Economics Curriculum and Teaching Methods as Measures of Public Secondary School Economics Teachers' Effectiveness in Ibadan Metropolis, Oyo State, Nigeria

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Certification

This is to certify that Adeola Ayomide Akinbebije with matriculation number LCU/PG/006159 carried out this research work titled "Economics Curriculum and Teaching Methods as Measures of Public Secondary School Economics Teachers' Effectiveness in Ibadan Metropolis Oyo State, Nigeria" in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, for the award of Master of Science Education (M.Sc. Ed) degree in Economics and that this research has not been previously submitted to any other institution for the award of degree or any certificate.

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Dedication

This research work is dedicated to GOD ALMIGHTY.

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Abstract

The effectiveness of secondary school Economics teachers is a growing concern due to the persistent weak and fluctuating academic performance of students. This study examined the influence of the Economics Curriculum (implementation and relevance) and teaching methods (types and proficiency) on teacher effectiveness. The research, grounded in the Theory of Planned Behaviour (TPB) and Pedagogical Content Knowledge (PCK) theory, used a descriptive survey design. The population included 539 Economics teachers from the 337 public secondary schools in Ibadan metropolis, Nigeria. Using proportionate sampling technique, a sample of 175 Economics teachers from 100 schools was selected. An adapted four-point Likert scale questionnaire, "Public Secondary School Economics Teachers Questionnaire (PSSETQ)" (α=0.942), was used for data collection. Mean, percentages, frequency, and standard deviation answered the research questions, and multiple regression analysis was used for hypothesis testing. Teachers were found to be highly effective (Weighted $\bar{X}$=3.42) and possessing strong content knowledge ($\bar{X}$=3.69). They were generally committed to curriculum implementation ($\bar{X}$=2.99) and agreed on its relevance to students' needs ($\bar{X}$=3.42), despite systemic barriers. While they frequently use the case study ($\bar{X}$=3.26) and problem-solving methods ($\bar{X}$=3.21), proficiency was lower in innovative approaches like the flipped classroom ($\bar{X}$=2.48) and technology integration ($\bar{X}$=2.92). Hypothesis test confirmed a highly significant combined influence of the curriculum and teaching methods on teacher effectiveness ($F_{(4,143)}$=21.580, $p<0.001$), with the model accounting for 37.6% of the variance. However, the relative influence analysis revealed that teachers effectiveness was significantly predicted only by curriculum factors (Implementation: Sig.=0.032; Relevance: Sig.=0.034). Individual components of teaching methods showed no statistically significant relative influence. The study concluded that teacher effectiveness was significantly driven by institutional support for curriculum implementation and quality, which are more critical than the teachers' individual skills. It was recommended among others that educational policy should prioritize structural and curriculum support over traditional teacher training.

Keywords: Teachers' Content Knowledge, Professional Development, Student Engagement, Economics Curriculum Implementation, Relevance of the Economics Curriculum, Teaching Methods.

Word Count: 298 words.

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List of Acronyms

Abbreviation	Meaning
NERDC	Nigerian Educational Research and Development Council
LGA	Local Government Areas
WASSCE	West African Senior Secondary Certificate Examination
NPE	National Policy on Education
CESAC	Comparative Education Study and Adaptation Center
NECO	National Examination Council
WASCE	West African School Certificate Examination
TCC	Teacher's Content Competence
SSS	Senior Secondary School
SSCE	Senior Secondary Certificate Examination
PSSETQ	Public Secondary School Economics Teachers Questionnaire

Chapter One

Introduction

1.1 Background of the Study

Recently, there has been an increased focus on the effectiveness of the secondary school teachers in Nigeria due to continuous weak and fluctuating academic performance of the students in various subjects. It is believed that the continuous failure of the students is due to the teachers' inability to carry out their obligations effectively. However, the effectiveness of secondary school teacher is a critical factor in determining the quality of education that students receive which in turn impacts the society development, as no education system is above its teachers

Teacher effectiveness is central to the realization of national education objectives and plays a vital role in shaping students' academic achievement and life skills. In Economics education, which fosters critical thinking, rational decision-making, and financial literacy, the role of the teacher becomes even more pronounced. The subject's abstract and theoretical nature demands a well-structured curriculum and effective instructional delivery[1].

Teacher effectiveness encompasses the ability to inspire student learning and development through proficient instructional, interpersonal, and organizational practices[2]. It is not merely about subject delivery but involves creating a stimulating and inclusive learning environment where students are engaged, motivated, and supported. Effective teaching practices cultivate a classroom culture that promotes collaboration, inquiry, and active participation, which are crucial for achieving desirable educational outcomes.

Moreover, the evolving global economic landscape driven by technological innovations, data-driven decision-making, and shifts in economic models demands a more responsive and adaptive teaching approach.

Despite the pivotal role of teachers in the educational process, there are growing concerns that many are not adequately preparing students to navigate contemporary challenges. For instance, examiner reports have consistently shown a decline in students' pass rates in national examinations over the past decade, including the Senior Secondary Certificate Examination (SSCE), reports like poor graphical analysis, failure to expatiate points, poor knowledge of terminologies peculiar to Economics indicating potential deficiencies in instructional quality and student preparedness. Also reports provides a comprehensive academic position of Oyo State among 36 states in Nigeria, specifically in WASSCE result from 2010 to 2021. 2010 (31st), 2011 (29th), 2012 (25th), 2013 (25th), 2014 (26th), 2015 (22nd), 2016 (19th), 2017 (28th), 2018 (29th), 2019 (29th), 2020 (11th), 2021 (33rd). The statistics reveal fluctuations in the students' pass rate over decade which need urgent attention[3].

Research identifies several components of teacher effectiveness, including content knowledge, classroom management, instructional competence, feedback and evaluation practices, professional development, teacher motivation, and student engagement. For the purpose of this study, three components are emphasized: content knowledge, professional development, and student engagement.

Teacher's content knowledge is the teacher's knowledge of their subject matter to enhance effective teaching and learning process. In economics context, it pertains to

teachers' mastery of the economics contents and understanding of what makes the content abstract or easy to learn. Teachers with strong subject matter knowledge are better positioned to simplify complex economic concepts and relate them to real-life situations Teachers are expected to be their subject specialists. Any sign of lack of the content knowledge of the teacher will hinder the expected outcome. For instance, a teacher that is not familiar with the subject matter will struggle hard with the delivery of the content[4]. You can't give what you don't have. Few available studies on teacher content knowledge and teacher effectiveness have shown that there is positive relationship between teacher content knowledge and teacher effectiveness[5]. However, there seems to be a scarcity of indigenous studies on teacher content knowledge as a component of teacher effectiveness which leaves a gap to be filled in the literature,

Teacher's professional development represents another essential dimension of teacher effectiveness. Ongoing learning opportunities help teachers stay updated with evolving curriculum content, modern pedagogical strategies, and emerging trends in education. Effective professional development programme contribute to teachers' capacity to adapt instruction to students' needs, implement new teaching methods, and engage in reflective teaching practices. Professional development provides opportunities for teachers to explore new roles, refine their practice, learn new instructional strategies, and incorporate innovative methods in the classroom, thereby improving the quality of instruction and helping them work with diverse learning styles, which culminate into making them more effective teachers[6]. Despite government efforts and investments in teacher development programmes in Nigeria, there is a persistent concern that the quality of teaching has not improved to an appreciable level[7].

Student engagement is another index of teacher effectiveness. Student engagement is the extent to which students meaningfully participate in a purposeful educational activity both in and out of the classroom which leads to high quality and measurable learning outcome. Firstly, the teachers demonstrate their effectiveness by actively involving their students in the activities using several approaches to teach different contents so that the students stay engaged. Many researchers believed that student involvement, attachment and commitment to academic and social activities in school prompt improved performance[8]. Moreover, effective learning occurs when there is a good fit between subject content, students' ability to perform and the presence of a more skilled individual to provide assistance in moving the learner to the next phase of learning. Effective teachers are adept at fostering student engagement, which is vital for academic success, particularly in senior secondary schools where academic interest can decline[11]. Student engagement encompasses behavioural, emotional, and cognitive involvement in learning activities[10]. Teachers who create interactive and stimulating learning environments, for instance through team projects and collaborative activities, enhance students' comprehension, foster essential life skills, and prepare them for future success[11]. The ability of teachers to effectively engage students directly impacts their learning outcomes and overall academic achievement[12]. Therefore, teacher effectiveness is a function of student engagement[13]. Despite the available literature on teacher effectiveness, few of them have really delved into the use of student engagement as one of its components particularly in Oyo state.

Several factors have been acknowledged as determinants of secondary school teachers' effectiveness in Nigeria. Some of the factors are teaching resources, teacher qualification, curriculum relevance, infrastructure, teacher experience, teaching methods, classroom

management, overcrowded topics, teacher professional knowledge, supervision, motivation, teacher-student ratio, and so on[14, 15]. However, in this study two out of these factors were examined as probable determinants of economics teachers' effectiveness in secondary schools in Ibadan Metropolis. These are economics curriculum and teaching methods. Even though, there have been so many literature on secondary school teachers effectiveness due to their vital role in shaping the future of the students and ensuring that they are adequately prepared for the challenges of the 21st century, there are only few empirical evidences of relative and joint effects of economics curriculum and teaching methods on teacher effectiveness in secondary school in Nigeria. Therefore, the two independent variables of concern in this study are economics curriculum and teaching methods.

The Economics curriculum serves as a policy document and academic programme designed to equip students with a comprehensive understanding of economic principles and their application[16]. The economics curriculum offered in secondary schools is vital in shaping student economic knowledge and preparing them for future challenges that may occur both academically or any other ways. Although, there are many factors that may hamper the effectiveness of economics curriculum, only two key aspects of these are considered here. These are relevance of the current curriculum contents to its objectives, and implementation of the economics curriculum contents.

Relevance of the economics curriculum to its objectives refers to the close connection between its contents and its stated objectives as well as its ideas that are valuable and useful to peoples' lives and society at large. Economics education is one of the elective subjects in senior secondary school (SSS) level according to the new national policy on education. The Nigerian Senior Secondary School (SSS) Economics curriculum is structured around various

themes aimed at providing students with basic economic principles, enabling them to contribute to economic discourse, understand economic institutions, appreciate public policies, develop rational economic decision-making skills, and participate in national economic advancement[16]. Economics curriculum is designed to encourage all students to achieve their intellectual and social potentials as well as to understand the relevance of learning in their daily lives and economic issues within any society[17,18]. However, concerns have been raised about the relevance of the current curriculum, with some scholars arguing that it can be orthodox, static, and overly theoretical, not fully addressing the contemporary economic challenges and policy moves in Nigeria. For the curriculum to be truly effective, its content must align with the stated objectives and adequately prepare students for the realities of the 21st-century economy[19].

Apart from its relevance, curriculum implementation is another key factor that impedes the effectiveness of the economics curriculum in Nigeria, and in Oyo state in particular.

Implementation of economics curriculum content can be defined as a process of putting all planned activities in the curriculum document into practice in the classroom. The quality of economics curriculum and the achievement of its objectives at any level of education depends greatly on effective implementation of its planned curriculum. Studies have it that no matter how well the curriculum of any subject is planned, designed and documented, its implementation is very important[20]. Despite the significance of the curriculum, its content implementation often encounters challenges such as inadequate instructional materials, poor teacher preparation, and inconsistent assessment practices, which undermine its intended impact[21].

It is noted that few empirical studies have been carried out on implementation of economics curriculum in relation to teacher's effectiveness in senior secondary school in Nigeria, and especially in Oyo state.

The second independent variable that are considered as a probable determining factor of economics teachers' effectiveness is the teaching methods adopted by the teacher. Teaching methods encompass various educational approaches that can be applied by the teacher in the teaching and learning process to achieve the expected outcomes if properly used. For a particular teaching method to be appropriate and efficient; it has to take into account the learners knowledge, the nature of the subject content, and type of learning outcome[26, 27]. Several studies have established that the effective utilization of instructional strategies in a subject can turn the abstract nature of a content to real life and leads to positive interest in that subject[23]. But there are still little quantitative evidence on it. This study looked at the types and utilization of teaching methods adopted by secondary school Economics teachers.

The choice and application of teaching methods significantly influence student learning and teacher effectiveness, which in turn determines how well students internalize economic concepts. In Economics, given its abstract and theoretical nature, appropriate methodologies are critical. The types of teaching methods can be categorized into teacher-centered and student-centered. But in the real practices, teachers adapt different teaching methods based on their learner prior knowledge, and desired learning objectives[27]. in Teacher-centered method, teacher is the main authority of knowledge, students are seen as plain slate who are to absorb knowledge as they are given. Teaching and assessment are separately done. Student learning are measured by score test and exams[29]. in student-

centered approach, though teachers are authority figure but both students and teachers play equal active role in the learning process. The teachers are the coach and facilitate student learning[30]. The choice of methods that are interactive, learner-focused, and contextually relevant such as problem-based learning, inquiry-based learning, case studies, simulations, blended learning, technology integration, differentiated method tend to foster better understanding and retention of economic concepts, and it has been advocated over the traditional teacher-centered approach. Notwithstanding, the traditional teacher-based methods still dominate classrooms in many Nigerian schools, despite calls for a shift towards more student-centered, activity-based, and inquiry-oriented approaches[31].

Apart from the selection of the type of teaching method to use, it is important that teachers use and apply the chosen method in a way that ensures that learning takes place in students' mind .i.e. Proficiency in the use of teaching methods. This involves understanding different approaches, adapting them to specific contexts, and consistently demonstrating positive learning outcomes in students. The delivery of lesson in a sequential and logical manner is a major characteristic of teaching method; starting from introduction of the lesson, orderliness of the presentation, appropriate use of language, skillful use of chalkboard/whiteboard, questioning skill, class activities and interaction, ability to motivate students, student participation and relevance usage of instruction materials. Where all these activities relating to teaching methods are adequately put in place and effectively delivered, students seem to learn better than where it is haphazardly delivered[25]. Although some studies have explored the role of teaching methods in student achievement, there is limited quantitative evidence on how different types and levels of utilization of teaching methods

affect Economics teacher effectiveness. This presents a gap in the literature that this study aims to fill.

Given these issues, this study investigated the relative and joint influence of Economics curriculum (relevance and implementation), as well as teaching methods (types and utilization), on Economics teachers' effectiveness in secondary schools in Ibadan Metropolis, Oyo State. The study also explore how teacher content knowledge, professional development, and student engagement contribute to their effectiveness. By examining these variables in a holistic manner, this research provide insights that can inform policy decisions, teacher training programmes, and curriculum reform efforts aimed at improving the quality of Economics education in Nigeria.

1.2 Statement of the Problem

The effectiveness of secondary school Economics teachers in Oyo State and in Ibadan Metropolis, in particular is crucial for enhancing student performance and supporting national economic growth. However, persistent underachievement in Economics, as reflected in high failure rates, raises concerns about the adequacy of teachers' content knowledge, professional development, and student engagement as indicators of teacher effectiveness. This poor performance undermines students' confidence, limits their academic and career prospects, and signals inefficiencies in the education system, resulting in a waste of public and private investments. Although several factors have been linked to students' poor outcomes such as teacher quality, and instructional methods, limited research has explored the combined impact of Economics curriculum (relevance and implementation) and the teaching methods (types and proficiency) on teacher effectiveness. This study

therefore investigated how curriculum and teaching methods influence Economics teachers' effectiveness in Ibadan Metropolis of Oyo State, aiming to inform teacher training, curriculum reform, and instructional practices.

1.3 Aim and Objectives of the Study

The aim of this study examined the influence of secondary school Economics curriculum and teaching methods adopted by the teachers on the effectiveness of secondary school teachers in Ibadan Metropolis, Oyo State, Nigeria. The objectives are to:

i. determine the level of effectiveness of secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria in terms of content knowledge, professional development and students' engagement
ii. ascertain the current state of the Economics curriculum implementation in public secondary schools in Ibadan Metropolis, Oyo State.
iii. assess the perceived relevance of the Economics curriculum to students' future needs and real-world economic issues, in public secondary schools in Ibadan Metropolis, Oyo State, Nigeria.
iv. identify the common types of teaching methods employed by public secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria.
v. assess public secondary school Economics teachers' proficiency in utilizing various teaching methods in Ibadan Metropolis, Oyo State, Nigeria.
vi. determine the combined influence of Economics curriculum and teaching methods on the effectiveness of secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria.

vii. examine the relative influence of the Economics curriculum (including its implementation and relevance) and Teaching methods (types and proficiency in the use of Teaching Methods) on the effectiveness of public secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria.

1.4 Research Questions

1. What is the level of effectiveness of secondary school Economics teachers in Oyo State, Nigeria in terms of content knowledge, professional development and students' engagement?
2. What is the current state of the Economics curriculum implementation in public secondary schools in Oyo State?
3. What is the perceived relevance of the Economics curriculum to students' future needs and real-world economic issues, in public secondary schools in Oyo State, Nigeria?
4. What are the common types of teaching methods employed by public secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria?
5. To what extent are Oyo State public secondary school Economics teachers' proficient in utilizing various teaching methods?

1.5 Hypotheses

Ho1: There will be no significant combined influence of Economics curriculum and Teaching methods on the effectiveness of secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria.

Ho2: There will be no significant relative influence of Economics curriculum (its implementation and relevance) and Teaching methods (types and proficiency in its use) on the effectiveness of public secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria.

1.6 Significance of the Study

This study holds significant value for various stakeholders in the education sector, particularly in enhancing the quality and effectiveness of economics education at the secondary school level in the following ways:

This study findings can provide insights into how the current economics curriculum aligns with effective teaching practices and learning outcomes. It highlights its areas where improvements or reforms may be needed to ensure the curriculum fosters both conceptual understanding and practical application for the teachers and curriculum developers.

This study will offer secondary school teachers a basis for self-evaluation and professional development by identifying teaching methods that are most effective in delivering economics content.

The findings can enhance informed decisions to schools administrators and policy makers regarding teachers training, instructional support, and resources allocation, ensuring that both curriculum and teaching methods aligned with educational goals and national development objectives.

Finally, to the students, this study will contribute indirectly by promoting teaching practices that enhance understanding, critical thinking, and interest in economics, ultimately preparing them for higher education and real-world economic decision-making.

In conclusion, the potential of the findings is to inform and improve the teaching and learning of economics in secondary schools. By exploring the relationship between curriculum, teaching methods, and teachers' effectiveness, it aims to contribute to a framework that supports teachers, empower students, and enhances the quality of economics education in the 21st century.

1.7 Scope of the Study

This study aims to examine how economics curriculum, coupled with teaching methods, influence and contribute to the effectiveness of secondary school teachers in Oyo State, Nigeria. The focus of this study is on public senior secondary schools in Ibadan metropolis, Oyo State, Nigeria, being the largest city in the state and one of the most populous in Nigeria with great number of public secondary schools.

The variable scope of this study are Economics Curriculum, Teaching Methods and Teacher effectiveness. In Economics Curriculum the focus will be on the extent to which the current economics curriculum content aligns with the educational objectives and its implementation. On Teaching Methods, the focus will be on the types and utilization of teaching methods. While on teacher effectiveness, the focus will be on the teachers' content knowledge, professional development and student engagement. By exploring the interrelated concepts, the study seeks to provide a comprehensive understanding of the factors that contribute to or hinder teacher effectiveness in secondary schools in Oyo State, Nigeria. The respondents for the study are the public secondary school Economics teachers in Ibadan metropolis, Oyo State.

1.8 Limitation of the Study

This study encountered certain limitations which should be noted in interpreting the findings. One limitation was observed in the attitude of some teachers toward completing the questionnaire. A few respondents expressed reluctance, stating that previous research efforts had not brought visible changes, while others complained of being too busy to respond, which is understandable given their workload. The researcher addressed this challenge by building rapport with the respondents and explaining the current educational changes and the importance of the study. In addition, some teachers were unavailable due to official assignments outside their schools, which affected the researcher's ability to reach the initially intended number of respondents. Consequently, the sample size was slightly reduced, though it remained adequate and representative for the study.

Despite these challenges, the data collected were sufficient for meaningful analysis, and the findings remain valid within the context of public secondary school economics teachers in Ibadan Metropolis, Oyo State, Nigeria.

1.9 Operational Definition of Terms

The following terms are defined as they were used in the study.

Teacher Effectiveness: In the context of this study, teaching effectiveness refers to economics teachers' ability to deliver instruction in a way that brings about the intended measurable improvements in student outcomes, both academically and in their overall growth.

Teacher Content Knowledge: This refers to how well the Economics teachers in Ibadan Metropolis, Oyo Sate have deep and clear understanding of the topics in Economics subject

Professional Development: refers to the continuous process through which economics teachers in Ibadan metropolis acquire new knowledge, skills, attitudes, and competencies to improve their performance and remain effective in their teaching. Such skills can be acquired through attendance of seminars, workshops, conferences, education summit, professional learning communities and mentorship programmes.

