THE IMPACT OF TEACHING METHODS ON STUDENTS ACADEMIC ACHIEVEMENTS IN ECONOMICS IN PUBLIC SENIOR SECONDARY SCHOOL IN OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO STATE.

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BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF Educational Management, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY. IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF EDUCATION (B. ED) DEGREE IN EDUCATIONAL MANAGEMENT

NOVEMBER, 2025

CERTIFICATION

We, the undersigned hereby certify that this project work was carried out by

CERTIFICATION

This is to certify that this research was carried out by **Joy Nkemdilim PETER** with Matriculation Number: **EDU2102350** of the Department of Educational Management, Faculty of Education, University of Benin, Benin City, for the, Award of a Bachelor of Education (B. Ed) Degree in Educational Management

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DEDICATION

To my Father and Mother Mr Peter Medor and Mrs Stella Medor, they remain my world and source of joy. I offer my deepest gratitude for the constant love, prayers, and support that enabled me to complete this academic journey.

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ABSTRACT

This research examined the impact of teaching methods on the academic achievement of students in Economics in senior secondary schools in Ovia North East Local Government Area of Edo State. The study was designed to critically investigate how various teaching approaches influence students' learning outcomes and performance in the subject. The study adopted a descriptive survey research design, and data were collected through the administration of structured questionnaires to Economics teachers and students across selected secondary schools in the area.

The findings of the study revealed that the methods employed by teachers play a significant role in determining students' academic performance. It was discovered that the use of interactive and learner-centered methods such as discussion, project, and inquiry-based techniques enhances students' understanding and retention of Economics concepts better than conventional teacher-centered methods like the lecture approach. The study further established that when teachers employ a mix of teaching strategies, students tend to be more motivated and perform better academically.

Based on these findings, it was recommended that Economics teachers should integrate a variety of effective teaching methods to accommodate different learning styles. Furthermore, the Ministry of Education and school administrators should organize regular training programs, workshops, and seminars to update teachers on modern and effective instructional strategies that promote active learning and improve students' achievement in Economics.

CHAPTER ONE

INTRODUCTION

Background to the study

Education is a key driver of socio-economic, cultural, and political advancement in every society. It is widely recognized as an essential means for developing human capital by equipping individuals with the necessary knowledge, competencies, and values for self-improvement and national growth (Isa, Mamman, Badar, & Bala, 2020). In Nigeria, the senior secondary school level holds a vital place within the educational structure, serving as a bridge between basic and tertiary education. At this stage, learners are introduced to specialized subjects that prepare them for higher education, vocational pursuits, and active engagement in the social and economic spheres of life. Among the major subjects offered, Economics stands out as it provides learners with insights into resource management, decision-making, and problem-solving — all crucial for both individual and societal advancement (Ogunleye, 2020).

Economics is one of the compulsory subjects taught at the senior secondary school level, as outlined in the Nigerian Secondary School Curriculum formulated by the Nigerian Educational Research and Development Council (NERDC). The subject aims to enable students to grasp fundamental economic concepts, understand the relevance of Economics in everyday activities, and apply economic reasoning in addressing both

personal and societal challenges (Nnajiofor, 2025). Beyond theoretical understanding, the subject emphasizes the development of analytical thinking, critical reasoning, and sound decision-making skills among students. Given its crucial role in shaping learners' intellectual capacity, the way Economics is taught at this level becomes highly significant.

Despite its importance, students' performance in Economics has remained a matter of concern, particularly in public secondary schools. Several factors contribute to this trend, with teaching methods being one of the most significant. Reports from examination bodies such as WAEC and NECO reveal persistent underachievement among candidates in Economics, with a large proportion failing to attain the credit grades required for entry into higher institutions (WAEC Chief Examiner's Report, 2022). These repeated instances of poor performance point to deep-seated problems in the teaching and learning process of the subject. As emphasized by the Federal Republic of Nigeria (FRN, 2013), the effectiveness of learning outcomes in any subject depends greatly on the competence of teachers and the instructional strategies they adopt.

Teaching methods encompass the organized strategies, procedures, and techniques educators utilize to convey knowledge, promote understanding, and foster the development of learners' skills. Each method is defined by particular principles and steps that guide teachers toward achieving specific educational goals. The success of any teaching method depends not only on the teacher's subject expertise but also on their capacity to adopt strategies that align with students' diverse needs, interests, and learning

preferences (Oladele, Akano, Joseph, & Owolabi, 2024). In Nigeria's senior secondary schools, teachers have access to a range of instructional methods—spanning from conventional teacher-centered practices like lecturing and note dictation to modern, learner-centered techniques such as group discussions, demonstrations, cooperative learning, problem-solving, and project-based activities. The selection of a teaching approach is usually influenced by factors including teacher proficiency, the availability of teaching resources, class population, institutional guidelines, and lesson objectives (Akpan, Udongwo, & Utin, 2020).

Historically, educators predominantly relied on teacher-centered methods to transmit knowledge, often giving less attention to student-centered approaches. Continuous research in the field of teaching and learning seeks to determine how various instructional techniques contribute to students' academic development (Hightower, 2020). Interestingly, widespread poor academic outcomes among students have been largely attributed to teachers' reliance on ineffective instructional strategies when delivering lessons (Adunola, 2021)

Recent studies have revealed a strong correlation between teachers' instructional methods and students' academic achievement. For instance, Isa et al. (2020) discovered that learners taught through interactive, student-centered techniques—such as discussions and demonstrations—performed significantly better than those exposed to lecture-only instruction. Likewise, Oladele et al. (2024) found that innovative approaches involving

real-life applications, group activities, and guided discovery enhanced students' motivation, engagement, and academic performance in Economics within Ilorin Metropolis. These results support Akpan et al. (2020), who noted that learner-centered methods promote deeper comprehension, creativity, and problem-solving abilities among students.

However, despite these proven benefits, many classrooms in Nigerian public secondary schools, particularly in rural and semi-urban regions, continue to depend heavily on teacher-centered methods (Olatunde & Adebayo, 2019; Okoro & Okoro, 2021). This excessive reliance on lecture-based instruction often results in passive learning, low student engagement, and poor knowledge retention. Furthermore, challenges such as large class sizes, inadequate teaching materials, insufficient teacher training, and pressure to complete the syllabus within limited timeframes make it difficult for teachers to adopt more interactive and student-centered practices (Okoro & Okoro, 2021).

