

# DEPLOYMENT OF EFFECTIVE ECONOMICS TEACHING METHODS FOR THE IMPLEMENTATION OF ECONOMICS IN NIGERIAN SECONDARY SCHOOLS

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## **Abstract:**

The deployment of effective teaching methods is vital for the successful implementation of Economics in Nigerian secondary schools. This study explores how diverse instructional strategies influence students' understanding, engagement, and performance in Economics a subject characterized by abstract concepts such as scarcity, opportunity cost, demand and supply, and market functions. Traditional teacher-centered approaches often lead to passive learning, limited comprehension, and poor academic outcomes. Consequently, learner-centered and interactive methods such as discussion, problem-solving, inquiry, project-based learning, demonstration, and field activities are examined for their pedagogical effectiveness. Drawing on empirical research within the Nigerian context, the study highlights the benefits of these approaches in promoting critical thinking, practical application, and active learning among secondary school students. The research also identifies challenges including large class sizes, inadequate instructional materials, limited teacher preparation, and lack of technology that hinder the effective use of innovative teaching methods. Findings indicate that adopting appropriate pedagogical practices enhances students' self-efficacy, attitude, and academic performance in Economics. The study concludes by recommending professional development for teachers, integration of technology-enhanced learning, and policy support to strengthen teaching methods that align with national educational goals, economic literacy, and human capital development.

**Keywords:** deployment, economics teaching methods.

## **1.0 Introduction**

The teaching and learning of Economics in Nigerian secondary schools play a crucial role in equipping students with the knowledge, skills, and attitudes necessary for understanding economic concepts, making informed decisions, and contributing to national development. Economics, as a subject, deals with abstract ideas such as scarcity, opportunity cost, demand and supply, production, consumption, and the functioning of markets. The effectiveness of teaching these concepts largely depends on the methods employed by teachers, as traditional approaches that focus solely on rote memorization and passive reception often fail to engage students or foster meaningful understanding. Consequently, the deployment of effective teaching methods has become a central concern for educators, policymakers, and stakeholders

in the Nigerian educational system.

In the context of Nigeria, secondary school Economics faces multiple challenges, including large class sizes, inadequate instructional resources, insufficiently trained teachers, and the abstract nature of economic concepts. These challenges often result in low student engagement, poor comprehension, and unsatisfactory academic performance. Therefore, adopting and implementing effective teaching methods is critical for enhancing students' cognitive, analytical, and problem-solving abilities. Effective methods, such as discussion, project-based learning, problem-solving approaches, demonstrations, and field trips, enable students to connect theoretical knowledge with real-life economic phenomena, thereby promoting practical understanding, critical thinking, and active learning.

Moreover, the implementation of Economics in Nigerian secondary schools is closely linked to the broader objectives of national education, which include developing human capital, fostering entrepreneurial skills, promoting economic literacy, and preparing students for higher education and future careers. To achieve these objectives, teaching methods must not only be appropriate for the content but also adaptable to diverse learning needs, socio-economic backgrounds, and classroom realities. Integrating technology, interactive pedagogical techniques, and learner-centered approaches can further enhance the teaching and learning experience, making Economics more relevant, engaging, and effective.

This study, therefore, seeks to explore the deployment of effective Economics teaching methods and examine strategies for improving the implementation of Economics in Nigerian secondary schools. It investigates the pedagogical approaches that can enhance student understanding, the challenges limiting effective teaching, and the measures necessary to ensure that Economics education contributes meaningfully to students' intellectual growth, practical skills development, and preparation for active participation in the economy. By addressing both methodological and implementation aspects, this research aims to provide a comprehensive framework for improving the quality, relevance, and impact of Economics education in Nigeria's secondary school system.

## **2.0 Literature Review**

### **2.1 Concept of Economics Education**

Economics education refers to the systematic teaching and learning of economic concepts, principles, theories, and practices with the aim of equipping learners with the knowledge, skills, values, and attitudes necessary for understanding how individuals, societies, and governments allocate scarce resources to satisfy competing needs. It goes beyond the mere transmission of economic facts to include the development of analytical thinking, problem-solving abilities, and informed decision-making skills that are essential for personal, social, and national development (Ohiare-Udebu, Ogunode & Sarafadeen, 2025).

At the secondary school level, economics education serves as an introductory platform where learners are exposed to fundamental economic ideas such as scarcity, choice, opportunity cost, demand and supply, production, consumption, distribution, and the role of government in the economy. These concepts help students understand everyday economic activities and relate classroom knowledge to real-life experiences within their immediate environment and the wider society (Ogbonna 2014;Gbemisola & Vusy, 2016; Dimogu, 2017).

Economics education also plays a critical role in citizenship education. By studying economic systems, public finance, taxation, inflation, unemployment, and economic development, students gain insight into how government policies affect individuals and society. This

knowledge fosters economic literacy, enabling students to participate meaningfully in civic life, make informed choices as consumers and producers, and appreciate the interdependence of local, national, and global economies (Ogunode, & Abubakar, 2020).