Student Engagement: This is the extent of interest, participation, and involvement students demonstrate during Economics lessons as a result of how effectively teachers deliver the curriculum and apply appropriate teaching methods.

Economics Curriculum: This is a policy document and academic programme designed to equip students with a comprehensive understanding of economic principles and their application. Its effectiveness hinges on two key aspects which will be considered in this study as indicators of Economics curriculum. These are: Relevance of the Current Curriculum Content to its Objectives and Implementation of the Economics Curriculum Content.

Perceived Relevance of the Secondary School Economics Curriculum: This refers to the extent to which secondary school Economics teachers and students in public secondary schools in Ibadan Metropolis, Oyo State believe that the content and skills taught in the Economics curriculum are meaningful, applicable, and beneficial to real-life situations, future studies, career aspirations, and societal needs.

Implementation of the Economics Curriculum: In the context of this study, this refers to the extent to which secondary school Economics teachers deliver the prescribed curriculum content as intended by the state educational guidelines. This includes the coverage of topics, adherence to learning objectives, use of recommended teaching resources, lesson planning, and alignment with the curriculum's scope and sequence**.**

Teaching Methods: In this study, teaching methods refer to the structured strategies, techniques, and approaches employed by Economics teachers to deliver instruction, effectively facilitate student learning, promote understanding of concepts, and achieve specific learning outcomes. Teaching methods in this study is considered from two perspectives which are the types that teachers use and the teachers' proficiency in their use.

Types of Teaching Methods: refers to different instructional strategies either teacher-centered or student-centered used to deliver instruction effectively and achieve specific learning outcomes. Teaching methods of interest in this study are lecture method, discussion, use of resource persons, project-based learning, demonstration method, flipped classroom, problem-solving, discovery, field trips and technology integration method. **Proficiency in the Use of Teaching Methods:** In the context of this study, it refers to a teacher's ability to effectively employ various methods and techniques to facilitate student learning. This involves understanding different approaches, adapting them to specific contexts, and consistently demonstrating positive learning outcomes in students.

Students: In the context of this study, these are public senior secondary school students (SSS1-3) who offer economics as a subject in Ibadan Metropolis in Oyo Sate.

Teachers: In this study, these are specifically, Economics teachers in public secondary schools in Ibadan Metropolis, Oyo State, who are qualified, certified, and professionally trained to teach Economics.

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Chapter Two

Literature Review

This chapter presents the review of literature by various researchers on specific concepts that enhance better understanding of this particular study. The chapter was discussed under the following headings and sub-headings:

2.1 Conceptual Review

2.1.1 Teacher Effectiveness

The teaching profession is formally recognized as the domain of skilled and knowledgeable individuals within the educational field who bear the responsibility for all teaching principles, methodologies, and commitments to ensure the holistic growth of students at every educational level. Teaching is an intricate endeavor; its fundamental components include: goals, subject matter, instructional strategies, assessment (grading & feedback), the character of the educator, and the caliber of the learner. A country's prosperity and wellness are built upon its educational framework; thus, the effectiveness of any educational system largely depends on the caliber of its teachers. The teacher is seen as an agent for transformation and the pivotal point on which the success or failure of education relies. The teacher stands as the most crucial element of the educational system; and without a competent educator, even the most favorable conditions cannot guarantee the fulfillment of the school's aims and aspirations. This is because the quality of education cannot surpass that of its teachers. The true effectiveness of teachers encompasses understanding what to teach, how to instruct, when to teach, whom to instruct, the purpose of teaching, and indeed, where to teach[1].

It is lamentable that often those who have experienced the classroom, whether they are trained or untrained, mistakenly believe that teaching merely involves the transfer of knowledge. However, as we will uncover later, teaching transcends the mere conveyance of subject matter. It is more than just standing before a classroom to dictate notes, engage in discussions on concepts, demonstrate principles, conduct experiments, or provide

information to students. Teaching extends well beyond action; it consistently involves individuals and the nurturing of their intellect and potential. Each person is unique in their intelligence, abilities, attitudes, interests, motivations, needs, and temperaments, among other factors. Consequently, what may captivate one learner may not engage another. What may inspire and provoke thought in one individual may not have the same effect on another, and so forth. This illustrates the complexity of teaching, highlighting that the effectiveness of the teacher is the paramount expectation in the profession.

Teacher effectiveness refers to the ability of teachers to facilitate students to learn and attain academic accomplishment. Teacher effectiveness is the teaching ability of the teachers to teach in a manner that can bring the desirable modification in the behavior of the students. Teacher effectiveness is a field of research that is concerned with the attributes of teachers, classroom environment, teaching behaviors, and their effects on the students. It can also be described as a product of teachers' dispositions that determines the quality of a teacher's performance[2]. Teacher effectiveness is a teacher's capacity to utilize appropriate instructional strategies and techniques in order to enable students' learning of information, skills, and competencies, and ultimately desired learning outcomes[3].

Teacher effectiveness is among the determinants of student achievement and is an important factor in the quality of education. It is a constellation of attributes, abilities, and practices that are utilized to facilitate a teacher to foster learning and engagement in students. It is a key concept in education, and there are various dimensions which constitute effective teaching and learning outcome. Conceptualizations of teacher effectiveness have evolved over time, influenced by research, educational trends, and changes in educational contexts to inform the current understanding of effective teaching practice[4].

2.1.1.1 Evolution of Teaching Effectiveness

Since the 1960s, effectiveness has been applied in education and its use has changed over the years. In the late 1970s to the 1980s, Researchers started investigating how self-effectiveness impact academic achievement and motivation in students. Studies had investigated the effects of students' self-confidence on academic achievement, persistence, and involvement. In the 1990s, attention to self-effectiveness was extended to teachers' perceptions and the manner in which these shape classroom processes and student achievement. The research looked at the interconnection between teachers' effectiveness and their classroom management, students' motivation, and instructional accomplishment. It was evident that teachers' instructional choices and interactions with students were linked to their beliefs in being able to make a change in students' lives. Over time, from the late 1990s to the 2000s, collective effectiveness has become popular. "Collective effectiveness" is a description of the group of teachers' shared perception that they can improve students' academic success. Results of collective effectiveness of a school on student success, school climate, and collaborative routines have been the target of research[5].

Nevertheless, from the 2010s and beyond with more focus on growth and improvement of effectiveness among teachers and students, education effectiveness study went on to evolve. Researchers examined different variables impacting effectiveness. Effort went into integrating effectiveness-construction practices in teacher training. Additionally, there have been online techniques and technology-enabled platforms aimed at measuring and supporting teachers' and students' effectiveness views. Such sites offer chances for self-analysis, commentary, and aids for greater effectiveness. For the most part, student self-effectiveness has given way to thinking about teachers' attitudes and education communities'

collective effectiveness. Facilitating effective teaching tactics, student motivation, and supportive learning climates now require teachers to have knowledge of and commitment to the effectiveness[5].

In the recent years, teacher effectiveness has been shift toward multidimensional and holistic understandings, there are various definitions but they all seem to converge on a few key aspects, but for the purpose of this study teacher content knowledge, professional development, and context of student engagement will be considered.

2.1.1.2 Teacher Content Knowledge

Teacher content knowledge refers to a teacher's understanding of the subject matter they are teaching. It includes deep and accurate knowledge of the facts, concepts, theories, principles, and structures within a specific discipline (e.g., economics, mathematics, history), enabling the teacher to present the subject clearly, accurately, and effectively to students. Teacher content knowledge is the depth and breadth of a teacher's understanding of their subject, which allows them to teach the material accurately, meaningfully, and in a way that promotes student learning.

A deep understanding of the subject matter is essential for capable teachers. At the heart of teaching lies a teacher's ability to make interactive choices amidst the ever-evolving dynamics of the classroom, which comprises multiple components. Economics teachers must possess extensive knowledge related to their field, including knowledge in economics, Economics theories, principles, models, scope, instructional methodologies, and the apt application of teaching materials to enhance the learning environment. This knowledge

shapes the teachers' individual pedagogical reasoning and decisions significantly affecting the overall teaching experience.

The emphasis on teacher knowledge transcends mere general understanding, prioritizing personal knowledge as it applies in practice. Teachers meld content knowledge, pedagogical understanding, teaching theories, and hands on teaching experiences to craft their own sights into the interplay of complex classroom factors. This insight becomes evident during the decision making processes in class. All choices made by teachers during their instructional practices stem from their personal grasp of the content and the educational setting they navigate. Consequently, analyzing a teacher's classroom practice highlights their intrinsic understanding of teaching. The types of choices teachers make based on this comprehension evolve gradually during their teacher training and expand significantly through practical teaching experiences.

This reasoning and decision making reveal the characteristics of teachers' thought processes while they teach, reflecting a dynamic interplay that unfolds during actual teaching moments. It is through experiencing these choices and adjustments that teachers weave their subject knowledge into a comprehensive ability to make instructional decisions, referred to as teacher's content competence (TCC), a crucial aspect of their professional knowledge[6,7].

Teachers' exhibit wisdom in making classroom decisions: for instance, they align their choices with their cognition, comprehension, classroom teaching experiences. However, these decisions do not solely arise from specific pedagogical or educational theories. Rather, teachers harmonize their content knowledge with their overall experiences in the classroom

context. Teachers can conceptualize content knowledge in three distinct ways: declarative, procedural, or strategic.

Declarative knowledge encompasses memorization, understanding, analysis, comparison, critique, and consultation regarding foundational economic theories, principles, and models. This type of knowledge pertains to the structure of economics, the role of economic theories and models, and topics as well as teaching principles, methodology, and techniques in economics, making it straightforward and easily understood. This is often referred to as narrative knowledge.

Procedural knowledge empowers teachers to achieve objectives through the application of rules and concepts; thus, it translates into the execution of economic theories and principles. It consists of communication skills, instructional methods, and classroom management techniques. This is considered as practical teaching proficiency that is primarily developed and exercised through real world experiences. Therefore, the application of procedural knowledge is often more individualized than that of declarative knowledge.

A teacher's strategic knowledge enables them to address or resolve specific challenges within their teaching practice. The nature of teaching is largely influenced by the interactive strategies teachers employ during instruction, as they adapt their content, methodologies, and strategies to ignite students' learning potential based on their reactions to unforeseen circumstances. Strategies knowledge extends beyond the simple application of concepts and rules; it is also fueled by the teacher's own practical experiences. It can be seen as an intuitive or innovative insight prompted by specific situations. This knowledge interweaves the teacher's various knowledge types, experiences, and wisdom.

Strategic knowledge is more personal than procedural knowledge because teachers choose specific strategies to cater to student needs in a unique classroom context. Mastery of strategic knowledge is what teachers strive for to achieve an ideal level of instructional proficiency, at which they can express themselves naturally without pausing to select words or phrases and can communicate effectively without additional assistance[6]. it represents a flexible and directly applicable knowledge structure in teachers' minds that informs their instructional decisions. Strategic knowledge is pivotal to Economics teachers' content knowledge, as it most directly influences their actual teaching practice.

2.1.1.3 Professional Development

Professional development refers to the ongoing process through which individuals—especially within their careers—enhance their skills, knowledge, and competencies to perform more effectively in their roles. It's a commitment to personal and professional growth that can take many forms, formal or informal. Professional development encompasses the enhancement a teacher experiences through acquiring increased knowledge and reflecting critically on their teaching practices. Teachers discover how to instruct, translate theory into action, and foster student advancement. Professional growth encompasses both structured experiences (such as participating in workshops, professional gatherings, mentoring programme, seminars, etc.) and unstructured experiences (like reading scholarly journals, viewing educational documentaries relevant to their field, etc.). This understanding of professional development is, therefore, broader than mere career or staff development.

Historically, the primary form of professional development accessibility to teachers was staff development or in-service training, typically featuring workshops or brief courses

aimed at providing teachers with new insights into specific areas of their profession. However, contemporary views see teacher professional development as an ongoing process that involves regularly scheduled opportunities and carefully designed experiences to facilitate advancement within the field. Over time, when teachers engage in continuous learning, it leads to interconnected experiences that allow them to connect their existing knowledge with new insights[8].

To ensure that professional development effectively contributes to educational transformation, policies must endorse the changes expected of teachers. Such policies should address various factors that enable enduring support for teachers. Additionally, they need to foster new frameworks and opportunities, both outside the educational institutions (like teachers networks, inter-professional collaborations, etc.) and within schools, while also promoting innovation systems for evaluation, accountability, and career advancement.

Teacher professional development necessitates advancements in knowledge, skills, Judgment (related to classroom practices), and the roles teachers play within a professional community. Conversely, the initiatives aimed at fostering professional development should emphasize developing essential skills, achieving proficiency in core teaching competencies, enhancing instructional versatility, acquiring pedagogical knowledge, contributing to colleagues' professional development, and exercising leadership while engaging in decision-making.

Due to the effects of globalization and modernization, the world is swiftly evolving into a more knowledge drive mobile, and collaborative entity. This transformation presents challenges for both individuals and communities, as the workforce now seeks individuals

who possess enhanced analytical reasoning, digital literacy, and advanced communication capabilities. Hence, the pressing need for students to develop new learning skills for the 21st century poses a formidable challenge for both them and their teachers.

In light of the evolving demands in the 21st century, teachers themselves must secure new competencies to effectively impart these skills to their students, thereby improving instructional quality and overall teacher effectiveness. Teachers should cultivate abilities that align with the requirements of 21st century skills, such as information technology literacy, information literacy, media literacy, and collaboration competencies. Professional development initiatives for teachers should be content oriented, incorporate interactive learning, promote collaboration, utilize effective practice models, provide expert coaching and support, facilitate feedback and reflection, and ensure a lasting duration. Professional development for teachers should be an ongoing process adapting to the times. Strategies for teachers' professional development should be integrated and consistent with the 21st century skills. Methods for teacher development could include peer observation, fostering collaborating community, formal training programme, and more[9]

2.1.1.4 Student Engagement

Student engagement refers to the level of interest, curiosity, attention, and active participation a student shows during learning activities. It reflects how invested students are in their own learning both emotionally and intellectually and how connected they feel to the school environment, subject matter, and learning process. Student engagement boosts academic achievement, reduces dropout rates, improves motivation and self-confidence, and encourages lifelong learning habits. Student engagement turns education from passive to purposeful, it's the heartbeat of transformative learning.

Teacher effectiveness refers to a teacher's capacity to actively involve students, cultivate a welcoming educational atmosphere, and encourage significant interaction that nurture student development and progress. This concept highlights the necessity of fostering a supportive and captivating learning experience[10]. Additionally, it has been elaborated that teacher effectiveness includes the ability to identify and respond to the diverse needs and backgrounds of students, creating an inclusive and just learning environment for everyone[11]. Learning strategies tailored to different learning styles are crucial for ensuring student engagement and academic success. Students demonstrate various styles such as converging, diverging, assimilating, and accommodating, all of which can markedly influence their cognitive, emotional, and behavioral levels of participation[12]. For instance, students who tend towards converging and accommodating styles may engage more with practical tasks and problem based learning, while those learning toward assimilating or diverging styles may favor alternative instructional techniques[12].

Furthermore, age influences the expression of students' learning preferences, with older learners often showcasing a stronger inclination towards the diverging styles compared to their younger peers[12]. This underscores the necessity of incorporating age related differences when crafting tailored instructional methods to cater to the diverse needs of the student body. Teachers should exhibit adaptability in their teaching approaches to meet the varying learning preference of their students[12,13]. By blending practical activities, dynamic discussions, and opportunities for independent inquiry in the classroom, teachers can foster a stimulating learning environment for all, irrespective of their preferred modes of learning. Additionally, stimulating cognitive engagement among students is vital, some lessons should be designed to encourage critical thinking, problem solving, and deep

comprehension[12]. Furthermore, effort must be directed toward enhancing emotional engagement to elevate students' passion for learning and to foster a positive emotional climate[12,13]. Ultimately, addressing diverse learning styles though personalized instructional strategies not only increases student involvement but also nurture critical thinking skills and improves academic performance. By acknowledging and accommodating the distinct learning requirements of each student, teachers can create inclusive educational settings that empower learners to thrive in a continuously changing global society[13.]

2.1.2 **Economics Education in Secondary Schools**

Economics is a discipline within the Nigerian curriculum, placed among the humanities in senior secondary education. Other subjects included in this group are Nigerian Language, Literature in English, Geography, Government, Christian Religious Studies, Islamic Studies, History, Visual Arts, Music, French, and Arabic (NERDC). The economic curriculum, as an official policy document and academic framework, was integrated into Nigeria's educational system to foster a comprehension of the current state of curriculum and advancements concerning Economics curriculum, as well as teaching materials and pedagogical practices utilized across all educational levels[17].

The focus of Economics education is on human behavior, aiming to arm students with economic literacy and critical thinking skills, emphasizing the understanding of economic principles, institutions, and their contributions to national progression. When Economics first entered into the secondary school syllabus, its popularity grew rapidly as the initial schools offering it in the West African School Certificate Examination (WASCE) achieved unexpectedly commendable results. A positive correlation emerged between the quality of performance in Economics and the increasing number of candidates who opted for it in

subsequent WASCE years. Economics was first introduced as a school subject in Nigeria for the West African School Certificate Examination in 1967.

Although it can be argued that Economics was incorporated into the secondary school syllabus in Nigeria in 1966, this was notably later than most other subjects. Nevertheless, economic had been previously taken by private candidates in the General Certificate examination prior to its classification as a secondary school subject. It became evident that economic issues were central to contemporary society. Since the introduction of Economics as a subject for the WASCE in 1967, both the number of schools teaching the subject and candidates undertaking the examination have experiences remarkable growth. To illustrate, in 1967, it accounted for 0.07% of all candidates in the examination; by 1969, it rose to 12.56%, followed by 17.16% in 1970, and ten years after its inception, in 1976, it reached 76.95%. Moreover, in 1985, 441,448 school candidates registered for economics, compared to 373,507 for that same year. in 1996, the figures showed 711,377 candidates for economics, while mathematics had 748,239 and English language 748,984. Recent data from the West African Senior School Certificate Examination (WASSCE) in Nigeria also confirms this trend, as the number of participants in Economics increased from 1,099,803 in 2018 to 1,137,758 in 2022[23].

From this analysis, it is likely an understatement to assert that English language and mathematics lead in the number of entries. We might consider Economics to be perhaps the most favored subject within the secondary school curriculum, should the popularity of a subject be measured by the number of schools offering it and the number of candidates participating in the school learning certificate examination. It seems reasonable to suggest that Economics ranks just after English Language and Mathematics. Additionally,

recognizing that Economics became a secondary school subject in Nigeria in 1966, it can be stated that its immense popularity growth over the years has been quite remarkable. This indeed reflects the substantial appreciation afforded to Economics education.

Economics delves into human actions, including how individuals earn a living and choose among different options to meet their needs. It emphasizes the examination of businesses and government entities whose endeavors are directed at producing goods and services to satisfy human desires, as Economics centers on human conduct. Hence, Economics qualifies as a social science, and akin to any scientific discipline, the reasoning approach in Economics follows a methodological framework, its analysis is structured, and the credibility of its various theories can be scrutinized. Consequently, an effort has been made to harmonize the theoretical bases of the discipline with their real world application. Economics is now part of the senior secondary school (SSS) curriculum under the revamp National Policy on Education (NPE). This programme has been crafted by the Comparative Education Study and Adaptation Center (CESAC) to fulfil the demands of Economics within the new educational framework. The guiding principle of this curriculum is to equip senior secondary school students with fundamental knowledge and skills that will enhance their understanding of economic challenges within any community. With this philosophy in mind, the following objectives have been established for the Economics course:

(i) To provide students with the essential economic principles needed for practical living and further education,

(ii) To prepare and motivate students to manage scarce resources wisely and efficiently,

(iii) To foster students' respect for the value of work and their recognition of the economic, cultural, social values of our community, and

(iv) To enable students to gain knowledge to address the economic issues faced by society including Nigeria, other developing nations, and the global community[4].

Moreover, for the successful teaching and learning of economics, the Nigerian Educational Research and Development Council (NERDC 2008) specified the following goals for instructing Economics at the senior secondary school level:

i. Understanding fundamental economic principles and concepts as well as the instruments for sound economic analysis, aiding students in comprehending specific economic notions and applying them to their daily lives as individuals or businesses.
ii. Cultivate analytical skills and appreciate the foundations of logical economic decision making.
iii. Engage thoughtfully in discussions about economic reforms and development as they impact or could impact the broader Nigerian populace, raising awareness in students concerning the economic issues confronting the nation and how they can be addressed to contribute to nation building.
iv. Recognize the influence of public policies on the national economy.
v. Understanding the framework and operations of economic institution.
vi. Become motivated to actively partake in national economic growth through entrepreneurship, capital markets, and related avenues.
vii. Understanding the challenges faced by developing countries in their pursuit of economic advancement.

viii. Understanding Nigeria's and other African nations' roles and statuses in their international economic arena and acknowledge the difficulties encountered by developing countries striving for economic progress[14,16].