Globally, education experts continue to advocate for a shift from teacher-centered to learner-centered teaching models to enhance critical thinking, creativity, and problem-solving abilities (UNESCO, 2021). This aligns with the United Nations' Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and lifelong learning for all by the year 2030. The continued dependence on traditional instructional practices in Nigerian schools contradicts both global and national educational goals. Nigeria's National Policy on Education (FRN, 2014) equally

encourages the use of innovative instructional techniques that promote active student participation. Therefore, understanding the relationship between teaching methods and students' academic achievement is vital for improving teaching effectiveness and learning outcomes.

As a result, concerns arise regarding the suitability, efficiency, and overall impact of the teaching methods currently employed in the teaching of Economics within the area. It is therefore essential to examine the existing teaching methods, their effectiveness, and their influence on students' academic achievement to enhance instructional practices and learning outcomes.

Statement of the Problem

Despite the significance of Economics education, students' performance in the subject remains poor in many public secondary schools within Ovia North East LGA. This situation has raised concern among stakeholders and is often linked to the persistent use of ineffective, teacher-centered methods that fail to engage learners or address diverse learning needs.

Studies have shown that teaching methods greatly influence students' understanding and academic outcomes, yet little research has examined this relationship within Ovia North East LGA. Reports from WAEC and NECO continue to reveal low achievement levels in Economics, suggesting that current instructional approaches may not be effective.

Although national education policies promote learner-centered strategies that foster critical thinking and problem-solving, most classrooms still rely on lecture-based teaching. Contributing factors include large class sizes, limited resources, and inadequate teacher training. In Ovia North East, these issues are particularly evident, making it difficult f**or** teachers to implemen innovative and participatory methods.

As a result, many students find Economics difficult and perform poorly, which affects their preparedness for higher studies and real-life economic participation. It is therefore necessary to investigate the teaching methods used in public senior secondary schools in Ovia North East LGA, their effectiveness, and their impact on students' academic achievement in Economics.

Research Questions

1. What are the teaching methods as adopted by senior secondary school in Ovia North East LGA?
2. How effective is the teaching methods being carried out by teachers in Ovia North East LGA?
3. How do the teaching methods adopted by senior secondary school teacher improve the achievements of students in a class?
4. Do the teaching methods used by the teachers have a direct effect on learning Economics participation of senior secondary school students?

Purpose of the study

The purpose of this study is to critically investigate the impact of teaching methods on students' academic achievement in Economics in public senior secondary schools in Ovia North East Local Government Area of Edo State.

This study is therefore designed to examine the various teaching methods adopted by Economics teachers, ranging from traditional teacher-centered strategies such as lecture and note-dictation, to more modern learner-centered approaches like discussions, cooperative learning, demonstration, and problem-solving methods. The research intends to analyze the extent to which these methods contribute to or hinder students' academic achiement in Economics, and to identify the gaps between recommended pedagogical practices as outlined in the National Policy on Education.

Significance of the study

This study is important because it tackles the persistent problem of students' poor performance in Economics, particularly in Ovia North East LGA of Edo State. By examining teaching methods, it sheds light on a key factor affecting students' academic achievement and helps bridge the gap between policy recommendations and classroom realities.

The research will also benefit teachers by identifying effective instructional strategies that can enhance students' participation, understanding, and performance in Economics. It will serve as professional guidance for teachers seeking to adopt more engaging and modern teaching approaches.

On a broader scale, the study supports national development by promoting effective Economics education, which equips learners with essential skills for resource management, financial decision-making, and socio-economic growth. Strengthening the teaching of Economics at the secondary level is therefore vital for building Nigeria's human capital in today's global economy.

Scope and Delimitation of the Study

This research is limited to selected public senior secondary schools in Ovia North East Local Government Area of Edo State. It focuses on the teaching methods used by Economics teachers and how these methods influence the academic achievements of Senior Secondary School students.

Definition of terms

Teaching Methods: Teaching methods are the general principles, strategies and techniques that teachers use to facilitate students learning. They encompass the approach and practice educators employ to convey knowledge, develop skills and foster a positive

learning environment. Essential teaching methods are the "how" of the teaching, reflecting a teacher's philosophy.

Students's Academic Achievements: It refers to the extent to which a student teacher has attained their Short or long term educational goals within an academic setting. It is the extent to which a student, teacher or institution has accomplished educational goals typically measured through grade, test scores and other assessments.

Public Senior Secondary Schools: Government-owned secondary schools that provide free or subsidized education to students. Students refer to learners enrolled in a formal educational system, in this case, senior secondary school students studying Economics in public schools.

Economics: is a social science that studies human behavior in relationship to end and scarce means which have alternatives uses.

CHARTER TWO

REVIEW OF RELATED LITERATURE OVERVIEW

This chapter focuses on the review of related literature and it will be discussed under the following sub headings.

- Nature of teaching.
- Definition and types of teaching methods
- Common teaching methods used in Public senior secondary school.
- Roles and Challenges of teaching Economics.
- Concept of Academic Achievements.
- Relationship between Academic Achievements and Teaching methods.
- Theoretical Framework.
- Summary.

Meaning and Nature of Teaching

Teaching is a purposeful and systematic activity that involves guiding, directing, and facilitating the learning process in order to bring about desirable changes in the knowledge, skills, attitudes, and behavior of learners. It is not merely the transmission of

facts from teacher to student, but a dynamic interaction where the teacher helps students construct meaning, develop critical thinking, and apply knowledge to real-life situations. According to Okeke (2017), teaching is the conscious and deliberate effort by a teacher to create an environment that stimulates and sustains learning, ensuring that learners achieve stated educational objectives.

Teaching as a two-way process

Teaching can also be understood as a two-way process. While the teacher imparts knowledge, learners are actively involved in receiving, processing, and applying it. In this sense, teaching goes beyond talking or lecturing, it involves questioning, demonstration, interaction, and evaluation. Farrant (2018) views teaching as complex art that requires planning, organization, communication, and assessment, where the teacher serves as a facilitator rather than a dictator of knowledge. This perspective emphasizes that teaching is learner-centered and should take into account the individual differences, abilities, and interests of students.

