

---

## **JOURNAL OF ECONOMICS EDUCATION RESEARCH**

Maiden Edition

Website: <https://www.eean.org.ng/jeer>

---

### **STRATEGY FOR EFFECTIVE ECONOMICS LESSON DELIVERY IN SECONDARY SCHOOLS IN NIGERIA IN THE COMPUTER AGE.**

BY

Mangkut Zephaniah

[Zephan1976@gmail.com](mailto:Zephan1976@gmail.com)(08032168606)

And

Jingak Emmanuel Dauda

[daudajingak@gmail.com](mailto:daudajingak@gmail.com)(08069650343)

#### **Abstract**

Teachers are trained to deliver the right knowledge to the learners at the different levels of education in Nigeria. Hence, they diversify their methods of instruction in adherence to the curriculum to enable the learners acquire the cognitive, psychomotor and affective traits that will help in their later lives. In view of the above, this paper seeks to examine the goals of teaching economics at this level of education after clarifying the objectives of teaching economics, discusses the strategies for effective economics lesson in secondary schools in Nigeria. The researchers intended to point out the challenges inherent to good lesson delivery and the possible way forward. The research concluded among others that, the teaching goals must be adapted to the needs and interest of learners, while teaching strategies should be carefully used to improve learning and make the subject matter useful.

**Keywords; Strategy, Effective, Economics, Lesson Delivery**

#### **Introduction**

In this computer age there is nothing that can be hidden from the learners in the context of learning since the internet is at their disposal. This calls for the teacher who controls the teaching and learning process to update the teaching strategy so as to enhance academic achievement. The important issue in teaching is the identification of particular behaviour that helps effective teaching and learning to occur. Teachers are trained to deliver the right knowledge to students that will enable them acquire the cognitive, psychomotor and affective traits that helps in their later lives. In the context of teaching and learning, there exists individual differences; hence, recognising individual differences of learners are a basic concept when teachers prepare to teach. It

is fundamental that what we choose to teach in the classroom should be an interaction of linking the content to the pre-conceived thinking of the students. When teaching Economics in senior secondary Schools, teachers are facing various problems in trying making their students to understand basic economic terms and their application in everyday life. In order to overcome such problems, teachers need to discover and apply new teaching techniques or strategies that are compatible with the needs and the abilities of their students and the industrial needs.

An effective teacher who wants to deliver the right knowledge must take note of; variability in teaching methods and materials, interest of students, attitude of learners, industrial demand, clarity of objectives, students opportunity to learn the material, students enthusiasm among other traits. In achieving these, the lesson must be meaningful, well communicated, built upon valid learning aids and should lend themselves to appropriate practice. The learner's power to think and solve problems should be a component of a well designed lesson strategy since the curriculum of secondary school is anchored on problem solving and if appropriately applied, the learner's ability to solve problems can be accelerated. Recently, there has been much concern expressed about quality teaching in educational institutions in the computer age, while industries in a rapidly changing society have been concerned about the well educated or informed person that fit in to the world of work. Teaching is the opportunity to help others to live their lives fully, which means teachers help to give to learner's lives through their physical, emotional, intellectual and social growth. In support of the above, Anderson (1994) concluded that student's outcome may heavily depend on the teachers instructional planning, teaching method and having a variety of learning activities. The importance of economic education goes far beyond the goal of improving an understanding of the basic principles of supply and demand and the workings of the economy as it is generally believe. Economics can be taught by generating new knowledge with the help of exposing students to real-life learning environments and experiences (Van, 2014). The teaching of economics in our secondary schools is embedded with many difficulties and these have contributed immensely to the fall in the standard of performance in public examination (Salako, 2002). The problems faced in the implementation of the 6-3-3-4 curriculum can be viewed on the contribution of individual, students, public and government to the teaching of economic for instance the response of some people to be assessed will be noted (NERC, 2000).