The aforementioned reasons for teaching Economics highlight that every community faced with specific fundamental economic challenges. Economists typical categorize these dilemmas into three main questions: what to produce? How to produce? and for whom to produce? Solutions these issues can be discovered by through economics, potentially addressed by the study of the discipline. The objectives of teaching Economics are attainable if teachers are sufficiently prepares since teaching Economics necessitates the application of suitable instructional methodologies to enhance the comprehension of concepts, terminology, and to uncover the inherent abilities within each learner, thereby enabling them to significantly and meaningfully contribute to economic growth, planning, and development. Economics is largely an abstract concept and a theoretical realm of study; consequently, beginners may find it challenging to grasp fundamental content readily. Therefore, it is primarily the responsibility of teachers to deliver the subject in a way that facilitates student understanding allowing them to implement it in problem solving or examination scenarios. The emphasis should not merely be on covering an overloaded syllabus or displaying teaching proficiency, but rather on nurturing the learning capabilities of students and their success[19].

Economics education is considered to have a significant influence on the extent of Economics engagement, consequently boosting business productivity and sales figures. Every senior secondary school graduate should have been thoroughly equipped for higher education while also acquiring essential practical economic abilities vital for poverty

alleviation, job creation, and wealth generation; thereby further reinforcing the foundational ethical, moral, and civic principles obtained at the primary education stage. Additionally, the aims of Economics for senior secondary school are quite profound, providing insights and illustrating potential outcomes of various behaviour; it aids us in selecting among multiple options. It encourages individuals to make informed choices that will fulfil their needs amidst infinite wants and limited resources. Economics, as a subject, imparts numerous values to students, including;

1. The Cultural Values: Economics possesses intrinsic worth that renders it captivating as an academic subject; for instance, there is substantial reasoning behind it. It connects students to the core aspects of daily life and is also relate to nearly contemporary issues such as the international Monetary Fund (IMF), Structural Adjustment programme (SAP), and more.

2. Intellectual Training: Economics also contributes to intellectual development as it involves analyzing issues in a manner that is often unfamiliar to individuals. Economics is not merely a collection of knowledge but is more a methodology than a doctrine, cognitive tool, a thought process that aids its practitioners in reaching accurate conclusions.

3. Vocational Training: The vocational aspect of Economics makes it readily appealing to students. The subject has direct applicability in various sectors of industry and commerce. Furthermore, it is a crucial component of many professional qualifications such as Banking, Accounting, and Secretarial studies[21].

The significance of Economics education for any country is quite apparent. It allows both the leaders and the citizens to grasp fundamental economic principles and concepts, as well as to appreciate, value, and strive to enhance their economic circumstances for improved social welfare. Understanding Economics is essential for responsible citizenship.

The core reason for teaching Economics should be to furnish economic knowledge necessary for accountable citizenship. Good citizenship encompasses the capacity to make sensible choices regarding key economic issues, supported by solid reasoning. Furthermore, the role of Economics in the senior secondary school curriculum has been firmly established, as it is recognized to incorporate various civic values derived from topic such as the components and drivers of national income, the structure and activities of labor unions, and the operation and influence of financial institution. The foundation adequately prepares individuals for modern societal living. The exploration of Economics has practical implications in everyday life[19].

The pivotal function of knowledge, competencies, and economic concepts in fostering informed decision making, critical thinking, and financial literacy among individuals, communities, and societies is crucial. Economic education is fundamental in equipping students with the capability to navigate the current economy, supplying them with the tools to comprehend economic systems, analyze social issues critically, and make informed decisions in both personal and business realms.

Economics education enhances individual's economic literacy by granting them a practical understanding of essential economic concepts, principles, and theories. Economic literacy enlightens individuals about economic phenomena, including supply and demand, market structures, inflation, and economic policies, enabling them to effectively manage economic decisions and everyday financial transactions.

Economics education promotes financial empowerment by imparting practical knowledge and skills in areas such as budgeting, saving, investing, consumerism, and financial planning. Financial literacy enables individuals to make prudent choices in personal finance

management, avoid debt, and achieve long term financial goals, thereby enhancing their financial well-being and resilience.

The study of Economics enhances individuals' decision making skills by developing their critical thinking, problem solving, and analytical abilities. Economics education provides students with the frameworks to analyze and assess economic conditions, weigh advantages and disadvantages, balance trade-offs, and make well-reasoned decisions amidst uncertainty and complexity. These decision making capabilities are vital for individuals to address economic challenges, evaluate policy alternatives and contribute to Economics growth.

Economic education assists individuals in understanding the functions and performances of different economic systems, such as market economies, mixed economies, and international Economics inter-dependencies. Through the exploration of economic theories, institutions, and policies, students gain awareness of the factors influencing economic growth, income distribution, resource allocation, and sustainability, thus fostering a comprehensive understanding of economic matters at local, national, and international levels.

Economic education boosts civic participation and engagement in public discussion regarding policy issues by equipping citizens with a refined understanding of economic concerns, inequality, poverty, and social welfare. Economically informed citizens can critically assess policy propositions, advocate for evidence based policies, and make knowledgeable decisions on economic issues that affect society at large.

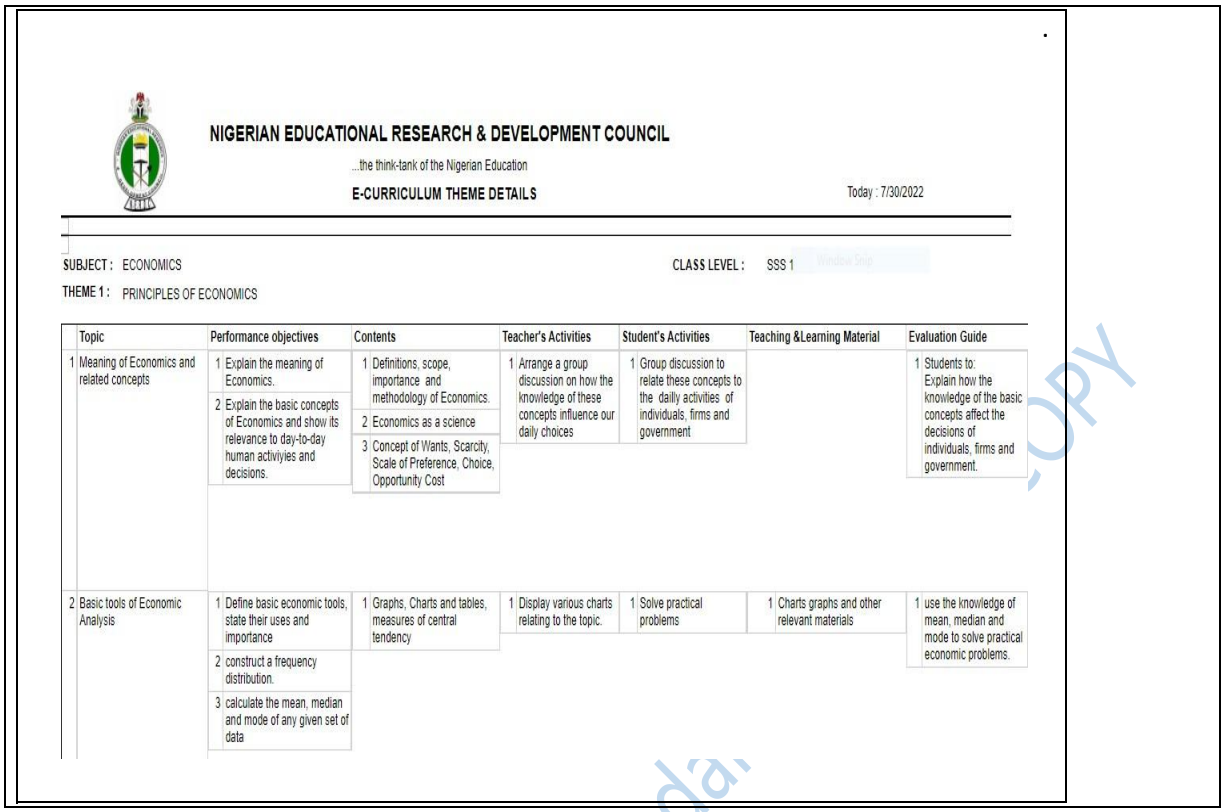
Economic education cultivates and entrepreneurial mindset and promotes innovation by encouraging individuals to seek opportunities, take risks, and create value within the economy. By studying entrepreneurship, market dynamics, and business strategy, students

acquire the skills and mentality to uncover business opportunities, innovate products and services, and enhance economic growth and prosperity.

2.1.2.1. Nigerian Economics Curriculum (Content and Structure)

The Economics curriculum is crafted to lay a foundation for students in economic concepts and theories, along with an insight into how these ideas relate to actual economic challenges faced in the world. The Economics framework in Nigeria, as directed by national educational policies and the National Educational Research and Development Council (NERDC), strives to furnish students with essential abilities, knowledge, and comprehension of economic principles, theories, and practices. It seeks to cultivate students' analytical and critical reasoning skills, as well as problem solving capabilities to enable them to make informed Economics choices and grasp the challenges and opportunities present in Nigeria's economic landscape.

The Economics curriculum is organized to encompass the syllabus at the senior secondary school (SSS) level and for the West African Senior Secondary School Certificate Examination (WASSCE) and the National Examination council (NECO)



NIGERIAN EDUCATIONAL RESEARCH & DEVELOPMENT COUNCIL

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E-CURRICULUM THEME DETAILS

Today : 7/30/2022

SUBJECT : ECONOMICS

CLASS LEVEL : SSS 1

THEME 1 : PRINCIPLES OF ECONOMICS

	Topic	Performance objectives	Contents	Teacher's Activities	Student's Activities	Teaching &Learning Material	Evaluation Guide
1	Meaning of Economics and related concepts	1 Explain the meaning of Economics. 2 Explain the basic concepts of Economics and show its relevance to day-to-day human activiyies and decisions.	1 Definitions, scope, importance and methodology of Economics. 2 Economics as a science 3 Concept of Wants, Scarcity, Scale of Preference, Choice, Opportunity Cost	1 Arrange a group discussion on how the knowledge of these concepts influence our daily choices	1 Group discussion to relate these concepts to the dailly activities of individuals, firms and government		1 Students to: Explain how the knowledge of the basic concepts affect the decisions of individuals, firms and government.
2	Basic tools of Economic Analysis	1 Define basic economic tools, state their uses and importance 2 construct a frequency distribution. 3 calculate the mean, median and mode of any given set of data	1 Graphs, Charts and tables, measures of central tendency	1 Display various charts relating to the topic.	1 Solve practical problems	1 Charts graphs and other relevant materials	1 use the knowledge of mean, median and mode to solve practical economic problems.

Figure 2.1: E- Curriculum of Senior Secondary School Economics

Source: NERDC 2022

The Nigerian senior secondary school (SSS) Economics Curriculum covers 25 themes divided into 48 topics across, 3years SSS1-3, focusing on both micro and Macro Economics principles, theories and approaches. The curriculum is structured into 25 themes (9 in SS1, 8 in SS2, 8 in SS3). These are further subdivided into 48 specific topics (15 in SS1, 18 in SS2, 15 in SS3). The E-curriculum is structured with columns for topics, performance objectives, contents, teachers' activities, teaching and learning material, and evaluation guide.

Table 2.1.2.2.1 SSS1 Economics Curriculum of Nigerian Senior Secondary School

	Themes	Topics
Theme 1	Principles of Economics	Meaning of Economics and Related Concept, Basic Tools of Economics Analysis, Concept of Demand and Supply, Theory of Production
Theme 2	Economics System	Basic Economics Problems
Theme 3	Business Organization	Firms and industry
Theme 4	Population, Labor Market and Human Capital Development	Population, Labor Market
Theme 5	Structure of the Nigerian Economy	The Nature of the Nigerian Economy, Agriculture, Mining
Theme6	Financial institution and Regulatory Agencies	Meaning of Financial institution
Theme 7	Money and inflation/Deflation	Money: Meaning, Characteristics and Functions
Theme 8	Distributive Trade	Channel of Distribution
Theme 9	Business Finance	instruments of Business Finance

Source: NERDC 2022

Table 2.1.2.2.2 SSS 2 Economics Curriculum of Nigerian Senior Secondary School

	Themes	Topics
Theme 1	Principles of Economics	Tools of Economics Analysis, Concept of Demand and Supply, The Production Possibility Curve, Cost Concepts, Revenue Concepts.
Theme 2	Economics System	Types and Features of Economics System.
Theme 3	Population, Labor Market and Human Capital Development	Labor Market.
Theme 4	Consumer behaviors, price Determination and Market Structures	Elementary Treatment of Utility Theory, Price Determination, Market Structures.
Theme5	Nigerian Economy and Major Natural resources	Industries in Nigeria, Agriculture.
Theme 6	National income and Public Finance	Elementary Treatment of Fiscal Policy, Balanced and Unbalanced Budget, Elements of National Income Accounting.
Theme 7	Financial institution and Regulatory Agencies	Types of Financial institution and their Functions.
Theme 8	Money and inflation/Deflation	Money: Demand For and Supply of Money, inflation and Deflation.

Source: NERDC 2022

Table 2.1.2.2.3 SSS 3 Economics Curriculum of Nigerian Senior Secondary School

	Themes	Topics
Theme 1	Comparative Economics	Economic Lessons from Asian Tigers, Japan, Europe and America
Theme 2	Population, Labor Market and Human Capital Development	Human Capital Development
Theme 3	Structure of the Nigerian Economy	Petroleum and Nigerian Economy, Manufacturing and Construction, Service industries
Theme 4	Financial institution and Regulatory Agencies	Agencies that Regulate Financial Markets, Functions and Role of Regulatory Agencies
Theme 5	International Trade and Balance of Payment	international Trade, Balance of Payment (B.O.P)
Theme 6	Development Economics	Economic Growth and Development, Economic Development Planning.
Theme 7	international Economics Organization	international Economic Organization
Theme 8	Applied Economics and Contemporary Economics Organizations	Current Economic Plans; MDGs, NEEDS, Vision 2020. Economic Development Challenges, Economic Reform programmes

Source: NERDC 2022

The aforementioned highlights the expansive and forward thinking Economics curriculum in Nigeria, designed to meet the varied requirements of learners, spanning from fundamental literacy to an intricate comprehension of economic frameworks and regulations. It lays a robust groundwork for individuals aspiring to enter fields such as economics, commerce, and policy development. By understanding the wider economic obstacles and prospects both in Nigeria and internationally, students are more prepared to engage in molding the Nigeria's economic future[4].

This leads to the implementation of an economics curriculum which refers to the process of translating curriculum design into actual teaching and learning practices in classrooms and educational institutions. Effective implementation ensures that the goals of the curriculum—such as economic literacy, critical thinking, and real-world application are achieved through systematic planning, delivery, and evaluation.

As economies progress, the pedagogical approaches to teaching Economics must also evolve. The conventional curriculum, frequently anchored in classic theories and theoretical frameworks, often falls short of preparing students to tackle the complexities of the contemporary financial systems, technological disruption and global challenges. Adapting to transformation in Economics education is crucial for equipping learners with critical analytical abilities, practical insights, and flexibility in an ever-evolving economic environment.

In a world where change is the only constant, it is imperative that evolution takes place for advancement to occur. As the global economic landscape expands, incorporating

modern concepts into the Economics curriculum becomes vital to mirror real world dynamic. This necessitates supplementing economic theories with up-to-date examples such as worldwide financial trends, digital currencies, and developing markets. Another key motivation for transformation is to foster adaptation to technological innovations, where economic modelling and data analysis can now leverage artificial intelligence, block chain, and big data. The curriculum should embrace tools reflecting these advancements. Additionally, addressing global challenges issues like climate change, inequality, and sustainability requires Economics solutions that transcend conventional supply and demand frameworks. Change is indeed imperative; Economics should not be confined to theory, students ought to engage in policy analysis, business simulations, and financial literacy programmes, among others.

In today's educational landscape, the incorporation of technology into learning space has become standard. Elementary and secondary students are familiar with technology as an essential component of their learning journey. Emphasizing an increased use of technology will elevate student competencies and engagement, and effective application will ultimately enhance student outcomes. The advantages of incorporating technology into educational settings extends beyond merely facilitating learning; they play a significant role in promoting student involvement and overall academic success[29].

As well integrating real time Economics data and applications, global case studies, and current policy discussions into Economics education will stimulate critical thinking, financial literacy, and meaningful interaction with Economics issues, ensuring that students are thoroughly equipped for both their professional and personal financial choices.

Teachers of today must not only prioritize innovative teaching techniques but also nurture a holistic approach by adapting various strategies to foster a supportive and conducive learning environment. By harnessing technology alongside innovative pedagogical methods, educational institutions can cultivate a culture of creativity, involvement, and continuous enhancement. Furthermore, Economics intersects with technology, politics, environment science, and psychology. A broader curriculum cultivates a well-rounded understanding[30]. Teaching economic models from diverse global perspectives promotes adaptability and cross cultural insight, which encourages inclusiveness and diversity.

Also incorporating real world experiences through internship, simulations, and practical research projects allows students to apply theoretical knowledge in real life contexts. Moreover, involving industry experts in the educational process such as inviting guest speakers on specific topics can enrich learning. Engaging experts in workshops, mentorship programmes, lectures, etc., can help contextualize classroom learning, leading to improved student performance when executed effectively[30].

Adapting to transformation in Economics curricula signifies preparing students to think beyond textbooks to innovate, resolve real world issues, and contribute meaningfully to financial and policy discussions. A dynamic, responsive curriculum not only enhance students' engagement but also ensures that future of economists, policymakers, and entrepreneurs possess the competencies necessary to navigate the complexities of today's economy. Thus, to secure the future of Economics Education, embracing transformation is the imperative call to action.

After outlining the significant roles that economic education serves in the sustainable

advancement of any country, it is disheartening to observe that Nigeria has struggled to leverage these advantages due to various obstacles faced by economic teachers during the instructional process. The Economics curriculum in Nigeria is faced by a number of issues, mainly arising from a lack of experienced teachers, insufficient instructional materials, and curriculum overload. Additionally, challenges such as inadequate infrastructure, absence of technological integration, and ineffective policy execution further hinder the successful delivery and application of the curriculum.

Instructional materials (commonly known as teaching aids) encompass all types of resources that facilitate the documentation, storage, transmission, or retrieval of information for educational purposes. Many schools lack teaching aids essential for Economics instruction, and the few that exist are often insufficient. The scarcity of teaching aids and other educational resources such as libraries and computer labs complicates the teaching and learning of economics.

Also, it is concerning that several Economics teachers lack the necessary competencies for effective instruction. The dearth of qualified teachers to navigate modern educational tools (such as power point and the internet) can adversely impact instructional quality. Consequently, numerous teachers revert to outdated manual teaching methods, which severely limits their ability to provide meaningful instruction[25].

Teaching methodologies pertain to the strategies employed to enhance the selected teaching approaches. The persistent reliance on traditional lecture methods by many teachers has resulted in diminished interest, decreased classroom engagement, and poor academic performance among students. in numerous Nigerian secondary schools, the conventional approach to teaching Economics seems more convenient for some teachers; however, this

methods renders learners passive, failing to showcase the skills and capabilities of Economics teachers. As a result, Economics students struggle to contribute effectively to the nation's sustainability efforts.

Furthermore, Class size indicates the average number of students per classroom in an educational institution. There exists a correlation between class size and student performance. Overly large classes can inhibit teachers' ability to provide personalized attention and constructive feedback, potentially stunting student learning. Teachers often have no choice but to adopt group teaching strategies. While group methods can be time intensive, they are often the most effective means of engaging students in larger classes, fostering creativity, and enhancing retention of discussions. However, due to limited control over class sizes and the recent surge in educational demand in Nigeria, enrollment increases have undeniably led to larger class sizes. Consequently, effective teaching is becoming increasingly unrealistic, as the teaching and learning process requires an environment conducive to education. Thus, excessive class sizes continue to hinder Economics teachers from successfully imparting knowledge and skills necessary for students to engage in the sustainable development dialogue[26].

Interest reflects a preference for engaging in one activity over another. Various factors shape students' attitudes toward economics, one major factor being their perception of the subject as challenging and dull, leading to disengagement and poor academic performance. With a lack of interest and a negative posture, students in Economics teaching and learning sphere struggle to absorb any information, making it increasingly challenging teachers to impart the knowledge and skills they aim to share.

So also, an outdated curriculum may fail to address contemporary economic issues or global challenges faced in today's world. A revised curriculum should be developed to modernize the existing content. Since teachers play a pivotal role in curriculum application, including them in the design and development process can significantly enhance lesson preparation effectiveness and resource utilization. Numerous studies indicate that teachers are often instructed to implement curricula without any involvement in their creation, leading to a lack of commitment to the implementation process. Ultimately, the translation of curriculum policy into practice fundamentally relies on teachers, who hold significant influence over these changes. Insufficient involvement restricts the research that may be carried out concerning content delivery, such as studies on instructional methods that align with the updated curriculum and current educational resources. A lack of research into effective teaching strategies can lead to stagnation and decreased learning efficacy[28].