Teaching as both Art and Science

The nature of teaching can therefore be seen as both an art and a science. It is an art because it requires creativity, intuition, and personal skills in handling learners, motivating them, and creating interest in the learning process. At the same time, it is a science because it is based on established principles, theories, and methods that can be

studied, tested, and applied in practice. It is also goal-oriented, because every act of teaching aims at achieving specific educational objectives such as imparting knowledge, developing skills, shaping character, and fostering problem-solving abilities. The role of the teacher is not to impose knowledge on the students, but to create an enabling environment where learners can explore, interact, and construct their own understanding.

Teaching as dynamic and Flexible

Teaching is dynamic and flexible in nature. It cannot be fixed or rigid, because it must adapt to the needs, interests, abilities, and backgrounds of different learners. What works for one group of students may not work for another, so the teacher must always be willing to modify methods and strategies to suit the situation. It is also a continuous and lifelong activity, because the act of teaching does not end in the classroom. Teachers themselves must remain learners in order to stay updated with new knowledge, skills, and methods, while students also continue to learn beyond the classroom setting.

In summary, teaching is a multifaceted activity that transcends mere knowledge delivery. It is a conscious, organized, and interactive process aimed at shaping learners intellectually, socially, and morally. Its nature reveals that for teaching to be effective, it must be learner-centered, purposeful, flexible, and guided by sound pedagogical principle

Concept of teaching methods

Teaching methods can also be seen as the bridge between curriculum content and learners' understanding. They determine not only how subject matter is delivered but also how learners engage with it. Obanya (2019) emphasizes that teaching methods serve as a link between what the teacher intends to teach and what the learner eventually learns, thereby making them central to the teaching-learning process. In this sense, the effectiveness of teaching in schools largely depends on the appropriateness of the methods employed

Furthermore, teaching methods vary according to the nature of the subject, the objectives of instruction, the characteristics of learners, and the available. For example, while the lecture method may be suitable for covering a wide range of content in a short time, methods like demonstration, discussion, and project work are more effective in promoting deeper understanding and practical application. Thus, no single method can be regarded as the best; rather, the choice of method must be appropriate to the teaching context and the needs of learners (Okoro, 2020).

Teaching methods are not arbitrary actions but organized approaches designed to facilitate effective teaching and learning. They possess unique features that distinguish them from ordinary ways of passing information. Understanding the characteristics of teaching methods is important because it helps teachers select and apply the most appropriate method for a given subject, class level, and learning objective.Teaching methods are always directed towards achieving clearly defined educational goals and

objectives. Every method employed in the classroom is expected to lead learners toward specific learning outcomes, whether in terms of knowledge acquisition, skill development, or attitude formation (Ayeni, 2011). Systematic and Organized

A good teaching method follows a planned and structured sequence. Teachers must prepare lesson plans, arrange content logically, and use appropriate instructional materials. Onwuka (2017) notes that sysmatic teaching ensures coherence and helps learners build understanding. Learner-Centered modern teaching methods focus on the learner rather than the teacher. The aim is not just to transmit information, but to engage learners actively in the process of constructing knowledge. This involves encouraging questioning, participation, problem-solving, and collaboration (Obanya, 2019) . Interactive and Communicative

Teaching methods emphasize interaction between teacher and students, and among students themselves. Methods such as discussion, role play, and group work create opportunities for learners to express their ideas, clarify doubts, and learn from one another. This aligns with the social nature of learning. Methods must be adapted to suit the subject matter, classroom environment, availability of resources, and the unique needs of learners. Okoro (2020) stresses that flexibility in teaching ensures relevance and effectiveness, especially in diverse classrooms.

In summary, the nature of teaching methods reveals that they are systematic, purposeful, flexible, and learner-centered strategies that facilitate the achievement of

educational goals. The teacher's effectiveness in the classroom largely depends on their ability to select, adapt, and apply appropriate methods that suit the learners, the subject, and the instructional context.

Types of Teaching Methods

Teaching methods are often classified into teacher-centered methods and student-centered methods, a distinction that reflects the dominant role in the teaching-learning process. This classification provides a framework for understanding how knowledge is transmitted and how learners are engaged in classroom activities.

The teacher-centered approach is deeply rooted in the traditional model of education where the teacher occupies the central role as the controller of the learning environment. In this orientation, the teacher plans, organizes, and delivers the lesson, while learners are expected to absorb, memorize, and reproduce the information provided. According to Iwuanyanwu (2019), teacher-centered methods are essentially instructional strategies in which the learner plays a passive role, listening and receiving knowledge without much opportunity for inquiries or creativity. The lecture method, recitation, and rote-learning techniques are typical examples of teacher-centered strategies.

These methods are widely used in Nigerian secondary schools, especially in large classrooms where individual attention to learners is difficult and where the pressure to

prepare students for standardized examinations is high (Akindele, 2020). The advantage of this approach is that it allows for the coverage of a broad syllabus within a short time, ensures orderliness in the classroom, and provides a structured pathway for students to follow. However, scholars like Oyekan (2016) and Nwafor (2017) argue that teacher-centered methods limit learner autonomy, reduce active participation, and sometimes fail to develop higher-order cognitive skills such as analysis, synthesis, and evaluation

In contrast, the student-centered approach positions the learner at the core of the teaching-learning process. Here, the teacher's role is that of a facilitator, guide, or motivator who creates opportunities for learners to actively engage, explore, and participate in the learning process. This method emphasizes inquiry, discussion, problem-solving discovery, and collaborative learning . Dewey (1938) was one of the early advocates of this approach, stressing that education should be rooted in the learner's experiences and interactions with their environment. In the Nigerian context, scholars such as Olatunji (2020) and Ezeani (2018) explain that student-centered methods enable learners to develop critical thinking, communication skills, creativity, and problem-solving abilities, which are essential for 21st-century learning. Examples of student-centered methods include the project method, inquiry-based learning, group discussion, role play, and problem-solving strategies. These methods allow learners to take ownership of their learning, apply theoretical knowledge to practical situations, and develop lifelong learning skills.