### **Goals of teaching economics**

According to Adu (2002), the study of economics serves a useful purpose in modern life which gives us facts and shows us what may be expected to be the outcome of certain lines of conduct and helps us to decide which of several alternatives to choose. It challenged its recipients to make wise choice that will satisfy their needs in the

presence of unlimited wants and resources. The guiding principle of this curriculum is the need to equip graduates of the Senior Secondary School with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society. In the light of this philosophy, the following are the set objectives for the Economics course:

- (i) To equip students with the basic principles of Economics necessary for useful living and for higher education,
- (ii) To prepare and encourage students to be prudent and effective in the management of scarce resources
- (iii) To raise students respect for the dignity of labour and their appreciation of economic, cultural and social values of our society
- (iv) To enable students acquire knowledge for the practical solution of the economic problems of society; Nigeria, developing countries and the world at large.

According to Obemeata (1991) the importance of economics education to any nation, is very clear. It enables both leaders and citizens to understand basic economics concepts, principles as well as to understand, appreciate and seek to improve the economic situation for their own social good. The understanding of economics is a pre-requisite for good citizenship. To him the principal objective for teaching economics should be "to provide economics understanding necessary for responsible citizenship". Being a responsible citizen involves the ability to take rational decision on important economic issues with a good basis for doing so. Udu and Agu (2000) viewed the purpose of teaching economics in secondary schools to include;

1. To develop an understanding of the basic economic problems.
2. To increase the knowledge of economy, it's goals, characteristics, strength, weakness and problem.
3. To increase students ability to read comprehensively and also to interpret intelligent statistical materials, tables, graph and other graphical economics presentation.
4. To acquire knowledge about the principles of economics.
5. To appreciate that, many social problems stem from economic issues.
6. To appreciate the relationship in economics activities.
7. It enables us to think and be able to apply its principles to solve practical problems and thus avoid unnecessary mistakes.

8. The study of economics enables the individual to understand better the relationship between himself and his fellow human beings in his effort to make a living. This may have a salutary effect on his personal progress.

In summary, the purpose of teaching economics will assist the individual to develop an understanding of the Nigerian economics system and of these skill and abilities necessary to function effectively in the society.

### **Strategy of Enhancing Effective Learning**

Economics is a subject that involves observation and collection of data and in such a subject the role of the teacher becomes even more important. Teaching economics with charts, diagrams, equations form an integral part of teaching and these things can be used properly only under the guidance of a teacher. In the Nigerian scenario, economics teachers of higher secondary school level have to act as the major source knowledge of the subject matter as a role model to the students and facilitator to solve various other issues raised by the students. For the teaching of economics, it is necessary to have direct observation of the environment and physical conditions especially on price system and consumption. Students have to be encouraged to observe things by them and to have a proper assessment and knowledge of the subject matter. Only a good teacher of economics can provide such type of encouragement. An economics teacher can accomplish this task successfully if he/she can guide the student in a scientific and thorough manner.

When teaching Economics in secondary School, teachers are often facing various problems related on how they can make their students understand basic economic concepts, relevant terms and their application in everyday life. In order to overcome such problems, teachers must discover and apply new teaching strategies which are compatible with the needs, the interests and the abilities of their students. Idoko and Emmanuel (2015) view teachers' effectiveness in teaching economics as the pillars of an education system and are expected to be resourceful as a strategy for effecting teaching in Nigerian schools and colleges. It is a common expectation that that school environment needs good teaching and learning strategies, sufficient instructional materials, richer classroom ecology, pleasant school culture, child centre education, objective administration and good school physical structures. The availability of these resources can help to improve teachers' performances in the school thereby hampering the many difficulties face in the teaching and learning of economics (Capenter, 2011, Deveda, 2012).