Finally, Absence of real-world relevance within Economics education presents notable hurdle that influences students' comprehension, involvement, and readiness for practical economic decision making. By its very nature, Economics is intricately tied to real-world situations encompassing market dynamics, the effects of policy, financial literacy, and societal growth. Nevertheless, numerous educational institutions continue to emphasize theoretical frameworks without sufficiently linking them to real life experiences. Consequently, some students learn the economic theories without fully appreciating their practical applications, rendering the concepts more abstract than usable for daily financial and policy choices. When they cannot connect with the motivations behind economic models, their drive to implement these theories diminishes.in the absence of experiential

learning, students may find it challenging to analyze financial markets, decode policy results, or manage their personal finances effectively[28].

The economics curriculum is profoundly relevant in today's interconnected, dynamic, and complex world. Whether at the level of individual empowerment, career preparation, or national development, economics offers tools to think clearly about choices, costs, consequences, and fairness. A well-structured curriculum goes beyond rote learning of models and theories—it cultivates an awareness of the human and institutional dimensions of economic activity and equips learners to contribute meaningfully to society. Therefore, ongoing investment in economics education is essential for building resilient economies and informed, capable citizens[30].

The relevance of the economics curriculum lies in its profound ability to shape individuals, societies, and economies through the development of critical thinking, analytical reasoning, and informed decision-making. Economics, as a social science, deals with how individuals and societies allocate scarce resources. Consequently, an economics curriculum when thoughtfully designed and delivered serves both academic and practical functions, influencing national policy, personal financial behavior, business strategy, and global relations.

Firstly, an economics curriculum provides a structured understanding of different economic systems (capitalism, socialism, and mixed economies) and how they function. By learning economic theories (e.g., supply and demand, comparative advantage, Keynesian and classical economics), students are equipped to comprehend Market dynamics and price mechanisms, The role of government in economic regulation, The causes and consequences

of inflation, unemployment, and economic growth, The interplay between fiscal and monetary policies and so on. This theoretical grounding is essential not just for economists, but for anyone involved in public policy, business, or international affairs.

Economics also fosters a rigorous, analytical approach to problem-solving. Students learn to evaluate trade-offs and opportunity costs, interpret data using statistical tools and models, formulate hypotheses and test them against real-world evidence, make decisions under conditions of scarcity and uncertainty. These skills are transferable to many fields, including finance, public administration, law, and journalism.

Furthermore, a sound understanding of economics empowers individuals to engage more effectively in civic life. For example, Voters who understand taxation, government spending, and the implications of budget deficits are better prepared to evaluate political platforms. Citizens can participate more meaningfully in debates about inequality, globalization, and social welfare policies. Individuals become more critical consumers of economic news, discerning fact from political or ideological spin. In this sense, economics education enhances democratic participation and civic responsibility.

Additionally, economics curriculum prepares students for diverse career paths. Finance and Banking (Risk analysis, investment planning, and market forecasting), Government and Policy (Budget planning, policy evaluation, economic research), international Organizations (Trade negotiations, development aid, global economic monitoring), Academia and Research (Economic modeling, teaching, scholarly analysis), Entrepreneurship and Business Management (Cost-benefit analysis, pricing strategies,

market research). Employers in many sectors value the analytical mindset and quantitative skills developed through economics education.

However, while traditional economics focuses on macro and microeconomics principles, modern curricula often include elements of personal finance, helping students to understand interest rates, savings, loans, and investments, Create budgets and manage debt, Evaluate insurance and retirement plans, Make informed career and education choices based on economic incentives. This prepares individuals to navigate life's economic decisions with confidence and competence.

More so, The economics curriculum is increasingly oriented toward real-world challenges such as: Climate change and sustainability (Environmental economics examines how to allocate resources efficiently while protecting the planet),inequality and social justice(Economics helps in analyzing causes and solutions to income disparity and poverty.),Globalization (international economics explores trade, capital flows, and the impacts of economic interdependence.),Digital transformation (The digital economy and emerging technologies have reshaped labor markets, consumer behavior, and production models) areas now integral to modern curricula. Students are trained to think systemically and anticipate the broader impacts of policies and innovations.

Economics emphasizes the importance of using empirical evidence and models to assess public policies. This is crucial for Cost-benefit analysis of government programs, Health economics and resource allocation in public health, Education economics to improve outcomes and reduce inequality, urban economics to tackle housing and transportation

challenges. Through case studies and applied research, students learn to bridge theory and practice.

The economics curriculum also often intersects with other disciplines: Political science (For analyzing the political economy and governance structures), Sociology (Understanding the social dimensions of economic behavior), Geography (Exploring regional development, trade routes, and resource distribution), History (Studying economic trends and crises over time), Mathematics and Statistics (Using quantitative tools for modeling and analysis). This interdisciplinary nature enhances students' ability to address complex societal issues.

Moreover, in a rapidly changing world, the ability to adapt is vital. The economics curriculum promotes lifelong learning by Encouraging curiosity about how the world works, teaching frameworks that can be applied to new problems and contexts, cultivating a mindset of continual reassessment and evidence-based thinking. Graduates are better equipped to navigate uncertain futures, shifts in the labor market, and emerging technologies.

In a nutshell, an educated population with a strong foundation in economics contributes to more effective governance and public administration, Better policy formulation and implementation, Enhanced innovation and entrepreneurship, Sustainable economic growth and international trade competitiveness. Nations that invest in quality economics education are better positioned to respond to economic crises and capitalize on opportunities in the global economy[28].

2.1.3 Teaching Methods

Teaching methods refers to the approach a teacher employs to deliver their content to the classroom, aligned with established learning goals, to foster student understanding. This approach serves as a conduit that links the subject matter, the learner, and the teacher. The teaching method is the tactic used to share information, enabling students to acquire knowledge, while incorporating thorough educational assessments to ensure the appropriate comprehension is imparted to the learners. Hence, the teaching approach signifies a distinct manner in which teachers instruct pupils. Various types and styles of education exist that teachers may utilize during their interactions with students, whether they belong to the public or private education sectors based on their individual inclinations. Nevertheless, several crucial elements must be considered prior to choosing a preferred pedagogical technique, including; the learners' age and educational stage, the duration of the learning experience, the nature of the subject content, and the intended type of learning outcome[33].

Another perspective defines teaching methods as the tactics and methodologies that teachers implement to enhance learning and instruction within the classroom environment. These techniques are specifically designed to assist students in engaging with the curriculum, cultivating critical thinking abilities, and ultimately retaining and applying the knowledge they gain. Effective teaching methods are vital for ensuring that students are capable of understanding and utilizing new concepts and skills. By employing a range of methods, teachers can address diverse learning styles and meet the varied needs and capacities of their students. For example, some learners may excel through visual resources, while others might benefit more from practical experiences or collaborative projects. By incorporating a blend

of these effective teaching approaches, teachers can establish a holistic learning atmosphere for their students[34,35].

Furthermore, various modern teaching methods can be applied to achieve distinct learning outcomes. While some techniques might be more advantageous for introducing new ideas or constructing foundational knowledge, others may be more appropriate for encouraging critical thinking, problems solving, and teamwork. These strategies are influenced by the content to be taught, the relative experience of the learners, and limitations posed by the educational setting. For a specific teaching method to be suitable and effective, it must consider the learner, the characteristics of the subject content, and the intended learning outcomes[36]. Teaching approaches can generally be categorized into teacher-centered and student-centered, although in practice, teachers frequently adjust their teaching methods, moving front and back between these methodologies based on prior learner knowledge, learner skill level and targeted learning goals[37].

In a teacher centered model, teachers are the primary authority figure in this framework. Students are perceived as "blank slates", whose main function is to receptively take in information (through lectures and targeted instruction) with the ultimate aim of evaluation and assessment. It is the fundamental duty of teachers to convey knowledge and information to their students. In this framework, teaching and assessment are perceived as distinct processes. Student comprehension is evaluated through objectively graded test and assessments. In contrast, during student-centered learning while teachers hold authority, both teachers and learners take on equally active roles in the educational process[38]. The teachers' core responsibility is to guide and facilitate student learning occurs through both formal and informal strategies, such as group projects and class engagement. Teaching and

evaluations are interconnected; student learning is continuously assessed during the teacher instruction[37]. Thus, it is crucial for teachers to recognize the various teaching methods accessible and how they can be utilized to support specific learning aims and objectives.

In the context of the research, the various teaching methods that can be used to promote the teaching and learning of Economics, are:

1. Discussion methods: The most common mode of cooperative method of instructing in a class. It is also a democratic way of regulating a class, in which all students are given equal opportunity to interact and share their ideas. It tends to happen in a classroom setting with an audience size. Here, an issue of lesson is put forth to argument, and the teacher assists in guiding the students' minds towards the goal of the class. Discussions method may enable students' understanding, give meaning to class content, improve students' points of view, highlight opposing perspectives, solidify knowledge, build self-esteem, and build community in learning [41]. It is also a belief that personality of student has a significant role to play in learning style. The way in which a student receives and executes instruction supplied by a teacher makes them able to learn more efficiently and personally. This free-guided discussion is designed for the students to express their opinions on a general topic[43]. Although it is a student-led strategy, the teacher must know how to lead the discussion. The process is free-guided where they try to arrive at a solution or respond to the question. Students from different backgrounds can participate and be exposed to ideas from other students. Lastly, the teacher facilitates to the majority of interactions defining the style of the talk[18,35].

2. Case Study Method: This is a dynamic student centered approach that uses real-world scenarios. It is the method of instruction which involves presenting students with real-life or simulated economics scenarios, situations, or problems. Students analyzes the case, identify issues, apply economic concepts, and suggest solutions or conclusions. Through case study methods, cases are based on actual economic events, companies, policies, or markets, students examine the causes and effects within the case and work through complexities. This methods encourages evaluation of different viewpoints and economic outcomes. It often involves group discussions or presentations to explore ideas. There are several ways by which case study methods can be use in Economics, first select a relevant case like impact of inflation in a country, a company's decision to enter a new market or effects of government policy on unemployment. Then provide background information which include data, news, articles, or graphs , guide students by asking focused questions like what economic principles apply here?, what are the cause and effects? What are the way out? Students can work in groups to analyze and discuss the case, then they will present the analysis and recommendations to the class. Teacher will later guide the discussions, clarifies concepts, and link back to theory. This method makes economics relevant and relatable. It also develops analytical and decision-making skills in the students, it encourages active participation and collaboration, it also bridges gaps between theory and real-life application.

3. Problem solving methods: Problem solving is a student-centered process that emphasizes using knowledge and skills in practical problems. Problem solving is also the process of defining a problem, establishing what caused it, finding, location, position, and selecting likely solutions, and then applying the solution. Under this

strategy, Economics teachers apply the problem-solving method to relate students' activity such as conducting investigations and making sense information of data[38]. Application of problem-solving skills in Economics subject is imperative since it fosters students' thinking skill development. By solving real-world problems, students are forced to apply their knowledge and skills to a real-world setting, and this can make them learn the subject more efficiently and enjoy it more. Problem solving approach is also an advantage in that it encourages teamwork and collaboration among the students. When they work together to solve complex problems, they learn to communicate effectively, share ideas, and work towards common objectives. This can be particularly beneficial for quiet or introverted students as it can enable them to enhance key social and interpersonal skills in a supportive and structured environment. But there are also some potential drawbacks, as the approach is student-centered and involves a lot of group work, it is not necessarily easy for teachers to ensure that all students are engaged and active in the learning process.it may be very time-consuming and require an inordinate amount of teacher preparation. However, if it is applied efficiently, it can be an effective teaching strategy that enables learners to acquire valuable skills and become ready for success in the real world[34].

4. Project method: The Project method is a student-directed method that gives the students a chance to investigate concepts, ideas, and issues that are environmental and social in the community. In this method, a teacher is a facilitator and guide who only helps the students as they conduct their project and ask questions in which they have an interest. After that, they report their findings back to the authority figure. This promote class discussions by dividing students into small groups. Interfere to clear misconceptions

and allow students to understand the content. Allow students to report findings to classmates and the teacher. Teachers can then use students' experiences to construct new content knowledge and assess them with tests or projects so as to know what they have learned from the activity.

5. Discovery method: Discovery method is a learning-teaching experience where learners are allowed to find out and learn for themselves. Here, the teacher allows space for learners to explore and investigate freely various angles, sides, alternatives, and solutions to the problem. The learner learns and finds out various experiences of problem solving using the learner-centered approach to make inferences from information gathered from observation, prediction, measurement, and creating relevant questions.

6. Resources person method: Resources person method is a method that involves inviting subject-matter experts or external professionals into the classroom to deliver lectures, facilitate workshop, demonstrate skills, or share real-world experiences relevant to the subject being taught. These individuals bring specialized knowledge, practical insights, and industry or community perspectives that enhance the learning experience beyond what a regular classroom teacher may offer. This methods is especially effective in subjects where real-world applications and current issues are vital for student understanding. By exposing students to experts from industry, finance, government, or non-profit organizations, it helps to bridge the gap between theory and practice. This method is to enhance curriculum relevance by connecting classroom with current trends and real-world applications, to motivate students and expose them to career pathways and industry standard. It also promote community involvement in education. While

beneficial, the method has some challenges, logistical constraint i.e. availability of resources persons, funding and so on, curriculum alignment must be seriously ensured, also not all resource persons may have effective teaching skills despite subject expertise that should be checked, limited time (single sessions may not allow in-depth exploration of complex topics) . To address these challenges, proper planning, pre-session briefing, and post-session integration into lesson plans are essential. Overall, this methods when implemented effectively, it supports both curriculum delivery and the broader goals of student engagement and career readiness.[33,18].

7. Field trips learning: is a pedagogy whose focus is on experiential learning and discovery. It is a pedagogy that removes the students from school and places them in the field to learn and obtain skills through hands-on activities and projects. The pedagogy emphasizes the integration of students in learning and giving them a chance to apply what they learn in real life. By removing students from the classroom and observing firsthand what occurs in our surroundings or in a real-life situation, field trips can serve as an excellent method for teaching Economics. Students learn through field trips and outings that give them experiences and observations beyond. It helps foster a sense of group and cooperation among the students. This method encourages teamwork and communication since the students work together to solve problems and accomplish tasks. It also provides avenues for the students to learn leadership and responsibility in their own education. It also enhances active and experiential learning, which could be more memorable and interesting to students compared to the traditional classroom learning. By exposing students to real situations, this method helps make learning more

practical and relevant to their own lives. An example of such is a field trip to a local business or finance agency that can help the students understand how Economics in action works like the train station, bank, airport and shopping-mall. Most of the things the students learn on field trips are usually permanent and difficult to forget. Although it might require additional time and resources for organizing and executing, which can be challenging for already thinly stretched teachers. It is also challenging to monitor student learning and provide individual feedback in the case of field experience. Overall, field trips is a very effective teaching method that can help create rich and effective learning experiences for students[18,34].

8. Technology integration method: Technology integration refers to the effective use of technology tools such as computers, internet resources, educational software, digital platforms, and multimedia in classroom teaching and learning processes. It involves more than simply using digital tools; it means strategically embedding technology into lesson plans, instructional delivery, and assessment practices to enhance student engagement, understanding, and achievement. Technology integration level range from basic to advance like substituting typing for handwriting, creation of new or previously inconceivable tasks e.g coding apps. This methods enhanced student engagement, support diverse learners, improve access to information, encourages collaboration and communication using digital platforms such as Google classroom, Zoom, Microsoft teams etc. It allows teachers to automate grading, tracking student progress and deliver personalized feedback using learning management systems and educational apps. Despite its advantages, technology integration faces several challenges, especially in developing or under-resourced school systems. Inadequate access to computer, internet

connectivity, and lack of skillful teachers who can confidently use technology, also to maintain and update tech tools can be expensive. It can cause distraction for the students if care is not taken, there is also inequity issues like not all students have equal access to digital tools at home. Therefore to overcome these challenges, investment in professional development and school-wide tech policies is crucial. Teachers have a central role to play, making sure that the selected tools are appropriate for the learning objectives, facilitate student engagement through guided digital activities, give close monitoring and support to students using technology, teachers should enhance update in their digital literacy. Therefore for the benefits of technology integration methods to be fully realized, it must be supported by adequate infrastructure, professional development, and strong pedagogical foundations.[19].

9. Lecture methods: This approach involves making lesson plans for students and transferring knowledge using lectures, presentations, and demonstrations. This is a method of teaching that does not involve students' preferences or the capacity of other methods of learning to take place. Lecture method involves a teacher giving a direct lecture either from prepared content or from notes; other method combines lecture with examples. Most of the teachers employ the methods of lectures while teaching students. The teacher keeps moving very little or does not move at all and speaks directly from note scribbles, occasionally aided with charts or graphs. There is one-way communication between the teacher and the learner. It is teacher-dominated. The teacher speaks throughout most of the lessons while the learner remains a passive recipient and just records the data. It is called the talk-chalk or the didactic method[18,35].

10. Flipped classrooms: The flipped classroom is an instructional approach that flips the traditional way of doing learning activities on its head. Instead of lecturing in the classroom and assigning homework for students to complete at home, students watch pre-recorded video or audio lectures or read in class before class and then use class time for hands-on activities and collaborative projects. This approach provides the student with a greater degree of control over their learning and is a more dynamic and engaging experience within the classroom[34]. A very positive aspect of employing this type of teaching methodology is that it enables the student to work at their own level and to focus on those areas where they require a little additional help. Because students watch lectures or read at home, they can rewind or pause the material to replay ideas and concepts as needed. This can be especially helpful for individuals that struggle with the stand-and-deliver style of learning. It also provides opportunities for more interactive and participatory learning settings. Time in class can be utilized for problem-solving activity, group discussion, and project work so that students learn through doing and work in groups, which focuses their understanding on the subject matter. There are, however, some possible drawbacks to the flipped classroom approach as well. Students used to the conventional lecture-style learning might have trouble adjusting to the new format, and there can be challenges in ensuring that all students have the necessary technology and resources to access to accomplish the pre-classwork. Teachers will also need to be prepared to spend additional time planning and creating materials for their flipped classroom teaching. In general, the flipped classroom is very much a viable teaching method if done well, but it requires planning and preparation[34, 35].

The significance of various teaching methods cannot be over emphasized in the field of education. Efficient teaching strategies are crucial for fostering an interactive and vibrant learning atmosphere, where students can learn and utilize new ideas and abilities. By employing an array of teaching techniques, teachers can address the diverse requirements and talents of their students, offering them an optimal learning journey.

One key advantage of implementing different teaching approaches is their ability to engage students with the content. For example, while some students may perceive traditional lecture formats as monotonous and uninspiring, others may find them to be the most effective means of acquiring knowledge. By integrating a mix of instructional methods, teachers can appeal with various learning styles and maintain students' interest in the subject matter.

Furthermore, different teaching methods can be employed to attain varied educational goals. For instance, experiential learning and collaborative projects can be especially beneficial for enhancing teamwork, critical thinking, and problem solving abilities. Conversely, conventional lectures may serve better for introducing new ideas and establishing fundamental understanding.

Additionally, utilizing diverse teaching approaches fosters a positive and inclusive educational setting. By addressing the varied needs and abilities of their students, teachers can ensure that every learner feels appreciated and supported within the classroom.

In summary, the significance of teaching methods, encompassing various instructional strategies, cannot be overlooked. The most effective teaching practices are vital for establishing an engaging and productive learning environment, where students can absorb

and apply new knowledge and skills. By recognizing the advantages and limitations of different teaching methods and leveraging outcomes, teachers can develop captivating and efficient lesson plans that equip students with the necessary skills and knowledge for success.

Therefore, Teachers play a pivotal role in shaping the quality of education by facilitating learning through effective instructional strategies. Their proficiency in using various teaching methods directly impacts student engagement, understanding, and academic achievement. Teaching proficiency refers to a teacher's ability to effectively deliver instruction using a range of pedagogical methods tailored to the subject matter, learners' needs, and classroom dynamics. Proficiency in this context refers not only to the ability to apply different teaching techniques but also to knowing when and how to use them effectively to meet diverse learning needs.

The importance of teacher proficiency is numerous and cannot be overstated, as it is crucial to the success of both students and the education system as a whole. It enhances students learning outcomes. Proficient teachers use effective teaching methods that cater to different learning styles, helping students understand concepts better, retain information longer, and perform well academically. It increases student engagement and motivation. Skilled teachers can create dynamic and interactive lessons that capture students' interest and encourage active participation, leading to higher motivation and enthusiasm for learning. It also support diverse learners, proficiency enables teachers to identify and address the varied needs of students, including those with learning difficulties or different backgrounds, ensuring inclusive and equitable education.