The advantages of student-centered methods are numerous. They foster deeper understanding, promote retention of knowledge, and encourage learners to relate classroom lessons to real-life contexts. In economics, for instance, methods such as discussion and project work can be used to analyze current issues like inflation, unemployment, and poverty, making the subject more practically an evant. However, one limitation is that student-centered methods often require smaller class sizes, adequate instructional resources, and sufficient time for activities, and these conditions are not always available in many Nigerian public schools (Isa, Mamman, Badar, & Bala, 2020).

In practice, neither teacher-centered nor student-centered methods should be viewed as sufficient on their own. Effective teaching requires a careful integration of both orientations, a practice referred to as the eclectic approach. According to Yusuf (2017), a balanced teacher adopts flexibility by combining direct instruction with learner activities, thereby addressing diverse learning needs and classroom realities. For example, a teacher may begin a lesson with a brief lecture to introduce key economic concepts, then proceed with group discussions or role plays that allow students to engage more actively. This approach ensures efficiency in content delivery while also promoting learner participation and critical thinking.

Common teaching methods used in teaching Economics in Public Schools

1. Lecture Method

The lecture method is one of the oldest and most commonly used teaching methods in secondary schools and higher institutions. It involves the teacher verbally presenting information to a large group of learners, who listen and take notes. According to Farrant (2018), the lecture method is a teacher-centered where the teacher plays the dominant role while students are mostly passive recipients of knowledge.

In Economics, the lecture method is often employed when the teacher needs to cover a **b**road topic within a limited period, such as "Theories of Demand and Supply" or "The Structure of the Nigerian Economy." The method is economical because it allows the teacher to communicate a large amount of information to many students at once.

However, beyond its efficiency, the lecture method also reflects a particular philosophy of education, which assumes that knowledge can be transmitted directly from teacher to learner. This means that the success of the method largely depends on the teacher's ability to organize, simplify, and communicate content effectively. A teacher who is articulate, knowledgeable, and engaging can make lectures stimulating and inspiring, while a poorly delivered lecture may lead to boredom, passivity, and lack of comprehension among learners (Obanya, 2019).

Nevertheless, the lecture method has its limitations. Critics argue that it does not adequately cater to individual differences among learners, as all students are expected to absorb knowledge at the same pace and in the same way. It also tends to encourage passive learning, since students are rarely given the opportunity to ask questions,

participate in discussions, or apply knowledge during the lecture itself. According to Okoro (2020), this may limit the development of critical thinking, creativity, and problem-solving skills, which are essential in subjects like Economics.

In summary, the lecture method can be defined as a teacher-centered instructional approach where the teacher plays a dominant role in transmitting knowledge to a large group of learners. It is valued for its efficiency, cost-effectiveness, and ability to provide structured information, but it is often criticized for its passive learning orientation and limited opportunities for student engagement. In Economics education, its effectiveness depends on the teacher's delivery style and the extent to which it is balanced with other interactive and practical to teaching methods.

Demonstration methods

The demonstration method involves the teacher showing learners how a particular activity or process is carried out, while learners observe, ask questions, and later replicate the procedure. This method is learner-oriented and highly effective in subjects where practical application is necessary. Onwuka (2017) explains that demonstration appeals to the senses of learners, thereby making learning more concrete and memorable.

In Economics, demonstration is particularly useful in teaching topics such as Preparation of a Personal or Family Budget, Filling of Bank Deposit Slips, or Drawing of Demand and Supply Curves. By physically demonstrating how to plot graphs or balance accounts,

the teacher bridges the gap between theory and practice, making abstract concepts more understandable. It is regarded as a learner-centered method because it allows students to learn by seeing and doing rather than by listening alone. In this sense, demonstration is not only about academic **le**arning but also about equipping learners with functional skills for real-world economic participation (Okoro, 2020).

Unlike the lecture method, which relies heavily on verbal presentation, the demonstration method integrates practical activity with theoretical explanation. This ensures that learners not only hear about a concept but also see how it works in practice. Obanya (2019) emphasizes that demonstration bridges the gap between abstract knowledge and real-life application, making it particularly effective in subjects that require practical orientation. By seeing the teacher perform a task step by step, learners gain clarity and confidence to practice the task themselve

The demonstration method also provides opportunities for learner engagement and active participation. After the teacher demonstrates a task, students may be invited to repeat the procedure under the teacher's guidance. This form of guid practice ensures that misconceptions are corrected immediately, and participatory learning, stimulates curiosity, and reduces boredom in the classroom, since students are actively involved rather than being passive listeners.

However, while the demonstration method has many strengths, it also has limitations. One of the challenges is that it can be time-consuming, particularly when the

teacher needs to give individual attention to learners attempting the demonstrated task. It may also require specific teaching aids, equipment, or resources, which are not always readily available in many secondary schools. In addition, demonstration is more effective in relatively small classes, where the teacher can easily monitor and supervise learners' attempts at replication. In very large classes, some students may not have a clear view of the demonstration, thereby reducing its effectiveness (Akinpelu, 2016).

In summary, the demonstration method can be defined as a practical teaching strategy in which the teacher illustrates processes or activities step by step, while learners observe, ask questions, and replicate the actions to reinforce understanding. It is highly effective in making abstract concept more concrete, in bridging in making abstract concepts more concrete, in bridging the gap between theory and practice, and in promoting learner engagement through observation and practice. In Economics education, it plays a crucial role in simplifying complex concepts, enhancing skill acquisition, and preparing students for real-life economic activities.

Discussion Method

The discussion method is one of the most interactive and participatory approaches in the teaching and learning of Economics. It emphasizes the active involvement of both the teacher and the students in the process of knowledge construction. Instead of the teacher being the sole source of information, learners are given the opportunity to share their own ideas, ask questions, give opinions, and analyze economic issues from their own

perspective (Okebukola, 2002). This makes the learning atmosphere more democratic, cooperative, and stimulating.

In Economics, where concepts often deal with real-life situations such as scarcity, inflation, unemployment, demand and supply, taxation, and poverty, the discussion method becomes very useful because it allows learners to bring in their personal experiences and observations from their environment (Ibe-Bassey, 2011). For instance, when the topic of unemployment is being taught, the teacher can lead the class into a discussion where students express what they understand about unemployment, share examples of people in their community who are affected, and debate on the possible causes and solutions. This gives them a deeper and more practical understanding of the concept beyond textbook definitions.

