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Deployment of Effective Economics Teaching Methods for the Implementation of Economics in Nigerian Secondary Schools

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Abstract

Dynamic teaching methods and the teaching of economics in nigerian secondary schools.eniolabe 122 -Involves the use of more advanced teaching techniques; e.g engineering drawing, microwaveteaching method. This paper investigates the impact of different pedagogical practices on students' comprehension, involvement and performance in Economics as a subject that is highly conceptual, containing abstract notions such as scarcity, opportunity cost, demand and supply and market structure. Common teacher-centered methodologies tend to result in passive learning, poor understanding of the subject and low academic achievement. As a result, those pedagogical practices of learner-oriented and interactive types (discussion, problem solving, inquiry-based instruction, project-based learning, demonstrating and field activity.) are discussed for their instructional utility. Based on experiential evidence from the Nigerian scenario, it is shown how these methods have had an impact in stimulating higher reasoning, practical problem solving and active learning among students at the secondary school level. The study brings to light, among others, the challenges of large classes size, lack of adequate teaching materials and inservice training for teachers as well as lack of technology that constitute a barrier to effective use of innovative methods. The results show that good pedagogical practices increase students' self-efficacy, attitude, and achievement in Economics. The paper ends with suggestion construction of teacher development, technology integrated learning and policy support to reinforce teaching reform consistent with national educational goals and economic literacy and human capital cultivation.

Keywords: Economics Education, Secondary School Pedagogy, Active Learning Methods, Problem Solving in Economics, Project-Based Learning, Teacher-Centered vs. Learner-Centered Approaches, Educational Barriers in Nigeria, Classroom Management in Economics, Economic Literacy, Teaching Methods in Economics, Nigerian Educational System, Curriculum Development in Economics, Educational Technology in Economics, Student Engagement in Economics, Teaching Strategies for Economics.

Introduction

Economics as an academic discipline in Nigeria secondary school is an essential materials through which the student are expose to acquiring knowledge, skill and attitude needed for understanding economic phenomena, making decision about economic activities and contribute towards national growth. Economics is an abstract subject; concepts like scarcity, opportunity cost, demand and supply, production,

consumption, and the mechanism of markets are nothing but simple ideas. Such teaching cannot but be effective to the extent that teachers use methods different than those dominated by memorization and passive reception, as such traditional methods not only fail to get students attention or understanding based on their everyday experiences. Therefore, the adoption of successful methods of teaching has remained a focus in Nigeria educational system for educators, policy makers and the general public [1].

In Nigeria secondary school Economics is fraught with many problems such as over-crowded classrooms, lack of instructional materials, unqualified teachers and abstract nature of economic concepts. These issues lead to low-student engagement, little understanding and underperformance. Thus, the crucial factor in improving students' cognitive, analytical and problem solving skills is to follow-up and apply efficient methods of teaching. Effective approaches in education that are widely utilized to help students to relate theoretical basic-concepts to actual economic occurrences include discussion, project-based learning, problem-solving approach, demonstration and field trips [2], which is used for encouraging hands-on experience, critical-thinking as well as active-learning.

Furthermore, the articulation of Economics in Nigerian secondary schools is related to a wider purpose of national education that is based on (a) human resources development, (b) promotion of entrepreneurial competencies, and (c) economic literacy as well as higher education and careers. In order to reach these goals, teaching methods should not only be suitable for the content, but also flexible enough to meet diverse student learning needs, social (...) and economic classes and classroom context. The incorporation of technology the use of active pedagogical methodologies and learningcentered strategies may also help to improve student outcomes, making Economics more applicable, appealing and efficient [3].

Consequently, this study attempts to investigate effective methods of teaching Economics and assert on approaches with which Economics could be better implemented in Nigerian secondary schools. It explores the pedagogical methodologies that can support better understanding of Economics, the barriers to effective teaching, and what must be done to enable a more worthwhile study of Economics which will contribute effectively to students' intellectual development, practical skills acquisition and active participation in the economy. With a focus on the methodological and implementation, this study seeks to provide a holistic framework for enhancing the quality, relevance and utility of Economics as an academic subject in the Nigeria secondary school system [4].

Literature Review

Concept of Economics Education

By economics education it is meant the organized instruction and learning of concepts, principles, theories, and practices related to economy in order to help learners acquire a piece of knowledge, skill, value or attitude that make them understand how individuals as well as society and government make use of scarce resources to meet competing wants. It is more than the transfer of economic information; it embodies the cultivating of the power to think rationally and critically, to resolve problems and make informed decision for personal, social and national development[5].

At the junior high school level, economics education is an introductory course in which students are introduced to basic economic concepts such as scarcity, choice, opportunity cost, demand and supply, production of goods and services, consumption and distribution. Through these ideas, students comprehend day to day economic activities and they can relate what they learn in class with their every day experiences as members of an immediate environment and larger society [6].