Likewise, it improves classroom management and fosters critical thinking and problem solving skill. Competent teachers maintain a well-organized, disciplined, and positive learning environment where students feel safe and respected, which is essential for effective teaching and also employ strategies that encourage students to think deeply, analyze information critically, and develop problem solving skills, preparing them for real world challenges which contributes to educational quality and reform.

But despite the importance of proficiency in teaching methods, many teachers face challenges such as limited professional development opportunities, lack of resources, rigid curricula, and large class sizes. These constraints can hinder their ability to experiment with and implement diverse instructional strategies effectively.Therefore, numerous strategies can be used to improve proficiency like ongoing professional development; continuous training and workshops seminars, and online courses help teachers keep up with modern pedagogy trends and refine their teaching practices. Teachers should practice peer collaboration, learning communities and peer mentoring can encourage the exchange of ideas and classroom strategies. Also teachers should reflect on their teaching experiences and identify areas for improvement and adapt their methods accordingly. School administrators should be supportive, school leaders who promote innovation and provide resources create environments where teachers can enhance their instructional method.

Furthermore, teachers should set specific and measurable Goals, focus on one area of improvement at a time (e.g., questioning techniques or classroom management) and track progress using tools like self-evaluations, video recordings, or mentoring sessions. Also, embracing educational technology is inevitable to improve proficiency, Learning to use apps,

platforms, and digital tools like interactive whiteboards, learning management systems (LMS), and AI-enhanced assistants ,Blending traditional teaching with digital experiences for richer engagement. Experiment with new pedagogues, flipped classrooms, inquiry-based learning, cooperative learning, etc. tailor methods to different learning styles and needs. Teachers should consider further degrees in education, curriculum development, or specific disciplines. Specialize in areas like inclusive education, counseling, or educational leadership. Teachers should also adapt to student feedback and needs by using informal surveys, classroom discussion to gather feedback and adjust strategies to suit students' evolving learning preferences and challenges.

A teacher who consistently reflects, adapts, and learns remains not just proficient—but inspiring. Therefore, a teacher's proficiency in teaching methods is the compass that guides the learning journey. It's not just a toolkit it's a mindset of adaptability, empathy, and lifelong learning. Schools that invest in building teacher proficiency ultimately build more curious, capable, and confident students.

2.2 Theoretical Framework

Two theories were adopted for this study; these are: Theory of Planned Behaviour (TPB) by Icek Ajzen and Shulman's Pedagogical Content Knowledge (PCK) Theory

2.2.1 Theory of Planned Behaviour (TPB)

The theory of planned behaviour (TPB) was developed by Icek Ajzen a social psychologist in 1985 as an extension of the Theory of Reasoned Action (TRA) by Ajzen and Fishbein. Theory of planned behaviour (TPB) is a psychological theory that links beliefs and

behaviour. It is used to predict and understand individual behaviour in specific contexts or settings. Ajzen proposed that intention is the primary predictor of behaviour. Intention in turn, is influenced by three factors; attitude toward the behaviour, subjective norms, and perceived behavioural control.

1. Attitude toward the behaviour- the degree to which a person has a favourable or unfavourable evaluation of the behaviour.

2. Subjective norms- perceived social pressures to perform or not perform the behaviour.

3. Perceived behavioural control- the perceived ease or difficulty of performing the behaviour, which also reflects past experience and anticipated obstacles.

Together, these shaped an individual's behavioural intentions and ultimately their actual behaviour. This theory is widely applied in educational research to understand how beliefs influence teaching practices and effectiveness.

2.2.1.1 Application of Theory of Planned Behaviour (TPB) to the Study

Attitude toward the behaviour in the context of this study, refers to behaviour as effective delivery of the economics curriculum using appropriate teaching methods. A teacher's attitude whether positive or negative toward innovative or student-centered teaching methods influences their willingness to implement such approaches. Teacher's attitude reflect their beliefs about the value and relevance of the economics curriculum and the effectiveness of specific teaching strategies. If teachers in Ibadan Metropolis, believe that the economics curriculum is well structured, contextually relevant, and capable of promoting student understanding, they are more likely to adopt it enthusiastically. Similarly,

if they believe that participatory teaching methods (e.g. discussion, case studies, group work) foster student learning, their intention to use such methods increases. Thus, positive attitudes toward the curriculum and teaching methods serve as motivational drives for effective instruction, which manifests in better planning, engagement, and classroom delivery.

Subjective Norms on the other hand refers to the perceived social pressure teachers feel to perform or not perform certain behaviours. Subjective norms encompass the influence of significant others and institutional expectations. This includes Curriculum mandates from the Nigerian Educational Research and Development Council (NERDC), expectations from school administrators and inspectors, influence from colleagues, students and parents. If teachers perceive that stakeholders value curriculum compliance and innovative pedagogy, they may feel a social or professional obligation to align their behaviour accordingly. This influences whether or not they adopt teaching strategies aligned with curriculum objectives. Positive subjective norms encourage teachers to adopt practices that are viewed as effective or professionally acceptable, increasing the likelihood of intentional and consistent curriculum use and dynamic teaching methods

While Perceived Behavioural control refers to teacher's confidence in their capacity to implement the curriculum effectively and use recommended teaching methods. This relates to a teacher’s perception of how easy or difficult it is to implement effective teaching strategies. It includes factors such as access to instructional resources, training in economics pedagogy, class size, and curriculum complexity. High perceived control leads to greater likelihood of engaging in effective teaching behaviour while low perceived control may hindered, regardless of positive attitude or norms. Conversely, a lack of support or training can hinder the application of ideal teaching methods, regardless of a teacher’s intent.

Therefore, theory of Planned Behaviour sees curriculum and teaching methods as behavioural constructs. in the sense that economics curriculum provides the structural framework for what is to be taught. Its clarity, relevance, and alignment with student needs influence teachers' intentions and behaviour. If teachers believe the curriculum is practical and adaptable, they are more likely to engage with it effectively. Also Teaching methods are tools teachers use to deliver the curriculum. Methods such as project-based learning, collaborative learning, and the use of real-life economic problems can foster deeper understanding. The choice of teaching method reflects both the teacher's beliefs and perceived behavioural control.

Furthermore, teacher effectiveness is assessed by the ability to deliver curriculum content clearly and meaningfully. It engage students in higher-order thinking and application of economic principles. The use of appropriate assessment strategies fosters a supportive and participatory learning environment. According to the TPB, teachers' intentions to teach effectively driven by their attitudes, norms, and control beliefs strongly predict their actual teaching performance. Therefore, an effective economics teacher is one who not only understands the curriculum and employs suitable teaching methods, but also does so intentionally and confidently. It emphasizes that effectiveness is not merely a function of knowledge or skill. But also of intentions, shaped by beliefs, social expectations, and contextual constraints.

In conclusion, the Theory of Planned Behaviour offers a robust framework for analyzing the factors that influence how effectively teachers implement the Economics curriculum and utilize appropriate teaching methods in secondary schools. By focusing on

the constructs of attitude, subjective norms, and perceived behavioral control, the theory provides a comprehensive understanding of teacher behavior and lays a strong foundation for examining the psychological and contextual factors that contribute to teacher effectiveness.

2.2.2 Shulman Pedagogical Content Knowledge (PCK) Theory

Lee S. Shulman, an American educational psychologist, introduced the concept of Pedagogical Content Knowledge (PCK) in the mid-1980s as a way to bridge the gap between subject matter knowledge and teaching practice. Shulman's work fundamentally reshaped how teacher knowledge was conceptualized, moving beyond the traditional view that teachers only needed either content expertise or general pedagogical skills. Shulman's pedagogical content Knowledge theory originated in the 1980s as a response to limitations in teacher education models that separated content and pedagogy. Introduced in his 1986 work, the concept of PCK highlighted the need for teachers especially in secondary education to integrate deep subject knowledge with instructional strategies that make content accessible to students. Shulman's theory has since become a foundational framework in understanding what makes teachers effective, particularly in translating academic content into meaningful learning experiences.

Prior to Shulman's contribution, teacher preparation often treated content knowledge (what to teach) and pedagogical knowledge (how to teach) as separate domains. This split was problematic—especially in secondary education—where teachers needed to understand subject matter deeply and know how to teach it effectively to diverse learners. Shulman observed that excellent teachers had a specialized knowledge that allowed them to

integrates subject matter knowledge (what is being taught), pedagogical knowledge (how it's taught), and knowledge of learners (what works best for who), as well as transform content into understandable and engaging lessons.

Shulman's groundbreaking idea reframed teacher education programs and professional development by emphasizing that just knowing economics isn't enough—teachers must know how to translate that content for learners in engaging, accessible ways.

2.2.2.1 Application of Pedagogical Content Knowledge (PCK) to the Study

The concept of Pedagogical Content Knowledge (PCK), introduced by Shulman (1986), has become a cornerstone in educational research on teacher effectiveness. PCK emphasizes the intersection between a teacher's subject matter expertise and their ability to deliver it in ways that are understandable and meaningful to learners. This theory is especially relevant when evaluating economics teachers' effectiveness based on curriculum delivery, teaching methods, and student engagement.

Shulman proposed that PCK is what distinguishes a subject-matter expert from an effective teacher. It involves knowing what to teach, how to teach it, and why certain methods work better for specific learners. Literature on secondary economics education supports this notion, indicating that teachers who possess strong PCK are better equipped to simplify complex concepts like inflation or fiscal policy through practical examples, analogies, and student-centered strategies[52].

Moreover, PCK supports the idea that teacher proficiency in diverse teaching methods directly influences students' learning experiences. Studies found that economics

teachers with high PCK skillfully integrate case studies, data interpretation exercises, and interactive simulations to contextualize abstract theories—enhancing student motivation and understanding.

Shulman's framework also bridges content knowledge with pedagogical strategies tailored to students' cognitive development levels. For example, understanding students' prior misconceptions about economic inequality or budgeting allows teachers to adjust their methods for deeper conceptual clarity [53]. Also, the PCK model promotes reflective practice and ongoing professional development. Teachers refine their instructional techniques by critically evaluating student responses and learning outcomes. Literature illustrates how economics teachers who engage in continuous learning improve their PCK over time, thereby enhancing their effectiveness in delivering curriculum content aligned with national standards[54].

In summary, the PCK framework offers vital insight into the multifaceted nature of teacher effectiveness. It provides a robust foundation for examining how teaching methods and subject mastery converge to influence content delivery, student engagement, and educational outcomes in economics classrooms. By applying Shulman's theory, the study can critically analyze how economics teachers' pedagogical expertise shapes curriculum relevance and student-centered instruction in secondary schools.

2.3 Empirical Review

2.3.1 Economics Curriculum and Teacher Effectiveness

A research investigation explored the execution of Economics curriculum and the academic performance of students in public secondary schools in Osun State, Nigeria. Constructivist learning theory, along with the context, input, process, and product (CIPP) framework, was employed. A descriptive research approach was utilized, and a simple random sampling methods was implemented, selecting 160 participants comprising 40 Economics teachers and 120 Economics Students from 84 institutions. A self-constructed questionnaire and Economics student's achievement test were utilized to gather dataThe findings revealed a significant relationship between the objectives of the Economics curriculum and the students' learning outcomes in Economics, indicating that the implementation of the Economics curriculum influences students' learning achievements in high schools across Osun State. The results suggest that the primary teaching strategies employed by Economics Teachers for implementing the Economics curriculum in secondary schools included discussion, question and answer techniques, project based methods, role playing strategies, and demonstration techniques. The use of instructional materials in their teaching was found to be moderate[4].

A research investigation evaluated the pedagogical strategies and scrutinized the educational resources utilized in delivering the Economics curriculum in senior secondary schools across Osun State, Nigeria. The investigation employed a description survey methodology. A multistage sampling technique was implemented, comprising a sample of 960 students from senior secondary school Two (SSS2) and 24 teachers. Three senatorial districts within Osun State were randomly chosen, with two local government areas selected from each district, totaling six local government areas. Two schools were picked from each local government area, resulting in 12 schools overall. Eighty (80) SSS2 Economics students

and two Economics teachers from each of the 12 institutions were chosen through a simple random sampling method. The Economics Teaching Methods Observation Checklist (ETMOC) and the instructional Resources Observation Checklist (IROC) were the tools used for data collection. The data collection process spanned five weeks. The results indicated that there were significant differences between the teaching methods and instructional materials employed in the Economics curriculum implementation in senior secondary schools in Osun state. The results also revealed a lack of resources as well as inadequate utilization of available ones in these schools, which suggested that the instructional resources were not sufficiently accessible, contributing to poor student performance in external examinations. It was concluded, based on these findings, that the objectives outlined in the secondary school Economics curriculum can only be achieved when its content is fully applied using suitable teaching methods and adequate instructional materials, which are essential for enhancing students' learning outcomes in Economics[18].

A related investigation delved into the obstacles encountered during the execution of the Economics curriculum: the experiences of teachers in the Francis Baard district of South Africa as a whole. This empirical research examined lesson planning, resource availability, and pedagogical content knowledge as significant hurdles faced by Economics teachers in Francis Baard while striving to implement the Economics curriculum. The study asserted that effective curriculum execution depends on teachers' capacities to design lessons, select, and utilize available resources. The findings reveal that many Economics teachers face difficulties with lesson planning, content knowledge, and the availability and utilization of resources. Consequently, the study recommended workshops for teachers, as well as the

provision of up-to-date and pertinent resources, alongside collaboration with Economics stakeholders[17].

Another investigation evaluated the Implementation of the Economics curriculum in colleges of education and secondary schools in Oyo State. This research assessed the relevance of the Economics curriculum content taught in colleges of education compared to that in senior secondary schools and also examined the appropriateness of instructional strategies employed in both settings within the state. The study further assessed both the quality and quantity of resources available for teaching Economics in these institutions. A survey research design was employed, targeting Economics teachers from senior secondary schools and lecturer from colleges of education in Oyo State. The sample comprised 140 respondents, including 20 Economics lecturers from colleges and 120 Economics teachers from secondary schools, selected using a multistage sampling technique. Instruments utilized for data collection included an Economics Curricula Content Checklist (ECCC), an observation of teaching strategies checklist (OTSC), and a Teaching resources Checklist (TRC). Data analysis involved simple counts and percentages. Results indicated that both Economics lecturers and teachers in Oyo state met the minimum qualification requirements as stipulated by the National Commission for colleges of Education, with a ratio of 1:57 and 1:25 respectively. In Oyo state, 83% of Economics teachers in secondary schools had the requisite qualifications with B.Ed or B.Sc.Ed. In education while 12% teaching Economics were not specialists in the field. The study concluded that the implementation of Economics curriculum content in colleges of education and secondary schools in Oyo state suffers from a lack of diversity and a combination of teaching strategies, compounded by inadequate instructional materials utilized from colleges of education to secondary schools[15].

There was another study on the impact of teacher characteristics on the implementation of senior secondary school Economics in the Onueke education zone. The study was guided by four specific purposes and four research questions. The research population consisted of 2,520 students from senior secondary schools across all schools in the four local government areas of the zone. A sample of 280 SSS2 students was drawn from the study. A four-point modified likert type questionnaire titled the teachers Characteristics on Implementation of Economics Curriculum Questionnaire (TCICQ), comprised of 12 items, was utilized. This instrument underwent validation by three experts in social science education and measurement and evaluation, and it was tested for reliability, yielding a coefficient of 0.84. Data were analyzed using mean and standard deviation. The outcomes of the study indicated that teachers' professional qualifications, experiences, and motivational tendencies significantly influence the teaching and learning processes of the Economics curriculum in secondary schools. The study subsequently recommends that government should exclusively hire teachers possessing Economics education qualifications to teach the subject. Furthermore, Economics teachers should receive ongoing training to enhance their expertise, and no teacher should teach Economics without adequate instructional materials, advocating for the extensive use of field trips techniques in Economicseducation[63].

Similarly, another study investigates the obstacles hindering effective curriculum execution in Nigerian tertiary educational institutions, which include insufficient financial resources and a crisis of brain drain. This research acknowledged the essential role that curriculum execution plays in fulfilling national educational goals, thereby identifying these challenges pertaining to the disconnect between intended and practiced curricula, emphasizing the necessity for strategic solutions. The paper further analyzes the potential of

educational resources centers (ERCs) as agents for tackling these issues. ERCs are represented as versatile organizations capable of reducing burdensome academic loads, compensating for inadequate school facilities, and promoting inclusive education. The discourse highlights the synchronization of ERCs with curriculum support, the availability of multimedia materials for various learning preferences, and their crucial role in interactive instruction through advanced teaching tools. Additionally, ERCs are regarded as vital in supplying educational support services, providing professional development opportunities for teachers, and encouraging teachers' involvement in curriculum design. It wraps up by asserting the crucial function ERCs fulfil in transforming the educational landscape, promising a future where curriculum execution is not merely a challenge but a collaborative endeavor that facilities effective implementation and contributes towards achieving curriculum goals aligned with national development aspirations[65].

A study investigated the challenges and issues related to the implementation of the Economics education curriculum at the college of education Zuba, Abuja. The paper which was grounded in functional curriculum theory, emphasized that students must possess a global pool of knowledge, ideas, innovations, human, and financial resources to become active participants in the global economy. It thoroughly examined curriculum concepts along with the implementation process in education institutions. It also discussed various specific challenges impacting curriculum implementation. These challenges were insufficient orientation on the new curriculum, lack of motivation, inadequate funding, absence of internet facilities, and a shortage of skilled personnel, among others. The study strongly advocates for raising awareness among teachers, enhancing funding, improving ICT provisions, and motivating staff[55].

2.3.2 Teaching Methods and Teacher Effectiveness

A research investigation evaluated the pedagogical approaches and examined the educational resources employed in the execution of the Economics curriculum in senior secondary schools in Osun State, Nigeria. The research adopted a descriptive survey design. A multistage sampling method was utilized with a sample size of 960 senior secondary school two (SSS2) students and 24 teachers. Three senatorial district, resulting in six local government areas. Two schools were selected from each district, totaling 12 schools. Eighty (80) SSS2 Economics students and two Economics teachers from each of the 12 institutions were chosen through a simple random sampling method. The Economics Teaching Methods Observation Checklist (ETMOC) and the instructional Resources Observation Checklist (IROC) were the tools used for data collection. The data collection process spanned five weeks. The findings indicated a deficiency of resources as well as inadequate utilization of these resources in secondary schools, showing that the instructional materials were not sufficiently available, contributing to a low level of student performance in external examinations. The study concludes with recommendation that teachers should adopt suitable teaching methods and instructional materials when teaching Economics to create a positive learning environment for both teachers and students. Furthermore, student-centered approaches should be the primary techniques employed for the implementation of the Economicscurriculum[18].

Another investigation explored teachers' application of contemporary teaching trends and their impact on students' academic performance, which will serve as foundational input for a proposed framework of modern teaching strategies during the 2023-2024 academic year. Three innovative methods were examined: gamification, convergent and divergent

thinking, project based learning, and experiential learning. In relation to gamification, the average weighted mean was 3.69 for teachers' respondents and 3.67 for student respondents, respectively, and interpreted as very satisfactory. For convergent and divergent thinking, the averages were 3.68 and 3.59 for students and teachers respondents, respectively and interpreted as very satisfactory. In terms of project based learning, the average weighted mean was 3.66 for teachers and 3.69 for students respondents, again interpreted as very satisfactory. Lastly, experiential learning yielded average weighted means of 3.67 for teachers and 3.57 for students, both interpreted as very satisfactory. The study revealed a significant difference between the perceptions of the two respondents groups concerning the application of new teaching strategies for the mentioned variables. Additionally, correlation values of -0.071, -0.065, 0.077, and 0.007 were noted , with critical r^2 values of 0.005, 0.004, 0.006, and 0.000, indicating that the correlation strength regarding academic performances was very low, suggesting no significant difference in perceptions between the two respondents regarding the use of gamification, convergent and divergent thinking, project based learning, and experiential learning. It was discovered the students' academic performance for the 2023-2024 school year was very satisfactory. The findings showed that teachers' use of contemporary teaching strategies does not influence students' academic outcomes. Consequently, the study recommended that teachers identify further relevant actions that would facilitate more efficient and effective utilization of new teaching strategies to ensure active engagement of learners in the learning process and acquisition of necessary skills. Furthermore, it suggests that teachers attend seminars, workshops, and other developmental training to enhance their teaching strategy skills, and adapt additional teaching trend to promote increased student learning[57].

In similar vein, a different investigation looked into the impact of teachers teaching methods on learners' perceptions of studying social studies in secondary schools located in southwest Nigeria. The study was guided by six primary objectives. A descriptive survey design was utilized for this research. The participant population included all junior secondary school students in southwest Nigeria. A sample of 900 students was selected through a multistage sampling technique. Data was gathered using a self-developed questionnaire referred to as the instructional strategies and attitude to learning questionnaire (ISALQ). The reliability coefficients for sections B and C were found to be 0.83 and 0.76 respectively, as determined by Cronbach's Alpha. The analysis of data was performed using descriptive statistics alongside Pearson Product Moment Correlation Analysis for hypotheses testing. Result indicated that while the effectiveness of teachers' instructional methods in secondary school was moderate, students exhibited a favourable attitude towards the learning of social studies. The findings further illustrated that all facets of teachers' instructional strategies such as lesson delivery techniques, use of instructional materials, classroom management, and evaluation skills significantly influenced students' attitudes towards social studies learning. in light of the findings, it was recommended that social studies teachers should strive to deliver their lessons in a more systematic and logical manner[59].