Economics education contributes to human capital development by preparing students for higher education, entrepreneurship, and the world of work. It introduces learners to economic reasoning, data interpretation, and basic quantitative skills, which are valuable across multiple career paths. In developing countries such as Nigeria, economics education is particularly important for raising awareness about development challenges, poverty reduction, resource management, and sustainable growth. (Umar, & Dauda, (2016).; ProjectClue. (n.d.); Ogunode, & Paiko, (2021);

### **Objectives of Teaching Economics in Secondary Schools**

The teaching of economics at the secondary school level is guided by several educational, social, and economic objectives. These objectives according to Van Wyk, (2014); Van Wy (2012).; UniProjects. 2023; include the following:

#### **1. To Develop Economic Literacy**

One of the primary objectives of teaching economics is to develop students' understanding of basic economic concepts and principles. Economic literacy enables students to interpret economic information, understand market behavior, and make informed decisions as consumers, workers, and future entrepreneurs.

#### **2. To Foster Critical and Analytical Thinking**

Economics encourages logical reasoning and analytical thinking by requiring students to examine cause-and-effect relationships, evaluate alternatives, and assess the consequences of economic decisions. This objective helps students develop problem-solving skills that are applicable both within and outside the classroom.

#### **3. To Promote Informed Citizenship**

Teaching economics prepares students to understand public policies, government budgets, taxation, and national development plans. This knowledge equips them to participate responsibly in democratic processes and engage in informed discussions on economic and social issues affecting their country.

#### **4. To Relate Economic Theory to Real-Life Situations**

Another key objective is to help students apply economic principles to everyday life. By relating concepts such as demand and supply, inflation, and unemployment to real-world situations, economics teaching makes learning relevant, practical, and meaningful.

#### **5. To Prepare Students for Further Studies**

Economics at the secondary school level provides a foundation for advanced studies in economics, business administration, finance, accounting, and related disciplines. It introduces learners to essential concepts and methods that are required for academic progression.

#### **6. To Encourage Entrepreneurial and Productive Skills**

Economics education helps students understand production processes, resource allocation, and market opportunities. This objective supports the development of entrepreneurial skills and a positive attitude toward self-employment, innovation, and wealth creation.

#### **7. To Promote Awareness of National and Global Economic Issues**

Through the study of economic development, international trade, globalization, and economic challenges, students become aware of both national and global economic realities. This objective broadens their worldview and helps them appreciate the interconnectedness of

economies.

### **8. To Instill Positive Values and Attitudes**

Economics teaching also aims to instill values such as rational decision-making, efficiency, accountability, and responsible resource management. These values contribute to personal development and ethical behavior in economic activities.

#### **2.3 Concept of Teaching Method: A Research Note**

Teaching methods refer to the systematic approaches, strategies, and techniques that teachers employ to facilitate learning, communicate knowledge, and develop skills and attitudes in students. They encompass the ways in which teachers present content, organize classroom activities, engage learners, and evaluate understanding to achieve specific educational objectives. Teaching methods are central to the teaching-learning process because they directly influence students' comprehension, retention, participation, and overall academic performance (Obanya, 1980).

At its core, a teaching method is not limited to delivering information but involves creating a conducive learning environment that encourages active interaction, critical thinking, problem-solving, and practical application. It considers learners' cognitive abilities, learning styles, prior knowledge, and socio-cultural backgrounds to ensure that instruction is effective and meaningful. In secondary schools, for instance, teaching methods in subjects like Economics, Mathematics, or Science must balance theoretical explanations with practical illustrations, discussions, and activities that foster conceptual understanding (Salako, 2002); Umar & Dauda, 2016).

Teaching methods can be broadly categorized into teacher-centered and learner-centered approaches. Teacher-centered methods, such as lectures and demonstrations, focus on the teacher as the primary source of knowledge and emphasize structured delivery of content. Learner-centered methods, including discussions, inquiry-based learning, group projects, and problem-solving activities, prioritize students' active participation, exploration, and collaboration. Effective teaching often requires a combination of these approaches to cater to diverse learning needs and objectives.

The selection of a teaching method depends on various factors, including the nature of the subject matter, the learning outcomes desired, students' prior knowledge, class size, available resources, and the teacher's pedagogical skills. For example, abstract concepts may require demonstration or visual aids, while practical or problem-solving skills may be best developed through projects or experiential learning.

Moreover, teaching methods have a direct impact on learner motivation, engagement, and achievement. A well-chosen method can stimulate interest, encourage participation, and promote higher-order thinking, whereas inappropriate methods may lead to disengagement, misunderstanding, or rote learning. Consequently, teachers are encouraged to continually adapt and innovate their instructional approaches to meet evolving educational standards and learner needs.

### **3.0 Result and Discussion on Teaching Methods for Economics in Secondary Schools: A Research Discussion**

This section discusses seven major teaching methods commonly used in teaching Economics in secondary schools, highlighting their relevance, processes, and educational benefits.