Economics education also contributes greatly to the education of citizenship. Through examining economic systems, public finance, taxation, inflation and unemployment, and the workings of economic development – students are able to see how government policies impact upon individuals and broader society. Such understanding contributes to economic literacy, which prepares students for meaningful engagement as citizens and for making enlightened decisions as consumers and producers, by helping them

understand the connections among local, national, and global economies [7].

Economics education fosters the development of human capital in terms of train students for higher educational stage, entrepreneurs and employment. It provides beginning students with an understanding of how to apply economic reasoning, interpret economic data, and test models in the tradition of economists. In poor countries like Nigeria, education in economics is crucial if the citizenry awareness of such problems as development challenges, poverty reduction, resource management and sustainable growth are to be heightened [8].

Materials and Methods

Objectives of Teaching Economics in Secondary Schools

The introduction of economics in the secondary school rests upon a variety of pedagogical, social and economic goals. These aims as articulated by Van Wyk,; Van Wy.; UniProjects. 2023; include the following [9]:

1. **To Develop Economic Literacy**

The development of basic economic understanding is a key goal in teaching economics. Economic literacy prepares students to be able to interpret economic news, understand the actions of markets and make choices as consumers, employees or entrepreneurs in the future [10].

2. **To Promote Critical-Thinking and Reflective-Reasoning Skills**

Economics promotes rational decision making and critical thinking as students explore cause-and-effect relationships, trade-offs between options, and the results of these economic decisions. This goal facilitates the development of problem-solving skills that can be applied outside the classroom environment, as well [11].

3. **To Promote Informed Citizenship**

Economic education helps students to comprehend such public policies as government budgets, taxes and national development plan. This information prepares them to make responsible decisions in a democracy, and knowledge to discuss econoimic problems that can affect their country society [12].

4. **To Tie Economic Theory to the Real World**

One of the other main goals is to connect what we talk about with economics to real life. Through linking theories like demand and supply, inflation, unemployment etc., to actual situations in the world, teaching of economics becomes relevant, practical and meaningful [13].

5. **So That Studetns are Prepared For More Advanced Coiurses**

At high school level, the study of economics paves the way for further studies in areas such as economics, business administration, finance and accounting. It provides students with a basic knowledge treasury for further continuation of their studies.

6. **"(e) To Promote Entrepreneurial and Productive Ability**.

Receiving some sort of an education in economics enables a student through the basis and production, allocation of resources, markets. This aspect fosters the generation of entrepreneurial skills and self-employment, innovation and wealth creation mindset [14].

7. **Awareness of Economic Issues at the National and Global Levels**

By studying economic development, international trade, and globalization as well as economic problems, students become cognizant of national and worldwide economic conditions. This aim also teaches them to have a global mind-set and allows for the understanding of economic interconnectedness [15].

8. **Upbringing Positive Attitudes and Values**

Furthermore, economics education purports to convey certain values – rational choice

behaviour, efficiency and accountability including a sustainable use of resources. These are values which foster development of personality and ethical conduct in the field of economics.

Concept of Teaching Method: A Research Note

Teaching methodologies can be described as state of the art and pedagogically sound methods that teachers use to deliver quality education and prepare students' knowledge and skills. They include how teachers communicate material, structure classroom activities, interact with students×use in assessing comprehension to achieve specific educational goals. Teaching techniques are important in the teaching-learning activity as they affect students' understanding, meaning retention and involvement as well as their achievement [16].

Teaching at its roots is not informational, but involves producing an environment that facilitates active engagement with the material learned, thinking critically and solving problems, and applying the principles to practical situations. It factors in learners' cognitive abilities, learning modalities, prior knowledge and socio-cultural context to ensure that instruction is effective and relevant. For example, in secondary schools, approaches to the teaching and learning of disciplines such as Economics, Mathematics or Science ought to be characterized by a combination of theory-based instruction with concrete examples and explanations, discussions and activities that promote understanding [17].

Pedagogical approaches may be broadly classified into either teacher-centered or learner-centered. Teachers' centred approaches, lectures and demonstrations, posit the teacher as dominator of knowledge and stress that education is a structured process of giving information. 3 Whether it be discussions, inquiry-based learning, group projects, or problem-solving activities –learner-centric approaches focus on students' active involvement, investigation and collaboration. Integrating and blending these strategies may be necessary for successful instruction, depending on a variety of factors including learner preferences, instructional goals, and learning objectives.

Choice of methods Conclusions about the "best" instructional method to use depend on a variety of factors including student curriculum expectations, class size, available resources and the teacher's mobilization skills. For instance, abstract concepts might need to be demonstrated or visual aids may be essential, whereas practical skills and problem-solving abilities are better fostered through experiential learning projects [18].

Furthermore, instructional methods influence learner motivation, involvement and achievement" (p. 12). A good method can motivate, involve and develop students' thinking sk ills, but a bad one might cause boredom or misunderstand ing or just learning by rote. This way, teachers are encouraged to continually flex and renew their teaching strategies in order to respond to the changing standards and needs of students.