In another research endeavor, the focus was to identify teaching strategies and the application of the educational system in the new normal, aimed at establishing an effective teaching approach in the 21st century, concentrating on learning outcomes, clarity, engagement, and enthusiasm. A mixed method research design was implemented, with a strong emphasis on Focus Group Discussion (FGD). Convenience and purposive sampling

techniques were employed, gathering data from readily accessible sources within the study population. The sample consisted of 30 respondents comprising teachers from both private and public institutions who were experienced in employing teaching strategies suited for the new normal, as a basis for proficient teaching in the 21st century. The findings revealed that the teaching strategies and techniques positively influenced both teaching and learning outcomes. The instructional methods employed significantly contributed to effective learning outcomes and students' overall abilities. Regarding learning outcomes and clarity, students benefited from improved instructional strategies that provided better content understanding and clarity in explanations. Learning engagement indicated a well-structured time allocation for student activities, while learning enthusiasm highlighted effective communication driven by passion among the respondents towards the subject matter. Thus, a significant correlation was found between teaching strategies and the application of the educational system in the new normal, establishing a foundation for effective teaching approaches in the 21st century[61].

Moreover, one study delved into what a student centered approach signifies within the teaching and learning process. The findings illustrated that embracing a students centered methodology has become a focal point in education, signaling a transition away from traditional teacher centered approaches. Although the term is broadly referenced, defining its effective operationalization amidst the continuum of teaching approaches remains ambiguous. This study examined 34 articles and systematically analyzed their contents, presenting methods to operationalize the student centered approach. Project based learning emerged as a practical method, allowing students to engage with projects, such as community and design initiatives, where they are responsible for project management or

problem solving. Problem based learning is a variant of project based learning, where students tackle less extensive scenarios or questions. The student centered approach is intricate tied to technology utilization for research, communication, gamification, interactive simulations, and constructive feedback. This approach promotes active learning through strategic feedback, while adaptive teaching encourages students' involvement in content creation. This review enriches the elements of student centered instruction in educational practices[62].

Another research was carried out on the pedagogical challenges in teaching Economics within the Saki West Local Government Area of Oyo State. A descriptive survey research design was adopted for the study. A total of 132 individuals, including 36 teachers and 96 students, were randomly selected from twelve secondary schools in the Saki west local government. The collected data were analyzed using simple percentages and chi square tests based on a 5-point Likert scale. The outcomes revealed that the availability of instructional resources and the application of suitable teaching methods positively impacted Economics teaching and learning. Additionally, the study concluded that teacher motivation and frequent participation in seminars, workshops, and conferences positively influenced the teaching and learning of Economics in secondary schools within the Saki west local government area of Oyo state. Based on the results, the study suggested that sufficient funding should be allocated for the establishment of standard libraries, Economics textbooks, and pertinent instructional materials for the effective teaching of economics. Additionally, priority should be given to teachers' salaries and welfare[64].

2.3.3 Other Related Factors Affecting Teacher Effectiveness

There are several other factors affecting teaching effectiveness apart from Economics Curriculum and Teaching Methods. Some of which are Teachers Motivation, Student Achievement , School Culture, Teacher Mindset, Leadership Practices on Teacher's Effectiveness

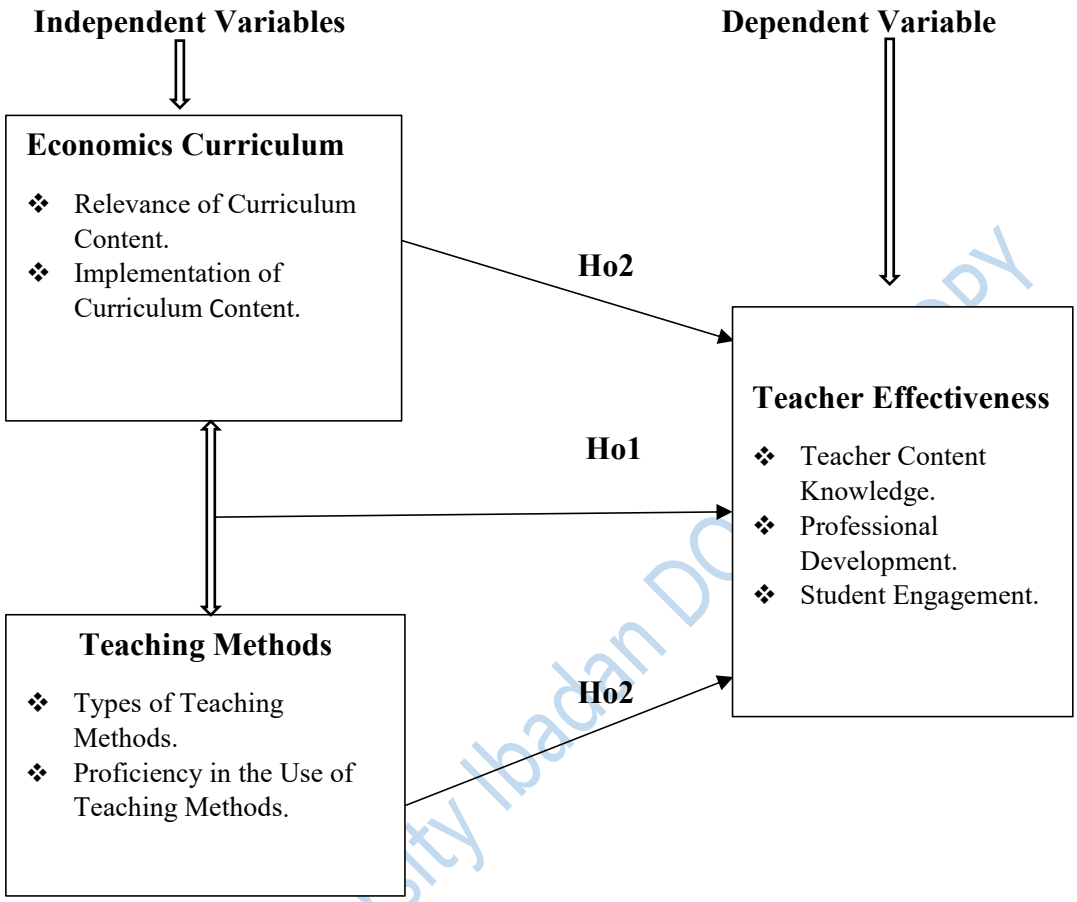
A research investigation explored the role of teaching effectiveness as a predictor of teaching effectiveness in Nigeria. Through literature review, this study focused on the Nigerian educational landscape, aiming to illuminate the influence of teaching efficacy on teacher motivation, instructional practices, student achievement, professional growth, and school culture. The objective was to guide educational stakeholders and policymakers towards enhancing educational standards and student outcomes in Nigeria. The study highlighted factors such as content knowledge, pedagogical skills, classroom management, differential instruction, assessment and feedback, relationship building, and ongoing professional development. It found a correlation between teachers' efficacy and their overall effectiveness. The analysis emphasizes the importance of integrating teaching standards and improve student outcomes in Nigeria[56].

A similar study assessed teacher related factors and the academic performance of students in Economics in public secondary schools in southwest Nigeria. Two research questions and two hypotheses guided the inquiry. The study population included 6855 Economics teachers and 289132 public SSS2 students in southwest Nigeria. A multistage sampling technique was used to select 840 teachers and 3500 students. A descriptive survey design was adopted. A questionnaire termed teacher Factor Questionnaire (TFQ) with an alpha of 0.808 and an Economics Achievement test (EAT) with a KR20 of 0.765 were utilized for data collection. Data were analyzed using descriptive and inferential statistical

methods. The result indicated a low level of students' academic achievement in Economics (average= 1.202) and a low level of teacher factors such as attitude (average = 1.900) while teaching styles had a comparatively high average (3.169). The hypotheses revealed a significant joint effect of teacher factors on students' academic performance in Economics ($F_{6,833}=9.961$, $p<0.05$). It was also discovered that teachers mindset holds considerable significance at $p>0.05$. The outcome concluded that teacher related factors adversely affect students' performance in Economics at public secondary institutions in the southwestern region of Nigeria. The research subsequently suggested that teachers should undergo ongoing training to enhance their mindset, instructional methods, and qualifications[58].

Additionally, a separate research examines how the instructional leadership practices of principals influence the effectiveness of secondary and school teachers in Nigeria's North Central Geo-political Zone. The Principal Instructional Management Rating Scale (PIMRS) and Virgilio Teacher Behaviour Inventory (VTBI) were distributed to 389 teachers across 18 public secondary institutions. The findings demonstrate that instructional leadership encompassing the articulation of the school's mission, overseeing instructional programme, and fostering a constructive learning environment has a significant and positive correlation with teacher effectiveness. in light of this study, it was suggested that stakeholders should make knowledgeable decisions and implement strategies to boost teacher effectiveness via their principals to achieve the desired educational outcomes. Similarly, school leaders should prioritize instructional leadership practices that pertain to teaching and learning to enhance teacher effectiveness[60.]

2.4 Conceptual Model



Source: Researcher (2025)

The conceptual model designed for this study presented above aims to examine the multifaceted factors influencing the effectiveness of teacher in public secondary school in Ibadan Metropolis, Oyo State. The model comprises two key components: the joint influence of Economics curriculum and teaching methods on teacher effectiveness (Ho1) and the relative influence of Economics curriculum and teaching methods on teacher effectiveness (Ho2).

Joint influence of Economics curriculum and teaching methods on teacher effectiveness. This aspect of the model seeks to examine how the combination of Economics curriculum and teaching methods influences the teaching effectiveness of the public secondary school teachers. Economics curriculum is view through two aspect: curriculum relevance and implementation of the curriculum. (a) Curriculum relevance: examine the how relevance the curriculum to the educational objectives is crucial as it may pose challenges for effective teaching and debar the expected learning outcome. (b) Curriculum implementation: assess the implementation of curriculum is essential, as it can ruin the whole input process and output procedure and leads to ineffectiveness of the teachers. Teaching Methods on the other hand, are represented by two aspect; types of teaching methods used and the utilization of the teaching methods. Examine the types of teaching used in the teaching and learning process is essential, to have a clue if it is render student redundant or active which affect the expected outcome. As well as the utilization of teaching of the methods, understanding the teaching methods, used most can clarify its effect on teacher effectiveness and student performance.

Relative influence of Economics curriculum and Teaching methods on teacher effectiveness: This section focuses on examining individual influence of Economics curriculum and teaching methods on teacher's effectiveness to identify their individual contribution. By examining relevance and implementation of curriculum, types and utilization of teaching methods, the model aims to quantify the influence of each factor on teacher effectiveness.

This comprehensive conceptual model provides a structured approach to understanding the relationship between Economics curriculum and teaching methods on teacher effectiveness among public secondary school teachers in Oyo State.

2.5. Summary of Reviewed literature

The literature review encompasses various conceptual, theoretical and empirical aspects relevant to understanding the determinants of public secondary school teacher's effectiveness, Oyo State, Nigeria.

Some literature view that teacher effectiveness is also been affected by several other factors like motivation of teachers, funding, school environment, teacher styles and qualification and many other. All the reviewed studies emphasized on the importance of teacher effectiveness in student achievement in all ramification and also its effect on the society at large. But this study will emphasize on teacher content knowledge, professional development, and student engagement. Studies suggest that an Economics curriculum that is well-structured, practical, and aligned with real-world economic scenarios tends to improve teacher effectiveness. When curriculum content reflects current economic realities, teachers are more confident and better equipped to deliver engaging lessons. Flexibility in curriculum design also allows teachers to adapt materials to suit their students' needs. Similarly, literature reviewed on teaching method mentioned the importance of instruction strategies in aiding teaching and learning process. The utilization of teaching resources were not emphasized. some mention employing appropriate teaching methods and few mention the adaptation of the new strategies to tackle the new Economics challenges that is recently emerging so as to achieve the intended result. Based on this, a shift from traditional lecture-

based approaches to more interactive, student-centered methods—such as case studies, problem-solving, group discussions, and the use of ICT—has been found to significantly enhance teacher effectiveness. These methods encourage critical thinking and make Economics more relatable, which in turn boosts teachers' instructional quality.

Given to the foregoing, relevant literature to the subject of this research study was then studied under appropriate headings as stated in the chapter. The concept in the topic was first attempted to be explained (i.e. the Economics curriculum and teaching methods as measure to teacher effectiveness in secondary schools), following which the basic framework was established, the relevant empirical research were listed and explained. The conceptual framework, which reflected the researcher's model for the study, was the final component of the review.

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Chapter Three

Methodology

The chapter describes the methods and procedure used to achieve the purpose of this study. These are discussed under the following sub-headings: research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection, methods of data analysis and ethical approval.

3.1 Research Design

This research employed a descriptive survey research design using a quantitative approach. This is because this study attempted a description of the existing situation with Economics curriculum, teaching methods and teacher effectiveness in public secondary school Oyo state Nigeria. Furthermore, none of the variables were manipulated in this study.

3.2 Population of the Study

The population of this study included 539 Economics teachers in public secondary schools in Ibadan metropolis in Oyo state, Nigeria. There are total of 11 Local Government Areas and 337 public senior secondary schools in Ibadan metropolis in Oyo State. These local government areas, number of Economics teachers and number of schools regarding the study's population were presented in table 3.2

Table 3.2: List of Local Government Areas and Numbers of Public Secondary Schools in Ibadan Metropolis in Oyo State

S/N	Local Government	Total Number of Public Secondary Schools	Total Number of Economics Teachers
1.	Ibadan North	42	79
2.	Ibadan North East	34	78
3.	Ibadan North West	13	28
4.	Ibadan South East	40	68
5.	Ibadan South West	36	61
6.	Egbeda	30	51
7.	Ido	21	15
8.	Lagelu	26	49
9.	ona Ara	33	32
10.	Oluyole	27	32
11.	Akinyele	35	46
	Total	337	539

Source: Tescom

3.3 Sample and Sampling Techniques

A multi-stage sampling procedure was employed to select the sample for the study. At the first stage, Ibadan metropolis was stratified into two based on existing geographical structure i.e. urban and semi-urban. Ibadan Urban has 5 local government areas while Ibadan Semi-urban has 6 as depicted in the table below (Table 3.3.1).

Table 3.3.1 Categories of LGAs in Ibadan Metropolis

S/N	Ibadan Urban LGAs	Ibadan Semi- Urban LGAs
1	Ibadan North	Akinyele
2	Ibadan North East	Egbeda
3	Ibadan North West	Ido
4	Ibadan South East	Lagelu
5	Ibadan South West	Oluyole
6		ona Ara

Source: Oyo State Educational institutions Directory 2025 [6]

At the second stage, simple random sampling techniques was used to select three (3) LGAs from each stratum making a total of 6 LGAs (see Table 3.3.2). This was to ensure that every LGAs in the strata have equal chance of being included.

Table 3.3.2 Number of Schools and Economics Teachers in the Selected 6 LGAs

S/N	LGAs	Number of public secondary schools	Number of Economics Teachers
1	Ibadan North west	13	28
2	Ibadan South East	40	68
3	Ibadan South West	36	61
4	ona Ara	33	32
5	Oluyole	27	32
6	Egbeda	30	51
	Total	**179**	**272**

Source: Researcher 2025

At the third stage, 100 schools were chosen in proportion to total of 179 schools in the selected (6) LGAs using proportionate sampling technique (see Table 3.3.3). This was to ensure fairness and accuracy in representation. At the fourth stage, all Economics teachers within the selected public secondary schools in each selected LGA were included in the study considering the small size of the Economics teachers. This is to avoid bias in selection and have more accurate and reliable results[1, 2]. Questionnaire was distributed to all Economics teachers in each of the 100 schools who are willing to be involved.

To select the 100 sampled size public secondary schools from the 6 LGA. Proportionate sampling formula was used:

Schools from LGA= $\frac{\boldsymbol{Schools\ in\ LGA}}{\boldsymbol{Total\ schools(T)}}$ x Total Sample Size (t)

Where t = 100

T = 179

Table 3.3.3 Number of Sampled Schools and Economics Teachers in The Selected 6 LGAs

S/N	LGAs	Number of schools	Proportion (%)	Number of schools selected	Number of teachers in the selected schools
1	Ibadan North west	13	7.3%	7	16
2	Ibadan South East	40	22.3%	22	40
3	Ibadan Southwest	36	20.1%	20	30
4	ona Ara	33	18.4%	19	28
5	Oluyole	27	15.1%	15	28
6	Egbeda	30	16.8%	17	33
	Total	**179**	**100%**	**100**	**175**

Source: Researcher 2025

The Table 3.3.3 titled "sampled schools in selected LGA" showed the breakdown of the sample selection process for the study. Each local government is assigned a serial number (S/N) for identification. The table lists the names of these local government areas along with the following information: the total number of schools within each area, the number of

schools selected for the study per LGAs, the number of economics teachers in the selected schools. Additionally, the table presents the calculated proportion of schools. This offer a comprehensive overview of the sample selection process for the study.

3.4 Instrument for Data Collection

The instrument that was used for data collection was an adapted four-point Likert scale questionnaire[3,4,5,7.] The title of the questionnaire was "Public Secondary School Economics Teachers Questionnaire (PSSETQ)". It has four sections, A-D

Section A consist items to gather the demographic information of the teacher: age, gender, qualification, years of experience, number of periods per week.

Section B consist of 15 items carefully structured to measure the Economics teachers' teaching effectiveness. in this section, items 1-5 measured teacher's content knowledge, items 6-10 measured professional development, while items 11-15 measured students' engagement.

Section C of the instrument consist of 10 items carefully structured to assess the relevance and the implementation of the Economics curriculum content in secondary schools as it relates to teacher effectiveness. in this section, items 1-5 measured curriculum relevance while items 6-10 measured curriculum implementation.

Section D of the instrument consist 10 items check list structured to examine the types, the frequency and effectiveness of teaching methods used in Economics classroom. This section was made up of 10 items to assess the types and the frequency of teaching methods used, as well as the teachers' proficiency using the teaching methods.

3.5 Validity of the instrument

The instrument's face, content and construct validity were ensured by the researcher's supervisor, all lecturers in the Faculty of education including experts in measurement and evaluation; who also commented on the clarity and appropriateness of the items in addressing the problem under investigation. This ensured the items in the instrument were good enough to achieve the stated objectives of the study. Their various suggestions and ideas were incorporated in the final draft before administration of the instrument. This enhanced the instrument's validity and suitability for data collection.

3.6 Reliability of the instrument

An instrument is considered reliable when it produces consistent results when administered at different times to respondents with similar characteristics. To establish the reliability of the instrument for this study, a pilot test was conducted among ten (10) public secondary school Economics teachers in Oyo town (as depicted in Table 3.6.1).

Table 3.6.1 Names of Ten Selected Public Secondary Schools Used For Pilot Study in Oyo Town

S/N	Names of Schools
1	Ilora Baptist Grammar school 1
2	Ilora Baptist Grammar School 2
3	Olivet Baptist High School, Oyo
4	Ladigbolu community Grammar School 1
5	Ilora Muslim Grammar School
6	Jobele Grammar school

7	Baptist High school, ilora
8	Oloodu Community Secondary school
9	Ojongbodu Granmar school, Ojongbodu Oyo
10	Army Children Secondary school

The reliability analysis for the 45 items yielded a Cronbach's Alpha coefficient of **0.942**, indicating that the instrument possesses a very high degree of internal consistency. For the five individual subscales, the reliability coefficients are presented in Table 3.6.2.

Table 3.6.2: Reliability Statistics for Research Constructs

Constructs	Number of Items	Cronbach's Alpha
Effectiveness of Secondary School Economics Teachers	15	0.848
Economics Curriculum Implementation	5	0.830
Relevance of the Economics Curriculum to Students' Future Needs and Real-World Economic Issues	5	0.685
Common Teaching Methods Employed by Economics Teachers	10	0.867
Teachers' Proficiency in Utilizing Various Teaching Methods	10	0.866

The results show that most of the constructs recorded high reliability coefficients ($\alpha > 0.80$), indicating good internal consistency. Although the construct on Relevance of the Economics Curriculum to Students' Future Needs and Real-World Economic Issues recorded a

relatively lower reliability coefficient (α = 0.685), it is still considered acceptable for exploratory research in the social sciences.

3.7 Method of Data Collection

A letter of introduction was obtained from the Researcher's department at Lead City University, Ibadan which was shown to the principals of the selected schools to seek permission and approval for administration of the research instruments to the targeted Economics teachers. The instruments were administered by the researcher and five research assistants, who were trained prior the data collection on the distribution and retrieval of the instrument.