The discussion method also promotes critical thinking among students because it challenges them to listen to different opinions, compare them, and draw logical conclusions (Aina & Olanipekun, 2015). In the teaching of Economics, the teacher might pose a thought-provoking question such as: Why do you think prices of goods keep rising in our local markets? Through the discussion, students may bring up issues of inflation, cost of production, government policies, or even exchange rate fluctuations. In this way, they begin to link theoretical concepts of Economics with actual happenings in their daily lives. It also makes learning more meaningful and memorable since learners are actively involved in constructing knowledge instead of being passive listeners.

Another strength of the discussion method in teaching Economics is that it improves students' communication skills. By sharing their views, defending their arguments, and listening to others, they learn how to express themselves clearly and confidently (Ogunniyi, 2006). This is especially important in Economics because many of its topics require reasoned arguments and logical presentation. Moreover, discussion builds teamwork and cooperation since students work together to reach a deeper understanding of issues. For example, while discussing the impact of government subsidies on agricultural production, students may take different sides and argue for or against, but at the end, the teacher guides them toward a balanced conclusion that reflects the economic realities

However, the discussion method also requires good classroom management and guidance from the teacher. Without proper direction, students may go off-topic, waste time, or some may dominate while others remain silent. This means that the teacher must act as a facilitator who guides the flow of the conversation, encourages participation from all students, and finally summarizes the key points to connect them back to the main objectives of the lesson (Offorma, 2009). When properly handled, the discussion method makes Economics lessons lively, engaging, and highly relevant to students' everyday experiences.

In summary, the discussion method is a highly effective approach to teaching Economics because it transforms the classroom into a forum where ideas are freely

exchanged and knowledge is jointly constructed. It bridges the gap between theory and practice by allowing learners to apply economic principles to real-life situations around them (Ibe-Bassey, 2011). It cultivates critical thinking, communication skills, and confidence among students, while also helping them to develop problem-solving abilities that are essential in understanding and analyzing economic issues in society.

Homework and Assignments methods

The homework and assignment method of teaching is a strategy in which the teacher gives students tasks to be carried out outside normal classroom hours. These tasks may involve written exercises, research, reading, calculations, or observation of real-life situations. It is designed to extend learning beyond the classroom, reinforce what has been taught, and give learners the opportunity to practice independently (Okeke, 2017). In the teaching of Economics, this method is very common because the subject requires both theoretical understanding and practical application. For instance, after a lesson on the law of demand, a teacher may ask students to go to the market to record the prices of certain goods and observe how changes in price affect the quantity demanded. Such activities enable learners to apply classroom knowledge to real-life economic conditions.

One of the major advantages of the homework and assignment method is that it helps to reinforce learning. When students revise and practice what has been taught, they tend to retain the knowledge for a longer period of time (Adebayo, 2018). It also promotes independent learning, since students are required to work without direct

supervision and develop the habit of self-study. The method further allows learners to apply their knowledge to practical situations, thereby making learning more meaningful and concrete.

Assignments can also stimulate creativity and initiative, especially when they involve research or open-ended questions. In addition, homework serves as a diagnostic tool for teachers to assess students' level of understanding and identify areas that require further clarification. It can also help learners develop responsibility, discipline, and time management skills because they must complete and submit tasks within a stipulated time.

Despite its benefits, the homework and assignment method has certain limitations. One major drawback is that excessive homework can overburden students, leading to stress, fatigue, and even loss of interest in learning (Okoro, 2016). There is also the risk of copying and plagiarism, as many students may reproduce work from peers or online sources without genuine understanding. Lack of proper supervision at home further limits its effectiveness, especially for students from rural or disadvantaged backgrounds who may not have access to textbooks, internet facilities, or educated parents to provide guidance. This creates inequality **a**mong learners, as those with more resources often perform better while the less privileged struggle. Another challenge is delayed feedback from teachers, which reduces the learning benefit of assignments when corrections are not given promptly.

In addition, some teachers may over-rely on assignments at the expense of thorough classroom teaching, thereby shifting the burden of learning entirely to the students (Adeyemi, 2020). However, when carefully managed, the method can play a significant role in Economics education. It helps to connect the subject to everyday life by engaging learners in practical tasks such as preparing household budgets, conducting small market surveys, or interviewing traders about price fluctuations and supply challenges. These activities deepen students' understanding of economic concepts and improve their academic achievement.

The effectiveness of the homework and assignment method largely depends on the teacher's ability to give meaningful and achievable tasks, provide prompt feedback, and ensure that the workload is reasonable. If poorly managed, it can lead to frustration, inequality, and lack of interest among learners. Nevertheless, when well planned and properly executed, the method remains an effective strategy for teaching Economics because it reinforces classroom learning, promotes continuous study, and helps students develop research skills, responsibility, and problem-solving abilities.

Project methods

The project method of teaching is one of the most practical and activity-oriented approaches to learning. Rooted in the philosophy of pragmatism, it emphasizes learning by doing and was popularized in the early 20th century by John Dewey (1916, 1938) and William H. Kilpatrick (1918). Unlike traditional teacher-centered approaches where the

teacher dominates and students play a passive role, the project method actively involves learners in planning, executing, and evaluating purposeful activities under the guidance of the teacher (Adeyemi, 2012). According to Kilpatrick (1918), a project is a "wholehearted purposeful activity carried on by a learner in a natural social environment," highlighting the idea that students learn best when engaged in real-life and meaningful tasks.

The relevance of this method to the teaching of Economics cannot be overemphasized. Economics, as a discipline, addresses real-life issues such as production, distribution, consumption, scarcity of resources, inflation, unemployment, and economic development (Samuelson & Nordhaus, 2010). The project method therefore enables students to connect classroom theories with the realities of their environment. For instance, learners may be tasked to investigate buying and selling activities in a local market, analyze the impact of inflation on household goods, or study the causes of youth unemployment in their community. By working on such projects, students not only understand abstract economic theories but also develop practical insights into the functioning of their immediate economy (Olatunji, 2015).

This method provides several benefits. It encourages independent thinking and creativity, since students are responsible for planning, collecting data, organizing information, analyzing results, and presenting findings. Such processes help to build critical thinking, creativity, problem-solving skills, and decision-making capacity, which

are essential in both academics and real-life situations (Okebukola, 2002). In addition, the project method promotes both collaboration and independence. Students often work in groups, which fosters teamwork, while still taking responsibility for individual contributions, thereby enhancing accountability and responsibility (Akinbola, 2014).