Results and Discussion

This paper interacts with the use of sevenof these teaching techniques used in the teaching and learning of Economics at secondary school level with focus on their significance, procedure and educational benefits.

1. Lecture Method

The Lecture method:This is one of the most commonly used teaching in secondary school Economics. It is a method where the teacher lectures economic concepts, theories and principles to students in an organized and systematic form. This strategy can be especially beneficial for addressing new content, reviewing long theories and trying to cover a lot of material in less time. Lecture method in Economics teaching helps the teacher to explain abstract ideas such as inflation, national income and market structures. However, the effectiveness relies heavily on the communication skills of teachers and their use of questioning and visualization to maintain students' engagement (. National Educational Research Centre (NERC)2000 [19]:

2. Discussion Method

The discussion technique promotes active involvement of students with structured classroom exchanges. The teacher begins the discussion by asking some challenging questions that are based on an economic problem, current event, or a specific real-life situation. Students are asked to develop opinions, examine issues and defend a position in factual terms. In Economics, the use of discussion method is useful for economic systems, government policies, unemployment and development issues. Such an approach contributes to critical thinking, communication skills and better understanding of economic concepts but it can also support democratic attitudes and collaborative learning [20].

3. Demonstration Method

Demonstration This method means demonstration of practical point or economics models, diagram. This is very commonly done by economics professors to teach graphics of demand and supply curves, elasticity, cost curves and national income models. Students are more likely to understand abstract concepts if relationships between variables can be made visible. This technique improves retention and understanding, especially for visual learners. It also juxtaposes theory with praxiological knowledge [21].

4. Problem-Solving Method

The problem-solving approach is a method through which students' analytical and logical reasoning abilities are enhanced by involving them in solving economic problems. Students are assigned problems, cases, or problems that involve the use of economic reasoning and calculations. It is very convenient to apply such method especially in matters of elasticity, cost analysis, revenue determination and national income estimation. With continual practice, students also can enhance their problem-solving ability's and examination scores by learning to apply theoretical knowledge to practical cases [22].

5. Inquiry (Discovery) Method

The problem-solving or discovery approach is student-centered with an active involvement of the students in the learning process. A problem is presented by the teacher or a question asked for students to investigate, gather information and make conclusions independently/in-groups. In Economics, this technique encourages students to investigate complex economic phenomena, such as price instability, consumer behavior and market power. It fosters inquisitiveness, free thought and research ability. The latter is more time consuming, but it promotes understanding over the long term and a learner-centred approach [23].

6. Project Method

The project method is to give students a work of daily economic life for some period. For example, students could complete surveys, analyze market trends, examine businesses in their local area or research economic concerns in the community. This approach is the one that makes Economics more interesting and relevant by connecting classroom teaching with life's experiences. Encourages teamwork, creativity and the development of database and report writing skills. Project method also enables students to realize the concrete importance of Economics in daily life [24].

7. Field Trip (Experiential Learning) Method

The field trip involves 4 students who are taken out of the classroom to see economic activity in action. Field trips to markets, banks, industries, farms or government agencies involve students with concrete experiences of economic ideas. Field trips are used in teaching Economics as well, and students learn the production process, distribution channel and financial institution more concretely through field trips. This type of experiential learning can cultivate students' motivation, retention and practical comprehension, while it demands commitment in preparing resources [25].

Conclusion

The teaching of Economics at secondary level is important to equip students with the knowledge and understandings in economic concepts and thinking critically when making informed decisions. economics as a social science subject is an abstract one which involves concepts like scarcity, demand and supply, production, distribution and consumption that necessitates the use of sound instructional strategy for understanding and application. Appropriate methods of teaching and method used in enabling students to absorb the lesson play a significant role on studentâ€™s academic performance, interest and attitude toward the subject. In summary, instruction is at the heart of learning; it expresses the connection between instructional goals and student experiences. They offer the form, sequence and direction for transferring knowledge, acquiring abilities and shaping behavior. Knowledge and use of various teaching methods is, therefore, crucial for the teacher that aims to increase learning achievements, develop critical thinking and prepare students for success at home, work and school. In conclusion, economics education is an indispensable element of liberal studies in secondary education enabling students to acquire fundamental knowledge, skills and values for the comprehension of economic realities and making informed decisions. The goals of teaching economics at this level aren't just in academics but also prepare for citizenship, have an awareness of entrepreneurship, and being prepared to be employable or self-employed. With a sound economics educational background, students are well prepared for success in individual and national economic activities. Economics education at the high school level demands for a balanced approach between abstract and concrete teaching strategies. Lecture, discussion, demonstration problem-solving inquiry &: project-based methods field trip approaches each have a role in developing students' understanding and enthusiasm for Economics. A mixture of such approaches, rather than reliance on anyone is recommended in order to meet the varying learning style and enhance effective teaching and learning experience in Economics at the secondary level.

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