	HE
12.	arouse students' curiosity.	4.26	0.75	HE	3.87	0.71	HE
13.	makes students to know and learner more.	3.53	0.48	HE	3.42	0.59	HE
14.	allow students to make meaningful connections between concepts learned in class and real-life situations.	3.35	0.40	HE	3.43	0.59	HE
15	offers students the opportunity to demonstrate their knowledge.	3.82	0.62	HE	4.15	0.52	HE
16	boost students class engagement.	3.35	0.40	HE	3.42	0.59	HE
<b>Grand Mean</b>		<b>4.37</b>	<b>0.66</b>	<b>HE</b>	<b>4.22</b>	<b>0.70</b>	<b>HE</b>

Source: Researcher's Fieldwork (2023)

Table 3 revealed the grand mean responses of 4.37 and 4.22 male and female business education lecturers respectively. They rated that instructional resources enhances instructional delivery of business education programme to a high extent. The item by item statement analysis reveals that item 9, 10, 11, 12, 13, 14, 15 and 16 with mean ratings ranging from 3.35 to 4.41 for both male and female respondents were rated to a high extent. In addition, the standard deviation ratings ranging from 0.40 to 0.82 with grand rating of 0.66 and 0.70 for male and female business education lecturers respectively shows that there is homogeneity amongst the responses, indicating a consensus of opinion. This finding is in sync with Ugwuanyi and Eze (2020) that instructional resources are the fundamental components required for efficient education.

## RESEARCH HYPOTHESES

**Hypothesis 1:** There is no significant difference in the mean responses of male and female business education lecturers on extent subject content mastery improves their instructional delivery of business education programme in tertiary institutions in Rivers State.

**Table 4: T-test of Mean Difference on the Responses of Male and Female Business Education Lecturers on the Extent Subject Content Mastery improves their Instructional Delivery at 0.05 Level of Significance**

Gender	No of Respondents	$\bar{X}$	SD	Df	LS	t-cal	t-crit.	Decision
Male	48	4.17	0.83	96	0.05	1.10	1.96	Not Sig./ Accepted
Female	50	4.21	0.86					

Source: Researcher's Fieldwork (2023).

Table 4 shows that the calculated t-value of 1.10 is less than t-critical value of 1.96. Therefore, since the computed t-value is less than t-critical value, the hypothesis which states that there is no significant difference in the mean responses of male and female business education lecturers on extents subject content mastery improves their instructional delivery in tertiary institutions in Rivers State is hereby accepted. This implies that the above stated hypothesis is not significant, hence accepted.

**Hypothesis 2:** There is no significant difference in the mean responses of male and female business education lecturers on extent instructional resources enhances their instructional delivery in tertiary institutions in Rivers State.

**Table 5: T-test of Mean Difference on the Responses of Male and Female Business Education Lecturers on the Extent Instructional Resources enhances their Instructional Delivery at 0.05 Level of Significance**

Gender	No of Respondents	$\bar{X}$	SD	Df	LS	t-cal	t-crit.	Decision
Male	48	4.37	0.66	96	0.05	2.44	1.96	Sig. /Rejected
Female	50	4.22	0.70					

Source: Researcher's Fieldwork (2023).

Table 5 reveals that the calculated t-value of 2.44 is greater than t-critical value of 1.96. Therefore, since the computed t-value is greater than the t-critical value, the hypothesis which states that there is no significant difference in the mean responses of male and female business education lecturers on extent instructional resources enhances their instructional delivery in tertiary institutions in Rivers State is hereby

rejected. This implies that there is a significant difference in the mean responses of male and female business education lecturers on extent instructional resources enhances instructional delivery of business education programme in tertiary institutions in Rivers State.

## CONCLUSION

In conclusion, this study has revealed that the study predictor of curriculum implementation such as subject content mastery, instructional resources, quality of teachers, learning environment and teaching strategies enhances business education programme to a high extent. Hence, curriculum implementation strategies need to be critical implemented regularly so that the overall aim of quality and sound education would be achieved which in turns boost students academic performance in tertiary institutions.

## RECOMMENDATIONS

- Business education lecturers should endeavour to have sound and adequate knowledge of their subject matter so that aim of curriculum implementation of the programme would be worthwhile, which in turn boost students academic performance.
- Government, Ministry of Education and Management of institutions should try as much as possible to provide the needed instructional resources in order to aid and facilitate the implementation processes which in turns boost students performance.

## REFERENCES

- Adebayo, A. G. (2010). A close look at distance learning. *Distance Learning Today*, 1(2), 1-13.
- Agwumezie, B. R. (2014). Educating the girl child. *Psychology News*, 31(1), 17 & 18.
- Aliyu, Z. (2021). *An evaluation of the challenges of secretarial education programme in Nigeria universities*. [www.google.com](http://www.google.com).
- Ayelotan, M. O. & Sholagbade, D. A. (2019). *Problems facing educators in implementing the national curriculum statement: The case of Tshifhena secondary school, Vhembe District, Limpopo Province, South Africa*. University of South Africa.
- Bello, T. (2015). Educational sustainable national development in Nigeria: Challenges and way forward. *Mediterranean Journal of Social Sciences*, 18(4), 148-150.
- Bongoton, E. & Onyenwe, T. (2018). Influence of infrastructure on the teaching and learning of office education in Polytechnics. *Conference Proceedings*, 1(1), 78-82.
- Hammond, O. A. (2019). International vocational and technical education: A catalyst for economic transformation in Nigeria. *Journal of Educational Research*, 11(2), 110-120.
- Jaime, Y. (2020). Teaching innovation: Equipping students to overcome real-world challenges (42-56). *Higher Education Pedagogies*, 1(1), 80-85.
- Kamamia, N., Ojukwu, C. & Don, W. (2021). Innovative Practices in Business Education in the 21st century; Online Journal of Arts, *Management and Social Science*, 3(1), 160 – 166.
- Leonard, A. (2019). *Issues and challenges in implementing the 1999 curriculum for visual arts: Case study in a junior school*. National University of Ireland.
- Ogwu, C. O. & Fred, U. (2018). *Leading change*. Harvard Business School Press.
- Okala, P. (2019). Determining sample size for research activities. *Educational Psychology & Measurement*, 30(2), 607-610.
- Okoroafor, O. & Wogu, B. (2017). Teaching innovations in Asian higher education: perspectives of educators. *Asian Association of Open Universities Journal*, 13(2), 179-190.
- Olokor, B. E. (2019). *Interaction in the language curriculum awareness, autonomy and authenticity*. Longman.
- Popoola, I. (2013). *The impacts of e-learning in facilitating academic performance among private secondary schools and tertiary institutions in Ota, Ogun State, Nigeria*. Unpublished dissertation.

Ugwuanyi, U. & Eze, B. (2020). Student learning assessment and the curriculum: Issues and implications. *Educational Theory*, 58(1), 211-223.

UNESCO (2004). Proceedings of the Conference on recent trend of teaching methods in education organised by Sri SaiBharath College of Education Dindigul-624710, Tamil Nadu, *Journal of Applied and Advanced Research*, 3(1), 60-72.

Wilson, G. (2018). Strategies for teaching business education students in Nigerian tertiary Institutions for cooperate governance. *Journal of Education and Practice*, 6(18), 170-175.