Another strength of the method lies in its student-centered orientation, where the teacher acts as a facilitator or guide rather than a dominant authority. This role reversal builds learners' confidence and prepares them to be independent beyond the classroom (Adeyemi, 2012). Moreover, the project method caters to individual differences among learners. While some students may excel at research and writing, others may perform better in data collection or presentations. Dividing project tasks according to these strengths and interests motivates all learners to participate meaningfully in the learning process (Akinbola, 2014).

Despite these strengths, the project method faces some challenges. It is time-consuming and may be difficult to integrate into rigid school timetables. Managing projects in large classrooms can also be cumbersome, as teachers may struggle to monitor the progress of every group or individual. Additionally, projects often demand resources and access to data, which can be difficult to obtain in rural or underfunded schools (Okebukola, 2002; Olatunji, 2015). Nonetheless, when applied effectively, the project method remains a highly impactful strategy for fostering deeper understanding and academic success in Economics and other subjects.

Roles and Challenges of Teaching Economics in Nigerian School

Economics, as a field of study, is concerned with how individuals, groups, and societies make choices in the face of scarcity. Scarcity implies that while human wants and needs are unlimited, the resources available to satisfy them—such as land, labor, capital, and entrepreneurship—are limited. Hence, Economics focuses on decision-making, allocation of resources, production, distribution, and consumption of goods and services.

Classical economists such as Adam Smith (1776) defined Economics as the science of wealth, emphasizing the production and accumulation of material goods. Later, Alfred Marshall (1890) expanded the definition by describing Economics as a study of humans in their ordinary business of life, stressing both material well-being and human welfare. A more modern definition by Lionel Robbins (1932) describes Economics as the science which studies human behavior as a relationship between ends and scarce means which have alternative uses. This highlights choice-making as the central problem in Economics.

Roles of Teaching Economics in Nigerian Schools

The teaching of Economics in Nigerian secondary schools plays significant roles in both the development of the individual learner and the progress of society.

1. Intellectual Development

Economics provides students with a strong foundation for understanding how scarce resources are allocated, how individuals and governments make choices, and how

economic activities affect daily life. Students are introduced to concepts such as profit maximization, cost minimization, and market structures, which prepare them for informed decision-making in real-life situations.

2. Preparation for Higher Education and Careers

Economics is a prerequisite for many professional courses in Nigeria, including Accounting, Banking and Finance, Business Administration, and Political Science. By exposing students to microeconomic and macroeconomic principles, it serves as a stepping stone for advanced studies and diverse career paths.

3. Promotion of Entrepreneurship and Self-Reliance

Economics teaching is strongly linked to entrepreneurship education, a national priority due to rising youth unemployment. By equipping learners with skills in resource management and business decision-making, it encourages self-reliance and reduces overdependence on government employment.

4. Civic and National Development

Economics helps in producing economically literate citizens who can evaluate government policies, understand fiscal and monetary policies, and demand accountability from leaders. Isa, Mamman, Badar, and Bala (2020) emphasized that Economics equips learners with the knowledge and attitudes needed for meaningful participation in socio-economic and political development.

Challenges of Teaching Economics in Nigerian Schools

Despite these important roles, the teaching of Economics in Nigeria faces several challenges that hinder its effectiveness.

1. Shortage of Qualified Teachers

Many schools, especially in rural areas, lack adequately trained Economics teachers. As Onwuka (2017) observed, the subject is often handled by teachers from related fields such as Government or Commerce, who may not possess the required expertise.

2. Inadequate Instructional Materials

Aina and Olanipekun (2020) noted that the absence of up-to-date textbooks, charts, statistical data, and ICT resources forces teachers to adopt abstract teaching approaches. This makes Economics appear theoretical and difficult for students to grasp.

3.Poor Funding of Education

Limited funding prevents schools from providing well-equipped libraries, internet facilities, and modern teaching aids. This widens the gap between curriculum requirements and classroom realities.

4. Overcrowded Classrooms

In many public schools, one teacher may handle 60–80 students. Such large classes discourage interactive teaching methods like discussions, debates, or project work, leaving teachers to rely heavily on the lecture method.

Curriculum - Related Challenges

While the Economics curriculum is comprehensive, it contains abstract topics such as national income accounting, balance of payments, and monetary policy. Without practical aids, students find these topics difficult to understand, leading to loss of interest in the subject.

Conclusion

The teaching of Economics in Nigerian schools plays vital roles in intellectual development, preparation for higher education, entrepreneurship promotion, and national development. However, its effectiveness is undermined by challenges such as shortage of qualified teachers, inadequate instructional materials, poor funding, overcrowded classrooms, and curriculum difficulties. Addressing these challenges is necessary for

Economics teaching to achieve its full potential in equipping Nigerian youths for personal growth and national progress

Effectiveness of Teaching Methods in the Teaching of Economics

The effectiveness of teaching methods in the teaching and learning of Economics in Nigerian secondary schools cannot be overlooked, as it plays a central role in shaping the knowledge, skills, and attitudes of learners towards the subject. Economics as a discipline deals with real-life issues such as scarcity, choice, production, consumption, inflation, unemployment, and national income, which require practical understanding and application. The effectiveness of a teaching method, therefore, lies in its ability to make these concepts clear, engaging, and relatable to the experiences of learners.

According to Obanya (2020), effective teaching is not simply about the delivery of content but about creating meaningful learning experiences that engage learners actively and enable them to apply acquired knowledge to real-life problems. This is particularly important in economics, where abstract concepts must be linked with practical realities. For example, methods such as the discussion method have been found to be effective in Economics because the, ncourage learners to analyze and debate current socio-economic issues like inflation, government expenditure, and unemployment, thereby connecting classroom knowledge with everyday economic challenges in Nigeria.

Similarly, demonstration has proven to be an effective method in teaching Economics topics such as preparation of personal or family budgets, the filling of bank deposit slips, or the calculation of national income. Onwuka (2017) notes that demonstration is effective because it appeals to the senses of learners, making learning experiences more concrete and memorable. By observing and practicing economic processes, students are able to better retain and apply theoretical knowledge in practical contexts.