3.8 Methods of Data Analysis

Data collected from the field were analyzed using both descriptive and inferential statistics. The demographics and research questions were analyzed with the use of descriptive statistics of mean, percentages, frequency and standard deviation while the two hypotheses were tested using inferential statistics of multiple regression analysis at 0.05 level of significance.

3.9 Ethical Approval

The researcher obtained letters of introduction from her institution, Lead City University to formally request permission from the selected schools to conduct the study. Informed consent was sought and obtained from all the respondents, and participation was entirely voluntary. Respondents were provided transparent information about the purpose of the study and the use of the data after which they were assured that the study is strictly for

academic purposes, and that all information provided will be treated with strict confidentiality.

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Chapter Four

Results and Discussions of Findings

This chapter presents the data collection to be analyzed using both descriptive and inferential statistics to find answers to each question. This chapter is presented in the following:

4.1 Instrument Response Rate

Table 4.1: Instrument Response Rate

Title of Instrument	Number Administered	Number Retrieved	Number Validated	Percentage of the Response
Public Secondary School Economics Teachers Questionnaire (PSSETQ)	175	156	148	82.7%

Source: Fieldwork, 2025

Table 4.1 presents the number of questionnaires that were administered, retrieved, and validated, including the percentage of responses. Out of one hundred and seventy-five (175) questionnaires that were distributed to all Economics teachers within the selected public secondary schools in each of the selected LGAs one hundred fifty-six (156) were retrieved. Out of these 156, one hundred and forty-eight (148) (82.7%) were deemed valid and used for data analysis.

4.2 Demographic Data Analysis

Table 4.2: Frequency Distribution of Demographic Data of Teachers

Demographic Variables	Items	Freq (%)
Gender	Male	72 (48.6)
	Female	76 (51.4)
	Total	148 (100.0)
Age Range	Less than 30yrs	3 (2.0)
	30-40 years	68 (45.9)
	41-50 years	57 (38.5)
	Above 50 yrs	20 (13.5)
	Total	148 (100.0)
Highest Qualification	NCE/OND	4 (2.7)
	HND/B.Sc/B.Ed	93 (62.8)
	M.Sc./M.Ed.	39 (26.4)
	PhD	12 (8.1)
	Total	148 (100.0)
Experience	Less than 2 yrs	1(0.7)
	2-5 years	30 (20.3)
	6-10 years	43 (29.1)
	11-15 years	36 (24.3)
	Over 15 years	38 (25.7)
	Total	148 (100.0)
Number of periods per week	2	2 (1.4)
	3	1 (0.7)
	4	20 (13.5)
	5	9 (6.1)
	Above 5	116 (78.4)
	Total	148(100.0)

Source: Fieldwork, 2025

Table 4.2. Shows the frequency distribution of demographic variables of the economics curriculum and teaching methods adopted by the teachers on the effectiveness of secondary school teachers in Oyo State, Nigeria. This indicates that female gender slightly predominant among participants, most participants were in their active working age, well-educated, and are generally experienced group of professionals. Also, most respondents have a high teaching load.

4.3 Presentation of Data

4.3.1 Answers to Research Questions

Research Questions One: What is the level of effectiveness of secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria, in terms of content knowledge, professional development, and students' engagement?

The research question addresses the level of effectiveness of secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria, which was examined in three key areas: content knowledge, professional development, and student engagement.

Table 4.3a: Teachers Content Knowledge

S/N	Items	Strongly Agree Freq (%)	Agree Freq(%)	Disagree Freq(%)	Strongly Disagree Freq(%)	Mean	SD
1	Have strong grasp of my subject matter	114(77.0)	32(21.6)	2(1.4)	0(0.0)	3.76	.461
2	Stay updated on current developments in my subject area	106(71.6)	42(28.4)	0(0.0)	0(0.0)	3.72	.452
3	Understand economics theories and can explain their real-life application	106(71.6)	42(28.4)	0(0.0)	0(0.0)	3.72	.452
4	Simplify abstract economics concepts for students at different learning levels.	94(63.5)	52(35.1)	2(1.4)	0(0.0)	3.62	.514
5	Understand the foundational and advanced concepts in Economics	99(66.9)	48(32.4)	1(0.7)	0(0.0)	3.66	.489
	Weighted Mean					**3.69**	

Source: Fieldwork, 2025
KEY: Strongly Agree (4), Agree (3), Strongly Disagree (2), Disagree (1)
Decision Rule: Mean value of 0.00 - 1.49 = Strongly Disagree; 1.50 - 2.49 = Disagree; 2.50 - 3.49 = Agree; 3.50 - 4.00 = Strongly Agree

The table above presents the analysis of responses in the research instrument that addresses the level of effectiveness of secondary school Economics teachers in terms of content knowledge which reveals that teachers generally possess strong content knowledge in Economics. This is supported by high mean scores across related items, with a weighted mean of 3.69. Majority of teachers strongly agreed that they have a firm grasp of the subject

(77%) and can explain both foundational and advanced economic concepts effectively. The ability to simplify abstract economic ideas for diverse learners was also evident, suggesting that teachers are confident in their subject matter and capable of delivering content in a student-friendly manner.

Table 4.3b: Professional Development

S/N	Items	Always Freq(%)	often Freq(%)	Rarely Freq(%)	Never Freq(%)	Mean	SD
1	Participate in Economics related training, workshops and seminars	25(16.9)	66(44.6)	50(33.8)	7(4.7)	2.74	.794
2	Receive adequate training on curriculum updates and reforms from professional development programmes	34(23.0)	57(38.5)	49(33.1)	8(5.4)	2.79	.859
3	Collaborate with other teachers to improve my teaching strategies	88(59.5)	49(33.1)	11(7.4)	0(0.0)	3.52	.633
4	Apply skills gained from training to improve my teaching.	88(59.5)	50(33.8)	5(3.4)	5(3.4)	3.49	.724
5	My school provides adequate access to professional development programmes.	22(14.9)	43(29.1)	58(39.2)	25(16.9)	2.42	.940
	Weighted Mean					**2.99**	

Source: Fieldwork, 2025
KEY: Always (4), often (3), Rarely (2), Never (1)
Decision Rule: Mean value of 0.00 - 1.49 = Never; 1.50 - 2.49 = rarely; 2.50 - 3.49 = often; 3.50 - 4.00 = Always

The table above presents the analysis of responses in the research instrument to address the level of exposure of economics teachers to professional development, Although some teachers reported regularly applying skills from training and collaborating with colleagues (weighted mean = 2.99), participation in workshops and seminars remains relatively low. Only 16.9% of respondents indicated they "always" attend professional development programmes, and a significant portion reported only rare or no access to such opportunities. This suggests that while teachers are open to growth and collaboration, systemic support for ongoing training, particularly related to curriculum updates, is lacking. The item with the lowest mean (2.42) highlighted limited access to professional development provided by schools, indicating a gap in institutional support for teachers' growth.

Table 4.3c: Student Engagement

S/N	Items	Always Freq(%)	often Freq(%)	Rarely Freq(%)	Never Freq(%)	Mean	SD
1	involve my students actively in class activities	118(79.7)	29(19.6)	1(0.7)	0(0.0)	3.79	.425
2	Adapt my teaching methods to meet the students' needs while staying within the curriculum goals	115(77.7)	31(20.9)	1(0.7)	1(0.7)	3.76	.490
3	Call my students by name during teaching–learning process to make them individually involved.	108(73.0)	36(24.3)	4(2.7)	0(0.0)	3.70	.515
4	Engage my students in group discussion, debates to create lively environment and aids their collaborative skills.	81(54.7)	55(37.2)	12(8.1)	0(0.0)	3.47	.643
5	often use real life examples and case studies to explain Economics concepts	110(74.3)	37(25.0)	1(0.7)	0(0.0)	3.74	.457
	Weighted Mean					**3.69**	

Source: Fieldwork, 2025

KEY: Always (4), often (3), Rarely (2), Never (1)

Decision Rule: Mean value of 0.00 - 1.49 = Never; 1.50 - 2.49 = Rarely; 2.50 - 3.49 = often; 3.50 - 4.00 = Always

The table above presents the analysis of responses in the research instrument to address the extent of Economics teachers' effectiveness in engaging students during classes.

The responses were notably positive, with a weighted mean of 3.69, matching that of content knowledge. Teachers frequently engage students through interactive strategies such as using real-life examples (74.3%) and adapting teaching methods to students' needs (77.7%). High levels of active classroom participation were also reported, indicating that teachers are successfully fostering engaging learning environments. These findings suggest that despite some limitations in professional development, economics teachers in Ibadan Metropolis, are generally effective in delivering content and engaging their students in meaningful learning experiences.

Table 4.3d: A Summary Table on the Overall Level of Teaching Effectiveness

Teaching Effectiveness	Weighted Mean	interpretation
Teacher content knowledge	3.69	Very High
Professional development	2.99	Moderate
Student Engagement	3.69	Very High
Overall Weighted Mean	3.46	

Source: Fieldwork, 2025

Interpretation Key: Below 2.00 = Very Low, 2.00 - 2.49 = Low; 2.50 - 2.99 = Moderate; 3.00 - 3.49 = High; 3.50 - 4.00 = Very High

Table 4.3d summarizes that the Economics teachers in this study were highly effective in their teaching in terms of content knowledge, student engagement and professional development (weighted mean = 3.46).

Research Question Two: What is the current state of the Economics curriculum implementation in public secondary schools in Ibadan Metropolis, Oyo State?

Table 4.4: Economics Curriculum Implementation in Public Secondary Schools in Ibadan Metropolis, Oyo State.

		Always	often	Rarely	Never		
S/N	**Items**	**Freq(%)**	**Freq(%)**	**Freq(%)**	**Freq(%)**	**Mean**	**SD**
1	Follow the national curriculum when planning my lessons	118(79.7)	26(17.6)	4(2.7)	0(0.0)	3.77	.482
2	Receive adequate training related to curriculum implementation	36(24.3)	63(42.6)	44(29.7)	5(3.4)	2.88	.816
3	Have sufficient teaching resources to implement the curriculum effectively.	40(27.0)	50(33.8)	52(35.1)	6(4.1)	2.84	.873
4	Have adequate instructional time to complete the curriculum content	36(24.3)	55(37.2)	46(31.1)	11(7.4)	2.78	.900
5	Face several challenges in implementing curriculum effectively in classroom.	31(20.9)	49(33.1)	58(39.2)	10(6.8)	2.68	.881
	Weighted Mean					**2.99**	

Source: Fieldwork, 2025
KEY: Always (4), often (3), Rarely (2), Never (1)
Decision Rule: Mean value of 0.00 - 1.49 = Never; 1.50 - 2.49 = Rarely; 2.50 - 3.49 = often; 3.50 - 4.00 = Always

Table 4.4 presents the current state of the economics curriculum implementation in public secondary schools in Ibadan Metropolis, Oyo State.

The overall Weighted Mean of 2.99 as response to RQ2 indicates that, in general, the implementation of the Economics curriculum is often effective, according to the Decision Rule.

Considering the analysis of each of the items, in item 1, a mean score of 3.77 results show that teachers always follow the national curriculum when planning their lessons. This is strongly supported by the high frequency, with 79.7% of respondents selecting "Always. The mean score is 2.88 for item 2, which falls into the "often" range suggests that teachers often receive adequate training related to curriculum implementation, but not always. Result of item 3 shows that teachers often have sufficient teaching resources to implement the curriculum effectively (mean = 2.84). However, a significant percentage of teachers (35.1%) reported that this is rarely the case, indicating a notable challenge in resource availability. A mean score of 2.78 for item 4, indicates that teachers often have adequate instructional time to complete the curriculum content, though it is not consistently sufficient. The mean of 2.68 for item 5 shows that teachers often face several challenges in implementing the curriculum effectively. This finding aligns with the results from Items 2, 3, and 4, which show that training, resources, and time are not always adequate.

In conclusion, while teachers consistently adhere to the national curriculum, they frequently encounter obstacles related to a lack of adequate training, insufficient resources, and limited instructional time.

Research Question Three: What is the perceived relevance of the economics curriculum to students' future needs and real-world economic issues, in public secondary schools in Oyo State, Nigeria?

Table 4.5: Relevance of The Economics Curriculum to Students' Future Needs and Real-World Economic Issues, in Public Secondary Schools in Ibadan Metropolis, Oyo State, Nigeria.

S/N	Items	Strongly Agree Freq(%)	Agree Freq(%)	Disagree Freq(%)	Strongly Disagree Freq(%)	Mean	SD
1	Economics curriculum enables students to understand basic tools for sound economic analysis.	90(60.8)	57(38.5)	1(0.7)	0(0.0)	3.6	.505
2	The topics in the curriculum contents align with national goals and objectives.	67(45.3)	74(50.0)	7(4.7)	0(0.0)	3.41	.581
3	Economics curriculum address the contemporary issues in the society.	60(40.5)	83(56.1)	5(3.4)	0(0.0)	3.37	.551
4	The curriculum content support the development of critical thinking and decision-making skills.	60(40.5)	83(56.1)	5(3.4)	0(0.0)	3.36	.535
5	The curriculum objectives are clearly stated and achievable.	61(41.2)	80(54.1)	7(4.7)	0(0.0)	3.36	.573
	Weighted Mean					**3.42**	

Source: Fieldwork, 2025

KEY: Strongly Agree (4), Agree (3), Strongly Disagree (2), Disagree (1)

Decision Rule: Mean value of 0.00 - 1.49 = Strongly Disagree; 1.50 - 2.49 = Disagree; 2.50 - 3.49 = Agree; 3.50 - 4.00 = Strongly Agree

As shown in Table 4.5, Economics teachers strongly agreed that the curriculum enables students to understand fundamental economic tools (Mean = 3.60), and they also acknowledged that the curriculum aligns with national goals (Mean = 3.41). Additionally,

the curriculum is perceived to support critical thinking and address contemporary issues, although these scored slightly lower (Means ranging from 3.36 to 3.37). The overall weighted mean of 3.42 for curriculum relevance indicates that Economics teachers largely view the curriculum content as suitable and meaningful for student learning.

Research Question Four: What are the common types of teaching methods employed by public secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria?

Table 4.6: Types of Teaching Methods Employed by Public Secondary School Economics Teachers in Ibadan Metropolis, Oyo State, Nigeria

S/N	Items	Always Freq(%)	often Freq(%)	Rarely Freq(%)	Never Freq(%)	Mean	SD
1	Lecture method	39(26.4)	57(38.5)	40(27.0)	12(8.1)	2.83	.914
2	Case Study method	59(39.9)	69(46.6)	20(13.5)	0(0.0)	3.26	.684
3	Problem solving method	52(35.1)	75(50.7)	21(14.2)	0(0.0)	3.21	.673
4	Discovery method	29(19.6)	51(34.5)	63(42.6)	5(3.4)	2.70	.820
5	Resource person method	17(11.5)	45(30.4)	52(35.1)	34(23.0)	2.30	.952
6	Flipped classroom method	25(16.9)	23(15.5)	52(35.1)	48(32.4)	2.17	1.065
7	Field trips	16(10.8)	23(15.5)	56(37.8)	53(35.8)	2.01	.976
8	Discussion/Debate method	29(19.6)	86(58.1)	32(21.6)	1(0.7)	2.97	.664
9	Project method	22(14.9)	50(33.8)	61(41.2)	15(10.1)	2.53	.868
10	Technology integration method	15(10.1)	58(39.2)	48(32.4)	27(18.2)	2.41	.903

Source: Fieldwork, 2025

KEY: Always (4), often (3), Rarely (2), Never (1)
Decision Rule: Mean value of 0.00 - 1.49 = Never; 1.50 - 2.49 = Rarely; 2.50 - 3.49 = often; 3.50 - 4.00 = Always

Based on the data presented in Table 4.6, the common types of teaching methods employed by public secondary school economics teachers in Ibadan Metropolis, vary in frequency, with a preference for more traditional and familiar strategies. The case study method (Mean = 3.26) and problem-solving method (Mean = 3.21) were the most frequently used, indicating that teachers favour interactive approaches that promote critical thinking and application of knowledge. The discussion/debate method also had a relatively high mean score of 2.97, suggesting that teachers recognize the value of engaging students in dialogue and argumentation to deepen understanding. The lecture method, though more traditional, remains widely used (Mean = 2.83), likely due to its familiarity and ease of use in large classroom settings. However, more student-centered and experiential methods, such as field trips (Mean = 2.01), flipped classrooms (Mean = 2.17), and resource person involvement (Mean = 2.30), are used less frequently, possibly due to logistical challenges or lack of resources. Technology integration was also limited (Mean = 2.41), reflecting potential gaps in digital infrastructure or teacher training.

Research Question Five: To what extent are public secondary school economics teachers in Ibadan Metropolis, proficient in utilizing various teaching methods?

Table 4.7: Extent to Which Ibadan Metropolis Public Secondary School Economics Teachers are Proficient in Utilizing Various Teaching Methods

S/N	Items	Highly Proficient Freq(%)	Proficient Freq(%)	Slightly Proficient Freq(%)	Not Proficient Freq(%)	Mean	SD
1	Lecture method	49(33.1)	69(46.6)	15(10.1)	15(10.1)	3.03	.918
2	Case Study method	47(31.8)	92(62.2)	7(4.7)	2(1.4)	3.24	.602
3	Problem solving method	56(37.8)	80(54.1)	11(7.4)	1(0.7)	3.29	.631
4	Discovery method	32(21.6)	85(57.4)	21(14.2)	10(6.8)	2.94	.793
5	Resource person method	18(12.2)	68(45.9)	49(33.1)	13(8.8)	2.61	.813
6	Flipped classroom method	25(16.9)	36(24.3)	72(48.6)	15(10.1)	2.48	.892
7	Field trips	23(15.5)	59(39.9)	44(29.7)	22(14.9)	2.56	.927
8	Discussion/Debate method	52(35.1)	83(56.1)	7(4.7)	6(4.1)	3.22	.717
9	Project method	33(22.3)	73(49.3)	21(14.2)	21(14.2)	2.80	.947
10	Technology integration method	35(23.6)	79(53.4)	21(14.2)	13(8.8)	2.92	.853

Source: Fieldwork, 2025

KEY: Highly Proficient (4), Proficient (3), Slightly Proficient (2), Not Proficient (1)
Decision Rule: Mean value of 0.00 - 1.49 = Not Proficient; 1.50 - 2.49 = Slightly Proficient; 2.50 - 3.49 = Proficient; 3.50 - 4.00 = Highly Proficient

Based on the findings, Economics teachers in public secondary schools in Ibadan Metropolis, exhibit a moderate level of proficiency in using various teaching methods. The data show that teachers are most proficient in using the problem-solving method (Mean = 3.29), case study method (Mean = 3.24), and discussion/debate method (Mean = 3.22), with the majority rating themselves as either "highly proficient" or "proficient." Similarly, the traditional lecture method remains a commonly mastered approach (Mean = 3.03), reflecting familiarity and comfort in its use. However, proficiency declines when it comes to more innovative or less frequently used strategies such as the flipped classroom (Mean = 2.48),

field trips (Mean = 2.56), and resource person methods (Mean = 2.61). These methods had higher proportions of teachers who selected "Slightly proficient" or "not proficient," indicating limited experience or support. Technology integration also showed moderate proficiency (Mean = 2.92), which suggests potential for growth in this area if digital resources and training are improved.

4.3.2 Test of Hypotheses

$H_0$1: There will be no significant combined influence of economics curriculum and teaching methods on the effectiveness of secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria.

Table 4.8: Summary of Regression Model Showing the combined influence of economics curriculum and teaching methods on the effectiveness of secondary school Economics teachers in Ibadan Metropolis.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.614[a]	.376	.359	.27665

a. Predictors: (Constant), Teaching Methods(Proficiency), Economics Curriculum Relevance, Economics Curriculum Implementation, Teaching Methods(Types)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.607	4	1.652	21.580	.000[b]
	Residual	10.945	143	.077		
	Total	17.551	147			

a. Dependent Variable: The Effectiveness of Public Secondary School Economics Teachers

b. Predictors: (Constant), Teaching Methods(Proficiency), Economics Curriculum Relevance, Economics Curriculum Implementation, Teaching Methods(Types)

Source: Fieldwork, 2025

This table summarizes the results of a regression analysis aimed at investigating the combined influence of economics curriculum and teaching methods on the effectiveness of secondary school economics teachers in Ibadan Metropolis, Oyo State, Nigeria. To test this hypothesis, a regression analysis was conducted as summarized in Table 4.8. The model summary shows that the multiple correlation coefficient (R) value of 0.614, indicating a moderate to strong positive relationship between the independent variables and teacher effectiveness. The coefficient of determination (R Square) value of 0.376 implies that approximately 37.6% of the variance in the effectiveness of secondary school Economics teachers can be explained by the combined influence of the Economics curriculum and teaching methods. The Adjusted R Square (0.359) adjusts for the number of predictors in the model and remains statistically meaningful. The Standard Error of the Estimate is .27665, suggesting the average error in predicting effectiveness of secondary school Economics teachers.