Students come from different backgrounds and have varied experiences and abilities, good teaching is not only dependent on teaching strategies or their effectiveness but it also depends on individual needs and adequacy of the content. The job of a teacher is

not just to teach, but also to guide learning and develop curiosity to solve confronting problems of learners. When teachers guide the learning of their students, they give them the benefit of the knowledge and experience which they have gained themselves (Aggrawal, 2007). The authors posit that the fundamental objective in education is to solve problems which students are now expected to do successfully. In this regard, Onwuegbu (2002) emphasizes that a good teacher is not necessarily one who is fluent with words, nor is he or she who dishes out knowledge; rather, he/she is one who possesses at least the following three qualities: Knowing the subject matter; how to deliver it and how to get to know the learners better.

The selection of an appropriate teaching approach is one of the most important processes to have teaching success and student achievement. Students react differently to different teaching methods, and that the selection of the proper method is critical to the learning style of those being served by the instruction. Let's assume that students learn with different styles, at different speeds, different levels of prior knowledge and different environments when the subject matter is given by way of a variety of teaching strategies. the basic factors of good teaching are democratic behaviour by teachers, use of the primarily concerned knowledge and skills, readiness of a teacher and the student, learning by doing, motivation to learn more about a given topic, well organized structure, feedback as a basis for continued improvement in performance. Nwokoukwu (1979) reported that effective teaching is crucial to problem-solving activity in teaching and learning, dissemination of factual knowledge, teacher performance are ultimately to the survival of the society. Mangkut (2017) found the variables of effective teaching behaviours are productive teaching techniques, organized structured classroom management, positive interpersonal relations, and professional responsibilities. There are as many different kinds of teaching as there are teachers (Sarkes, 2019). Jingak (2016) revealed that teaching activities are usually represented by teachers' teaching attitudes and their preferences regarding teaching methods. He buttressed that, some teachers emphasize the use of question and answer techniques; others use a lot of programmed instruction. Still others utilize the lecture method in the classroom and using overhead projectors serve a great deal.

Demonstrating knowledge of content and pedagogy, Teacher develops misconceptions tool to predict the possible student misconception and clarifying activity to ensure he/she is prepared for student questions or confusion. Teachers plan multiple explanations of content to students, relate concepts within the discipline to others in the discipline or across disciplines, design questions that build on students' background in the content, accurately assesses student understanding of content and designs instruction that scaffolds skills and concepts for individual students. Mangkut (2017) supported the above that, teachers should select strategies that best align with concepts being taught including those with special needs, anticipates student misconceptions and addresses them in planning the lesson. He stressed that, once you

figure out what your students will be learning, you can determine what authentic products they could create to demonstrate that they got it. Teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement. This review is concerned with how to define a teacher's effectiveness and what makes an effective teacher. It draws out implications for policymakers in education and for improving classroom practice. NCERT, (2005) emphasize "if all competitors in the global economy are to achieve a better quality of life for their populations, there must be economic cooperation between all countries.

Capable teacher prepares a perspective plan for the entire academic year, where the entire syllabus is aiming at and a term wise plan of different units is prepared. This can clear confusion created when the concerned teacher is absent and another one takes over. Also, it leads to transparency and coordination among the group of teachers, teaching different sections. Besides the overall plan, each unit and content area need to be structured with regard to the objectives, content coverage, methodology, specific learning activities and so on, as laid down in the basic components of a Teaching Unit. Let us briefly discuss each component of a teaching unit (Robertson and Acklam, 2000; Chibueze, 2014). They further stated that, Selecting new materials that are more sensitive to the needs of students with disabilities or are inherently designed to compensate for learning problems. For example, use an interactive computer program that cues critical ideas, reads text, inserts graphic organizers, defines and illustrates words, presents and reinforces learning in smaller increments and provides more opportunities for practice and cumulative review Step. The information presented in the materials, or expressing the information or demonstrating competence on written tests. If students have difficulty with a given task, different solutions may be required depending on the level of difficulty and the student's individual needs. The teacher must decide which parts of the curriculum the student will be required to learn and will constitute mastery of the course content.