#### **1. Lecture Method**

The lecture method is one of the most widely used teaching methods in secondary school

Economics. It involves the teacher presenting economic concepts, theories, and principles orally to students in a structured and systematic manner. This method is particularly useful for introducing new topics, explaining complex theories, and covering a large syllabus within a limited time (National examination Council (NECO) 2006;). In Economics teaching, the lecture method allows the teacher to clarify abstract concepts such as inflation, national income, and market structures. However, its effectiveness depends largely on the teacher's communication skills and the ability to incorporate questioning and illustrations to sustain students' attention (.National Educational Research Centre (NERC) 2000 Ogbonna 2014):

## **2. Discussion Method**

The discussion method encourages active participation of students through guided classroom interactions. The teacher facilitates discussions by posing thought-provoking questions related to economic issues, current events, or real-life situations. Students are encouraged to express opinions, analyze problems, and defend their viewpoints logically. In Economics, discussion methods are effective for topics such as economic systems, government policies, unemployment, and development issues. This method promotes critical thinking, communication skills, and deeper understanding of economic concepts, while also fostering democratic values and collaborative learning (Ogunode, & Abubakar, 2020; Gbemisola & Vusy, 2016; Gorton, 1983).

## **3. Demonstration Method**

The demonstration method involves showing practical illustrations, charts, graphs, diagrams, or economic models to explain concepts. Economics teachers often use this method when teaching graphical concepts such as demand and supply curves, elasticity, cost curves, and national income models. By visually demonstrating relationships between variables, students can better grasp abstract ideas. The method enhances retention and comprehension, especially for learners who benefit from visual learning. It also bridges the gap between theory and practical understanding (Ogunode & Paiko, 2021.;Dimogu, 2017)..

## **4. Problem-Solving Method**

The problem-solving method focuses on developing students' analytical and logical reasoning skills by engaging them in solving economic problems. Students are given exercises, case problems, or numerical questions that require the application of economic principles and formulas. This method is particularly useful in topics such as elasticity, cost analysis, revenue calculation, and national income accounting. Through continuous practice, students learn how to apply theoretical knowledge to practical situations, thereby improving their problem-solving competence and examination performance (Ogunode, & Josiah, 2023;Babawale, 2024.)

## **5. Inquiry (Discovery) Method**

The inquiry or discovery method is learner-centered and emphasizes students' active involvement in the learning process. The teacher presents a problem or question, and students investigate, gather information, and draw conclusions independently or in groups. In Economics, this method helps students explore real-world economic issues such as price fluctuations, consumer behavior, and market dynamics. It encourages curiosity, independent thinking, and research skills. Although time-consuming, the inquiry method enhances long-term understanding and learner autonomy (Agene, 2021; Alasoluyi, 2017; Badmos Jeleelah, AgbetiOluwayemisi, & Umeh, 2016)..

## **6. Project Method**

The project method involves assigning students practical tasks or projects related to economic topics over a specific period. Students may conduct surveys, analyze market trends, study local businesses, or investigate economic problems in their communities. This method makes Economics more relevant and meaningful by linking classroom learning with real-life experiences. It promotes teamwork, creativity, data collection, and report-writing skills. The project method also helps students appreciate the practical relevance of Economics in everyday life (.Akin-Ibidiran, Ogunode, & Ibidiran, 2021..

### **7. Field Trip (Experiential Learning) Method**

The field trip method entails taking students outside the classroom to observe economic activities firsthand. Visits to markets, banks, industries, farms, or government institutions provide students with real-life exposure to economic concepts. For Economics teaching, field trips help students understand production processes, distribution channels, and financial institutions more concretely. This experiential approach enhances motivation, retention, and practical understanding, although it requires careful planning and adequate resources (Akindolie, & Layiwola 1990;.Adu,. Galloway, Olabisi 2014).

### **4.0 Conclusion and Recommendations**

Effective teaching of Economics in secondary schools is crucial for developing students' understanding of economic concepts, critical thinking skills, and informed decision-making abilities. Economics as a social science subject deals with abstract concepts such as scarcity, demand and supply, production, distribution, and consumption, which require appropriate instructional strategies to enhance comprehension and application. The choice and application of suitable teaching methods significantly influence students' academic achievement, interest, and attitude toward the subject.

In conclusion, teaching methods are integral to the educational process, serving as the bridge between curriculum objectives and students' learning experiences. They provide the structure, strategies, and guidance necessary for effective knowledge transmission, skill development, and attitude formation. Understanding and applying diverse teaching methods is therefore essential for teachers seeking to enhance learning outcomes, foster critical thinking, and prepare students for academic, personal, and professional success.

In summary, economics education is a vital component of secondary school education that equips learners with essential knowledge, skills, and values for understanding economic realities and making informed decisions. The objectives of teaching economics at this level extend beyond academic achievement to include citizenship development, entrepreneurial awareness, and preparation for future careers. Through effective economics education, students are better positioned to contribute meaningfully to personal advancement and national economic development.

The teaching of Economics in secondary schools requires the effective use of diverse instructional methods to address the abstract and practical nature of the subject. Methods such as lecture, discussion, demonstration, problem-solving, inquiry, project, and field trip approaches each play significant roles in enhancing students' understanding and interest in Economics. A combination of these methods, rather than reliance on a single approach, is recommended to accommodate different learning styles and promote effective teaching and learning outcomes in secondary school Economics.

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