The effectiveness of teaching methods is also visiblein the level of student participation and performance. Research has shown that teacher-centered methods such as the lecture method, while useful for transmitting large volumes of information, often result in passive learning, low retention, and lack of critical thinking among students (Adepoju, 2019). On the other hand, learner-centered me ds such as problem-solving, case studies, and project-based learning engage students actively, thereby fostering critical reasoning, creativity, and problem-solving skills. For instance, the case study method can be used to analyze how inflation affects prices in the local market, helping learners connect abstract theories with real economic situations (Aina, 2021).In the Nigerian classroom context, students often come from diverse socio-economic and cultural backgrounds and exhibit different learning abilities.

The effectiveness of teaching methods in Economics can also be evaluated through their ability to achieve the objectives of the Nigerian Economics curriculum as designed

by the Nigerian Educational Research and Development Council (NERDC). The curriculum aims to help learners understand economic principles, develop decision-making skills, and apply these principles to personal and societal issues. Methods that emphasize problem-solving, inquiry, and real-life application are therefore considered more effective because they align with the curriculum goals. For example, project-based learning, where students conduct market surveys or collect data on household expenditure, directly fulfills the curriculum's objective of connecting theory with practice (NERDC, 2013).

In conclusion, the effectiveness of teaching methods in Economics lies in their ability to make abstract concepts meaningful, promote student participation, and enhance critical thinking and problem-solving skills. Methods that are interactive, student-centered, and contextually relevant have been shown to produce better learning outcomes in Economics compared to traditional lecture-based rods. Effective teaching methods therefore contribute not only to improved academic performance but also to the holistic development of learners, preparing them to contribute meaningfully to Nigeria's socio-economic development (Obanya, 2020; Aina, 2021).

Concept of Academic Achievements

Academic achievement is a central concept in education and research because it reflects the extent to which learners have acquired the knowledge, skills, values, and competencies expected of them in a formal learning environment. It generally refers to

the performance outcomes that indicate the degree to which educational goals are being met, often measured through tests, examinations, class participation, assignments, and other forms of assessment. In the school context, academic achievement does not only represent grades or scores, but **it** embodies the holistic intellectual growth of students as they progress through different levels of education (Aremu & Sokan, 2003).

Academic achievement is often viewed as both a process and an outcome. As a process, it is linked to the learning experiences, teaching strategies, and environmental factors that influence how students acquire knowledge. As an outcome, it is seen in the measurable results students produce in their schoolwork. According to Olayoye (2010), academic achievement is the observable and measurable behavior of a student in a particular subject area after a period of instruction. This means that the effectiveness of teaching and learning in any educational system can largely be evaluated through the academic performance of students.

Scholars generally agree that academic achievement is influenced by a variety of interrelated factors such as the quality of teaching methods, availability of instructional materials, teacher-student relationship, socio-economic background of learners, school environment, and even students' individual motivation and interest. In Nigeria, where education is seen as a major instrument for social mobility and national development, academic achievement serves as a benchmark for assessing the success or failure of the system. Hence, a student's level of achievement is not only of personal importance but

also of social and national significance, because it reflects the degree to which the objectives of education as enshrined in the National Policy on Education are being realized (Federal Republic of Nigeria, 2014).

Another important point is that academic achievement is often used as a criterion for measuring the quality of education in any country. Nations across the world rely on the performance of their students in national examinations (such as WAEC and NECO in Nigeria) and international assessments (like PISA and TIMSS) to judge whether their educational systems are meeting global standards (UNESCO, 2017). This shows that academic achievement just a personal matter but a collective concern that reflects on a matter but a collective concern that reflects on a country's human capital development and competitiveness in the global economy.

Moreover, academic achievement is influenced by both internal and external factors. Internally, factors such as self-discipline, motivation, learning style, interest in the subject, and level of effort play a significant role. Externally, the quality of teaching methods, parental involvement, socio-economic status, availability of textbooks, school infrastructure, and government policies also shape how students perform (Ajayi, 2019). For example, a motivated student who is taught with interactive and student-centered teaching methods is more likely to achieve high academic performance than one who is exposed only to monotonous lecture methods.

In summary, academic achievement is a multifaceted construct that captures the intellectual, practical, and applied outcomes of students' learning efforts. It reflects the effectiveness of teaching methods, the adequacy of educational resources, and the learning commitment of students. In the context of Economics education in Nigerian secondary schools, academic achievement provides an important measure through which educators and policymakers can evaluate the relevance of teaching methods and adjust them to promote better learning outcomes.

Relationship between Academic Achievements and Teaching methods

Academic achievement and teaching methods are strongly connected because the way a teacher organizes, delivers, and communicates knowledge in the classroom significantly affects how well students learn and perform academically. Academic achievement, as explained earlier, reflects the level of intellectual, emotional, and skill-based outcomes that students attain after going through formal instruction. Teaching methods, on the other hand, represent the techniques, strategies, and approaches that teachers adopt to facilitate learning. The relationship between the two is therefore both direct and dynamic,

as teaching methods provide the platform upon which students' academic performance is built.

In Economics, a subject that combines theoretical principles with real-life applications, teaching methods play a critical role in shaping how well students understand and apply concepts such as demand and supply, production, inflation, or budgeting. For example, a teacher who relies only on the lecture methodmay succeed in covering the syllabus, but students may achieve little academically if they cannot actively participate or apply the knowledge to real-life situations. On the other hand, the use of discussion, demonstration, or problem-solving methods enables students to engage critically with economic problems, thereby enhancing understanding and boosting academic performance. In the specific context of Ovia North East Local Government Area of Edo State, students' academic achievements in Economics can be directly influenced by the teaching approaches adopted by their teachers.

According to Adeyemi (2017), the choice of teaching methods largely determines the success or failure of students in school subjects. This is because methods that are learner-centered, interactive, and engaging tend to produce better achievement outcomes compared to methods that are rigid and teacher-centered. For instance, if a teacher in Economics adopts the discussion method, students become active participants in knowledge construction, ask questions, and relate economic concepts to real-life experiences. This engagement often results in higher achievement because the learners

not only memorize facts but also internalize and apply them. Conversely, when teachers rely solely on the lecture method, students may remain passive listeners, which can lead to superficial learning and poor achievement in examinations.