Knowledge and understanding of the psychology of learning are basic to making decisions about and using appropriate instructional strategies and techniques. Some understanding by the teacher of the conditions that stimulate learning and how learning takes place is essential if instruction is to result in a high level of competence achieved. Teaching is best described as guiding and directing the learning process such that those who are learners acquire new knowledge, skills, or attitudes; increase their enthusiasm for learning; and develop further their skill as learners (Newcomb et al., 1986). Learning aids are devices or mechanisms designed to make learning more effective, efficient, and satisfying, while simplifying and organizing complex content and connecting new ideas to old ones. According to Kahn (1990), educators over the last decade have shown tremendous interest and investment in developing new curricula, and reforming existing curricula, to promote the development of thinking skills.

Students thinking skills and problem solving abilities can be developed by teaching activities, especially by the selection of an appropriate teaching approach.

The individualized techniques include supervised study, experiments and added teaching facilities, microcomputers and audio-visual aids to the teaching strategies in secondary education. To gain and keep students' attention, vary your instructional procedures. One simple thing to do within a lesson is to break up explanations with examples, demonstrations, practice, and feedback. That's enough variation to keep anyone alert. Vary your program format across lessons. Sometimes explain the idea to students; sometimes have learners discover the concept from examples you provide; sometimes have students discuss the meaning of a study; sometimes run a simulation. Have students work individually and in groups. Use varied techniques within the teaching. He went further, if teachers desire to use instructional aids as a major teaching tool; they should focus their students attention on the aid for most of the lesson. Handouts, transparencies, checklists and Video tapes are good examples of instructional aids, teaching devices or mechanisms designed to make learning more effective, more efficient, and more satisfying. World Wide Web (www), currently the most exciting, user-friendly, and fastest way to Share information has several merits as an information processing media for teaching and learning and provides students with links to related information while improving their computer abilities. Different kinds of learning experiences useful for attaining various types of objectives made the following observation: Important changes in human behaviour are not produced overnight. No single learning experience has a very profound influence upon the learner. Practicing the art of analyzing content and distributing the information to others will guide students to be critical thinkers and enabling them to evaluate their world.

### **Challenges**

The challenges teachers are facing in secondary schools are due to change in curriculum which equally affected students due to inconsistencies of government policies in education. Others include, poor funding by the federal government, large number of classes, inadequate teaching staff, and lack of necessary textbooks, workbooks, and curriculum in different subjects in the country. The schools are observed to be short of instructional materials, poor school structure.

Educational reforms all over the world are increasingly curriculum-based, as mounting pressures and demands for change tend to target and focus on both the structures and the very content of school curricula. Arising from the revolution in objectives, some radical changes were made in content. The content of economics was reviewed so that they would gear toward achieving the set objectives. The provision for a constructs emerging from the current economic challenges is also a significant change. The aims of these changes are to equip learners with skills and knowledge required to meet the

economic problems of the 21st century. These changes require teachers to question their traditional subject practices and classroom routines. New teaching technologies require teachers to reflect on the basis of their work, which are the pedagogical assumptions of their practices and, these changes challenge teachers' existing practices. For these reasons, it became difficult for many schools to adopt this pedagogy, one of whose virtues is that it is highly compatible with community orientation since in nearly all cases the problem to be solved especially in public orientation and community values are located in the Community (NCERT,2005)

Lesson delivery depends largely on the effectiveness of both the staff and students in handling the expected task. Some teachers are still applying the old traditional method to teach workers who will take modern jobs, as such, render them unfit for current job opportunities. Some teachers hardly use the curriculum, hence, trained children of the computer age for the works of seventies. Once we fail to train the learners base on current industrial demand, be raised assured that they will not satisfy industrial needs.

Some students due to several factors are not trainable. No matter what effort put by the teacher cannot change the situation. Other problems are attributed to poor facilities, poor support from school management, educational bodies and the government. The educational industry unlike other professional bodies like medicine, law has become a dumping ground for people who fail to secure jobs in their professions. Once such tendencies exist, efficiency is not guaranteed

### **Conclusion**

Teacher's activities in the class to involve students in the subject matter, requires that students participate in learning activities, share equally with other learners, and react to the learning experience. The teacher also needs to work with students as a friend, make the learning place more comfortable, organize his/her lesson plans, and influence students by using different teaching methods. The teaching goals must be adapted to the needs and interests of learners, while teaching strategies should be carefully used to improve learning and make the subject matter useful.