The ANOVA table indicates that the regression model is statistically significant, with $F_{(4, 143)} = 21.580$, $p < 0.001$. This result confirms that the independent variables (curriculum and teaching methods) significantly predict the effectiveness of Economics teachers in public secondary schools. Since the p-value is less than 0.05, the null hypothesis (Ho_1) is rejected. This suggests that there is a statistically significant combined influence of the economics curriculum and teaching methods on teacher effectiveness. The findings reveal that the relevance and implementation of the economics curriculum, along with the types and proficiency of teaching methods, jointly contribute significantly to the effectiveness of secondary school economics teachers in Oyo State, Nigeria. These results underscore the

importance of curriculum design and teaching approaches in enhancing teacher performance and, by extension, student learning outcomes.

$H_0$2: There will be no significant relative influence of Economics curriculum (its implementation and relevance) and teaching methods (types and proficiency in its use) on the effectiveness of public secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria.

Table 4.9: Summary of Regression Model Showing The Relative influence of Economics Curriculum (Its Implementation and Relevance) and Teaching Methods (Types and Proficiency in Its Use) on The Effectiveness of Public Secondary School Economics Teachers in Oyo State, Nigeria.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.984	.195		10.149	.000
	Economics Curriculum Relevance	.130	.061	.160	2.135	.034
	Economics Curriculum Implementation	.137	.063	.212	2.172	.032
	Teaching Methods(Types)	.109	.071	.184	1.540	.126
	Teaching Methods(Proficiency)	.114	.071	.182	1.609	.110

a. Dependent Variable: The Effectiveness of Public Secondary School Economics Teachers

Source: Fieldwork, 2025

Table 4.9 shows the result of a multiple regression analysis that was conducted to determine the relative contributions of each independent variable (Economics Curriculum Relevance, Economics Curriculum Implementation, Types, and Proficiency) to the prediction of teacher effectiveness of public secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria. The intercept representing the predicted teacher effectiveness when all

variables are zero, is significantly different from zero (B = 1.984, β = 0, t =10.149, p<0.05). Economics Curriculum Relevance had a statistically significant influence on teacher effectiveness (B = .130, β = .160, t = 2.135, p = .034). Economics Curriculum Implementation also had a statistically significant influence (B = .137, β = .212, t = 2.172, p = .032). Teaching Methods (both Types and Proficiency), however, did not have statistically significant individual effects, as their p-values were greater than .05 (p = .126 and p = .110 respectively).

Since not all the predictor variables were significant, but some were, we partially reject the null hypothesis. That is, while the Economics curriculum variables (Relevance and Implementation) have a significant relative influence on teacher effectiveness, the Teaching methods variables (Types and Proficiency) do not show a statistically significant individual effect.

4.4 Discussion of Findings

Findings from research question one revealed that the level of effectiveness of secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria, which was examined in three key areas: content knowledge, professional development, and student engagement were on very high level with the exception of professional development with moderate level. This result strongly agree with a study titled "Overcoming Challenges: Strategies for Success in the 21st Century STEM Education" carried out recently, which reported that there is lack of continuous training for teachers which will have equipped them with skills needed for effectiveness.[3] Additionally, this result also agrees with "Fostering student engagement with motivating teaching: an observation study of teacher and student

behaviours" and "Effective teacher-student relation, student engagement and student mathematical achievement" which were carried out in the year 2021 and 2024 respectively. They emphasized that student engagement is a prerequisite for optimal deep-level learning and retention. They also reported that Teaching effectiveness has a higher positive influence on student engagement.[4,5.] Furthermore, the result of this study partially disagreed with the work on "Challenges Facing Implementation of Economics Curriculum: The Experiences of Francis Baard District Teachers" carried out in year 2023 stated that teachers lack of Economics Content Knowledge (ECK), though the study was on a district and may not be generally applied but was in line with "Exploring the content knowledge of accounting teachers in rural contexts: A call for a decoloniality approach," which reported that teachers have grasp on their content knowledge though there is room for improvement.[6,7]

Findings from research question two indicated that many teachers face significant challenges in implementing the curriculum. These results imply that although teachers are committed to following the curriculum, systemic issues such as insufficient training, limited resources, and time constraints hinder its full and effective implementation in classrooms. This result was in line with a previous study on "issues and Prospects of Effective Implementation of New Secondary School Curriculum in Nigeria" carried out in the year 2015 which reported that implementation of curriculum often encounters challenges such as inadequate instructional materials, insufficient training, poor teacher preparation, and inconsistent assessment practices, which undermine its intended impact[8].

Findings from research question three revealed that economics teachers in Ibadan metropolis perceived that the curriculum content is very relevant. The result indicates that Economics teachers largely view the curriculum content as suitable, and meaningful for student learning.

It is believed that it will equipped them for future needs and real-world encounter. The finding agreed with a previous study carried out on "The Secondary School Curriculum: Content, Relevance and Adequacy" explained that the curriculum content full of knowledge that will make the student skillfully equipped and prepared for future challenge which will make them functional not only for themselves but also for society at large. The study further explained that secondary school curriculum is relevant and adequate but it is always at the level of implementation that we have faltered as a nation[9].

Findings from research question four revealed the common types of teaching methods employed by public secondary school economics teachers in Ibadan Metropolis, . Teachers frequently employ the case study and problem-solving methods but demonstrated declining proficiency in innovative methods like the flipped classroom (Mean=2.48) and technology integration. This implies that more of traditional and familiar teaching methods are used frequently while student-centered and experiential methods are used less. This result strongly agree with the report from a study on "Sustainable digital pedagogy in language teacher education: Perception of teachers in Ekiti State Government colleges" that stated that the traditional teacher-based methods still dominate classrooms in many Nigerian schools, despite calls for a shift towards more student-centered, activity-based, and inquiry-oriented approaches[10].

Findings from research question five showed Economics teachers in public secondary schools in Ibadan Metropolis, exhibited a moderate level of proficiency in using various teaching methods. It indicated that teachers were mostly proficient in the use of conventional methods, which means training is needed on more innovative and student-centered approaches. This result is in agreement with a study on "Effectiveness of Teachers'

instructional Strategies on Students' Attitude towards Learning of Social Studies in Secondary Schools in Southwest, Nigeria" carried out in the year 2021, which stated that teacher proficiency on instructional strategies is moderate[11]. Furthermore, the finding was similar to the findings of a study carried out in 2018 on "Pre-Service EFL Teachers' Experiences in Teaching Practicum in Rural Schools in Indonesia" and also a study on "Teaching Proficiency and Performance of Pre-service Elementary Teachers: Implications to Teacher Education Training Program" carried in 2019 explained that teachers should consider innovative instructional strategies that are very effective and wisely use them to provide quality instructions. This validated this result[12,13].

The findings from hypothesis one revealed that there is significant combined influence of the economics curriculum and teaching methods on economics teacher effectiveness in public secondary school with ($F_{4, 143} = 21.580$, $p < 0.001$). The result was in line with another study on "Assessment of the Implementation of Economics Curriculum and Students Learning Achievement in Public Schools in Osun State Nigeria" that indicated that there is significant relationship between teaching methods used by Economics teachers for the implementation of Economics curriculum contents and students' learning achievement in High Schools in Osun State, Nigeria[15].

The findings from hypothesis two revealed a significant relative influence of the economics curriculum (implementation and relevance) on public secondary school economics teachers' effectiveness in in Ibadan Metropolis, Oyo State. However, there was no significant relative influence of teaching methods (type and proficiency level) in public secondary school Economics teachers' effectiveness in Ibadan Metropolis. This result agree with a study on "Teachers' Utilization of the New Trends of Teaching Strategies and their Effects to Pupils'

Academic Performance: inputs for a Proposed Framework of Up-to-Date Teaching Strategies" that revealed that there is not significant relative influence between teaching methods and academics performance[14]. In another vein, the result is also in line with a study on "Assessment of the Implementation of Economics Curriculum and Students Learning Achievement in Public Schools in Osun State Nigeria" that revealed that effective implementation of Economics curriculum has significant influence on students' learning achievement in High Schools in Osun State, Nigeria[15]

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Chapter Five

Conclusion

This chapter focuses on the summary of the findings, conclusions, recommendations based on the findings of the study, contribution to knowledge and the areas of further research.

5.1 Summary of Findings

This study examined the influence of secondary school Economics curriculum and teaching methods adopted by the teachers on the effectiveness of secondary school teachers in Oyo State, Nigeria.

Research Question 1 revealed that, generally, secondary school Economics teachers in Ibadan Metropolis, were highly effective in their teaching (Weighted Mean=3.42) in relation to all the three measures used in this study. Results on content knowledge show that teachers generally possess strong content knowledge in Economics ($\bar{X}$=3.69). In terms professional development, results indicate a moderate level of participation ($\bar{X}$=2.99) and for students' engagement, the result show that teachers were always engaging the students through such means as interactive strategies ($\bar{X}$=3.69). ,

Regarding Research Question 2, which was to ascertain the current state of the Economics curriculum implementation in public secondary schools in Ibadan Metropolis,; results revealed that generally, teachers often commit themselves to implementing the curriculum ($\bar{X}$=2.99), even though, systemic issues such as insufficient training, limited resources, and time constraints hinder the full and effective implementation of economics curriculum in classrooms.

Answers to Research Question 3, showed that economics teachers agree that economics curriculum are relevant to students' future needs and real-world economic issues ($\bar{X}$=.42).

Economics teachers' responses to Research Question 4 indicated that the common types of teaching methods in teaching economics vary in frequency. The most common was the case study method ($\bar{X}$=3.26), followed by problem solving ($\bar{X}$=3.21), discussion/debate ($\bar{X}$=2.97), lecture method ($\bar{X}$=2.83), discovery ($\bar{X}$=2.70), project ($\bar{X}$=2.53), technology integrated ($\bar{X}$=2.42), resource person method ($\bar{X}$=2.30), flipped classroom ($\bar{X}$=2.17) and field trips ($\bar{X}$= 2.01) in that order.

Answers to Research Question 5 indicated that Economics teachers in Ibadan Metropolis, public secondary schools demonstrated varying levels of proficiency across the different teaching methods. They are most proficient in utilizing problem-solving ($\bar{X}$=3.29), case study ($\bar{X}$=3.24), and discussion/debate ($\bar{X}$=3.22) approaches, with the traditional lecture method also being commonly mastered ($\bar{X}$=3.03). However, teacher proficiency significantly declines when it comes to more innovative or less frequently used strategies. Technology integration exhibited only moderate proficiency ($\bar{X}$=2.92). Methods like the flipped classroom ($\bar{X}$=2.48), field trips ($\bar{X}$=2.56), and resource person methods ($\bar{X}$=2.61) show lower ratings.

on the analysis of the hypothesis on combined influence of the predictors and the dependent variable, the results rejected the null hypothesis (H01), confirming a highly significant combined influence of the economics curriculum and teaching methods on the effectiveness of secondary school Economics teachers in Ibadan Metropolis,, ($F_{(4,143)}$=21.580,$p<0.001$). This combined model accounted for 37.6% of the total variance in teacher effectiveness (R2=0.376).

The relative influence test (Table 4.9) showed that the effectiveness of Economics teachers is significantly predicted only by curriculum factors. Specifically, both Curriculum

Implementation (Sig. = 0.032) and Curriculum Relevance (Sig. =0.034) exert a significant positive influence. Conversely, the individual components of teaching methods—Types (Sig. =0.126) and Proficiency (Sig. = 0.110) were found to have no statistically significant relative influence on teacher effectiveness.

5.2 Conclusion

This study examined the influence of Economics curriculum and teaching methods on the effectiveness of public secondary school economics teachers in Ibadan Metropolis, Oyo State, Nigeria. Findings revealed a high level of effectiveness of secondary school Economics teachers in Oyo State, Nigeria in terms of content knowledge and students' engagement, and moderate level of the level of effectiveness of secondary school Economics teachers in Ibadan Metropolis, Oyo State, Nigeria in terms of professional development. It also revealed that the implementation of Economics curriculum is still in a challenging state. It also revealed that Economics teacher agreed that the economics curriculum is highly relevant to students' future needs and real-world economic issues. Also conventional methods are the common types of teaching methods employed by the teachers. There is moderate proficiency in utilizing conventional teaching methods and less proficiency in innovative and student-centered approaches.

In terms of relationship, the findings revealed a significant combined influence of Economics curriculum and Teaching methods on the effectiveness of the public secondary school Economics teachers. It also showed economics curriculum and teaching methods both have relative significant influence on economics teacher effectiveness. in this study, economics curriculum is very relative though there is still challenges in the implementation; conventional methods are the common types of teaching methods with moderate proficiency

while innovative and student-centered approaches are rarely or never used with less proficiency. on the basis of the above results, it can therefore be concluded that the challenging state of implementation of Economics curriculum and the over concentration on the conventional teaching methods may be the cause of the moderate level of economics teacher effectiveness in Ibadan Metropolis, Oyo State, Nigeria.

5.3 Recommendations

1. Government and school administrators should organize regular workshop and training for Economics teachers to update their knowledge and be conversant with latest development in their area of specialization. This will bring about effective implementation of economics curriculum content and the actualization of its objectives in senior secondary schools.

2. Although teachers already demonstrate a high level of student engagement, continuous improvement is essential. Schools should further support teachers in adopting diverse, student-centred instructional approaches such as technology-enhanced activities, project-based learning, and experiential methods to sustain and deepen students' active participation in Economics lessons.

3. Efforts should be intensified to strengthen curriculum implementation support. Teachers were found to be committed to implementing the Economics curriculum, but systemic issues like limited resources and insufficient training hinder full implementation. The stakeholders should be fully involved in the provision of instructional s materials, clear guidelines, and structured support to ensure consistent and effective curriculum delivery.

4. Curriculum planners and economics teachers, who are the implementers should seek to maintain curriculum relevance and practical application. Results show teachers agree that the curriculum is relevant to students' future needs. Curriculum planners should regularly review and update the Economics curriculum to keep it aligned with real-world economic issues and emerging trends, ensuring students gain practical skills.
5. While case study, problem-solving, and discussion methods were commonly used, innovative methods such as flipped classrooms, field trips, and technology integration were less frequently applied and showed lower proficiency. Teachers should be encouraged and trained to adopt a wider range of interactive and technology-enhanced teaching methods to cater to diverse learning needs of the students.
6. Schools should provide hands-on training and resources for methods like flipped classrooms, field trips, and resource-person sessions to boost teacher competence in these areas. This will enhance teacher proficiency in technology-integrated and experiential approaches, which were found to be low.
7. Priority should be given to curriculum factors in Teacher effectiveness interventions. The study shows that curriculum implementation and relevance significantly predict teacher effectiveness, while teaching method types and proficiency do not. Therefore, policies and interventions should focus on strengthening curriculum delivery and relevance, alongside professional development, to maximize teacher effectiveness.

5.4 Contribution to Knowledge

This study contributed to knowledge conceptually, empirically and theoretically. It contributed conceptually by providing more and better clarifications on useful concepts in

the study. These concepts include - curriculum implementation, teaching methods, professional development, content knowledge, teacher proficiency and economics curriculum content. Theoretically, this study contributed to the usefulness of theories that support the link between the independent variables (Economics Curriculum and Teaching Methods) on the dependent variable (Economics Teacher Effectiveness). These theories are "Theory of Planned Behaviour" for how the economics curriculum and teaching methods influence teacher effectiveness and "Shulman's Pedagogical Content Theory" for teaching methods. Empirically, this study added to the pool of previous studies by showing that there is a significant combined and relative influence of Economics Curriculum and Teaching Methods on the Economics Teacher Effectiveness in senior secondary school which therefore add to knowledge.

5.5 Suggestions for Further Research

on research design, this study made use of descriptive survey research. Other studies could make use of quasi-experimental research design, wherein treatment and control group would be used. This study also made use of the quantitative research methodology by using questionnaire for data collection. In subsequent studies however, qualitative research methodology can be use, in which instruments such as interviews and treatment group discussions instead of questionnaires can be used to gather information from the respondents. Furthermore, for the purpose of further research moderating variables especially with regards to the demographic details of the teachers such as gender, qualification, experience can be used in subsequent studies.

In terms of study population and sector, this study made use of public senior secondary school Economics teachers. However, private senior secondary school Economics teachers can be used for further research. This study focused on a city in Oyo State. Other parts in the state and even other southwest states could be used in subsequent studies to confirm and generalize the results across the southwest region of Nigeria.

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Appendix

Public Secondary School Economics Teachers Questionnaire (PSSETQ)

Department of Arts and Social Science Education,
Faculty of Education,
Lead City University,
Ibadan

Dear respondents,

I am a M.Ed. student of the above-mentioned institution. I am currently carrying out a research to determine the level at which Economics Curriculum and Teaching Methods serve as measures of Public Secondary School Economics Teachers' Effectiveness in Ibadan Metropolis. You are to please, respond appropriately to the set of questions in this questionnaire. As respondents in this exercise, you are not expected to write your name; all information given will be treated as anonymous and will be used solely for research purpose.

Yours faithfully,

Adeola Akinbebije

Section A

Demographic information of Respondents

1. Gender: Male ( ) Female ( )
2. Age Range: less than 30yrs ( ) 30-40 yrs. ( ) 41-50yrs ( ) above 50yrs ( )
3. Highest Qualification: NCE/onD ( ) HND/B.Scs./B.Ed. ( ) M.Sc./M.Ed. ( ) PhD ( )
4. Experience: less 2yrs ( ) 2-5yrs ( ) 6-10 yrs. ( ) 11-15 yrs. ( ) over 15yrs ( )
5. Number of periods per week: 1 ( ) 2 ( ) 3( ) 4 ( ) 5 ( ) above 5 ( )

Section B

This section is designed to gather information on the effectiveness of the Economics teacher in the classroom. Please pick the option the best describe your response to given statement below.

	Teacher content knowledge	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**
S/N	**I**				
1	have strong grasp of my subject matter and can compare and contrast concepts within the subject domain				
2	stay updated on current developments in my subject area				
3	understand economics theories and can explain their real-life application				
4	simplify abstract economics concepts for students at different learning levels.				
5	understand the foundational and advanced concepts in Economics				
S/N	**Professional development I**	**Always**	**often**	**Rarely**	**Never**
1	participate in Economics related training, workshops and seminars				
2	receive adequate training on curriculum updates and reforms from professional development programmes				
3	collaborate with other teachers to improve my teaching strategies				
4	apply skills gained from training to improve my teaching.				
5	My school provides adequate access to professional development programmes.				

	Student Engagement				
S/N	**I**	**Always**	**often**	**Rarely**	**Never**
1	involve my students actively in class activities				
2	adapt my teaching methods to meet the students' needs while staying within the curriculum goals				
3	call my students by name during teaching–learning process to make them individually involved.				
4	engage my students in group discussion, debates to create lively environment and aids their collaborative skills.				
5	often use real life examples and case studies to explain Economics concepts				

Section C

This section is designed to assess the relevance and implementation of the Economics curriculum in secondary school. Please pick option that best represent your opinion.

	Curriculum Relevance	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**
S/N	Items				
1	Economics curriculum enables students to understand basic tools for sound economic analysis.				
2	The topics in the curriculum contents align with national goals and objectives.				
3	Economics curriculum address the contemporary issues in the society.				

4	The curriculum content support the development of critical thinking and decision-making skills.				
5	The curriculum objectives are clearly stated and achievable.				
	Curriculum Implementation	**Always**	**often**	**Rarely**	**Never**
S/N	I				
1	follow the national curriculum when planning my lessons				
2	receive adequate training related to curriculum implementation				
3	have sufficient teaching resources to implement the curriculum effectively.				
4	have adequate instructional time to complete the curriculum content				
5	face several challenges in implementing curriculum effectively in classroom.				

Section D

This section is designed to examine the frequency of use of different types of teaching methods and how proficient Economics teachers are in the use of such methods in the teaching of Economics. Please tick the option that best represent your view.

	Teaching methods used in teaching Economics	**Always**	**often**	**Rarely**	**Never**
S/N	**Frequency of use**				
1	Lecture method				
2	Case Study method				
3	Problem solving method				

4	Discovery method				
5	Resource person method				
6	Flipped classroom method				
7	Field trips				
8	Discussion/Debate method				
9	Project method				
10	Technology integration method				
S/N	**Economics Teachers Proficiency in Using different Teaching Methods**	**Highly Proficient**	**Proficient**	**Slightly Proficient**	**Not Proficient**
1	Lecture method				
2	Case Study method				
3	Problem solving method				
4	Discovery method				
5	Resource person method				
6	Flipped classroom method				
7	Field trips				
8	Discussion/Debate method				
9	Project method				
10	Technology integration method				