### **Suggestions for Improvement**

1. Economics teachers should utilize innovative practices in their lesson delivery so as to enhance students' active participation in the lesson for enhanced academic performance.
2. Intensive in-serve programs should be organized to get the economics teachers acquainted with and trained on how to effectively utilize innovative practices in economics lessons.



3. Economics teachers should be allowed to visit schools that are utilizing innovative practices to observe new methods and materials in action.

4. Economics teachers and principals should be encouraged to become more cosmopolitan in approaching teaching techniques.

## References

Adu, E.O. (2014). Teachers' characteristics and students' attitude towards economics in Secondary schools: Students' perspectives. *Mediterranean Journal of Social Sciences*, 5 (16), 455-462.

Adu, E.O. [2004]. *An introduction to Economics Education; A basic Text for Tertiary Institutions Students*, Ibadan: ERSO.

Aggrawal, J. C. (2007). *Teaching of Economics*. Agra: Vinod Pustak Mandir.

Anderson, A. (2004). Classroom climate and motivated behaviour in Secondary Schools. *Learning Environments Research*, .

Anderson, W. R. (1994). *Bloom's Taxonomy: A Forty-Year Retrospective*, Ninety-third Yearbook of the National Society for the Study of Education, Chicago, IL: Longman.

Carpenter, B.W. (2011). Developing turn around Leadership: Pragmatic guides and contextually specific lessons from the field. *Journal of Education for Students Placed at Risk (JESPAR)*, 16 (4).

Chibueze, O. (2014). Factors affecting the effective studying of economics in secondary schools in Izzi Local Government Area of Ebonyi State. *National Teachers Institute Ebonyi State University Study Centre, Abakaliki*.

Idoko, C. U. & Emmanuel, A. (2015). Teachers effectiveness in teaching economics; Implication for secondary education. *International Journal of Innovative Research & Development*, 4(2).

Jingak, E.D. (2016). Formulation of objectives in curriculum development. Paper presented

at the workshop organised by education centre for the needy plateau state.

Khan N (2012). Impact of effective teachers on student's academic achievements. *J. Educ.*

Res. 15(1).

- Mangkut Z. (2017). Managing Bullying Problems in Nigerian Secondary Schools: Counselling intervention for implementation. The Plateau Symposium.
- National Council of Educational Research and Training (2005). Teaching economics in India: A teacher's handbook. Department of Education in Social Sciences, New Delhi, India.
- Neboh, O. I., 2012. Effect of learning activity package (LAP) on male and female students' achievement in secondary school biology. *Journal of Science and Computer Education*, 2 (1).
- Newcomb, L. H., McCracken, D., & Warmbrod, R. (1986). *Methods of teaching agriculture*. Danville, IL: Interstate Printers and Publishers
- Nwokoukwu, O. (1979). Factors influencing teaching effectiveness of industrial education teachers at community college level in the state of Iowa. Unpublished master's thesis, Iowa State University, Ames, IA.
- Obemeata, J.O. (1991). Pupil's perspective of the purpose of economics education in Nigeria Secondary grammar schools. *West African Journal of Education*. 21 (2).
- Onwuegbu, O.I. (1971). *Discover Teaching*. Enugu. Fourth Dimension Publishing Co.
- Robertson, C., & Acklam, R. (2000). *Action plan for teachers a guide to teaching English*. Edited by: Tim Moock, British Broadcasting Corporation.
- Salako E (2017). Effective teaching of multi-cultural education concepts in social studies. *Int. J. Educ. Eval.* 3(3).
- Sarkes, W.S. (2019). Factors influencing curriculum development process in secondary School education Central Plateau. *Parents Teachers Association awareness*.