Research has consistently shown that teaching methods are one of the most critical school-related factors influencing student performance. Olatoye (2010) argues that effective teaching strategies help in bridging the gap between abstract concepts and practical understanding, thereby making learning more meaningful. In Economics, a subject that deals with both theoretical principles and real-world applications, the method of teaching becomes even more important. For example, using demonstration methods to teach topics such as preparation of a family budget or completing a bank deposit slip allows students to practice real economic activities, thereby boosting their achievement levels. Furthermore, teaching me is influence academic achievement through their impact on student motivation, interest, and classroom participation.

Students are more likely to achieve academically when they are motivated and find learning interesting. Teaching strategies such as group work, inquiry-based learning, and role play promote active participation, critical thinking, and problem-solving skills, which translate into better performance. On the other hand, monotonous methods that fail to capture students' interest often result in disengagement and low achievement. Thus, the teaching method is not just about delivering content but also about stimulating the learner to maximize his or her potential.

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In the specific context of Ovia North East Local Government Area of Edo State, students' academic achievements in Economics can be directly influenced by the teaching approaches adopted by their teachers. Many students in rural and semi-urban areas face challenges such as lack of instructional materials, large class sizes, and sometimes teachers' preference for traditional, teacher-centered methods. These conditions often hinder students' performance. However, when teachers employ student-centered methods like group discussion, project work, and case studies, students become more involved in the learning process, which enhances comprehension and results in higher academic achievement.

The relationship between academic achievement and teaching methods can also be explained in terms of motivation. When teaching methods are engaging, they increase

students' interest and motivation to learn, which reflects positively on their academic outcomes. Conversely, monotonous and rigid teaching styles discourage participation and lead to poor performance. In Economics, where abstract concepts need concrete illustrations, effective teaching methods serve as the bridge that transforms difficult topics into simple, understandable knowledge that enhances academic success. When effective, varied, and student-centered methods are applied, students not only perform better in examinations but also develop problem-solving abilities and economic reasoning skills, which are vital for their over academic achievements.

In Economics education, this relationship is particularly significant because Economics is not just about theoretical knowledge but also about application to real life. For instance, when students achieve highly in Economics, it is often because they have been exposed to teaching methods that emphasize practical understanding, critical analysis, and problem-solving. Therefore, the relationship between teaching methods and academic achievement is not just theoretical but practical and observable in real classroom outcomes.

Impacts of Teaching Methods on Academic Achievement

Teaching methods have been widely acknowledged as one of the most important determinants of students' academic achievement. The choice of method not only influences how learners receive information, but also affects their motivation, participation, and ability to apply knowledge. Studies have consistently shown that when

appropriate teaching strategies are employed, students demonstrate higher levels of understanding, retention, and performance in assessments. Conversely, ineffective or monotonous approaches often result in poor academic outcomes, low interest, and limited critical thinking.

Research evidence highlights that different teaching methods have varying impacts on achievement. The lecture method, while common in many secondary schools, often promotes memorization rather than deep understanding. It may be effective for covering large portions of the syllabus within limited time, but it has been found to contribute minimally to problem-solving skills and long-term retention. In contrast, participatory methods such as discussion, cooperative learning, and project-based learning have shown stronger positive impacts. These approaches encourage students to engage actively with content, share ideas, and apply concepts to real-life situations, which in turn improves both comprehension and performance.

Cooperative learning, for instance, has been associated with improved achievement because it allows peer-to-peer interaction, fosters teamwork, and builds communication skills. Students learn not only from the teacher but also from one another, which helps them clarify concepts and correct misconceptions. Project and assignment methods also enhance achievement by giving learners opportunities to explore topics independently, conduct research, and present findings. Such experiences strengthen critical thinking and

analytical skills, which are particularly important in Economics, where students are expected to interpret data, analyze policies, and evaluate market situations.

Furthermore, modern strategies such as ICT-assisted teaching have significantly impacted academic achievement by making learning more interactive and resourceful. Multimedia presentations, simulations, and online resources help to simplify abstract concepts, sustain students' attention, and cater to different learning styles. Empirical studies have demonstrated that when ICT is integrated into Economics classrooms, students perform **better in tests and** exhibit greater interest in the subject.

It is also important to note that the impact of any teaching method depends on contextual factors such as teacher competence, availability of resources, class size, and the nature of the subject matter. For example, while lecture methods may still be useful for introducing complex theories in Economics, methods like discussion, problem-solving, and projects are more effective in enhancing deeper understanding and application. This suggests that no single method is universally superior; rather, a combination of methods, tailored to the needs of learners and the objectives of the lesson, has the greatest impact on academic achievement.

In summary, teaching methods significantly influence students' academic achievement by shaping how knowledge is delivered, understood, and applied. Evidence suggests that while traditional methods like lecture are still relevant, modern learner-centered approaches such as cooperative learning, project work, and ICT integration yield stronger

impacts on performance. For Economics in senior secondary schools, adopting a blend of methods is crucial in promoting both theoretical knowledge and practical skills, thereby improving overall academic achievement.

Theoretical Framework

The theoretical framework is the academic foundation upon which this study is built. It explains the relationship between teaching methods and students' academic achievement in Economics through the lens of established educational and learning theories. A theoretical framework does not merely describe theories; it demonstrates how those theories apply to the current study, thereby providing justification for the chosen variables and guiding the interpretation of findings.

In this research, which investigates the influence of teaching methods on students' academic achievement in Economics, several learning and instructional theories are particularly relevant. These include the Behaviorist Theory of Learning, the Constructivist Theory of Learning, the Cognitive Load Theory, the Multiple Intelligences Theory, the Human Capital Theory, and the Social Learning Theory. Together, these theories explain why teaching methods matter, how they affect student performance, and why the quality of instructional delivery is central to the achievement of education objectives.

1. Behaviorist Theory of Learning

The behaviorist perspective, pioneered by early scholars such as Ivan Pavlov (1927), Edward Thorndike (1913), and later advanced by B. F. Skinner (1953), emphasizes observable changes in behavior as evidence of learning. According to behaviorism, the human mind can be shaped by manipulating environmental conditions, stimuli, and reinforcements. Thorndike's *Law of Effect* asserts that actions followed by satisfying outcomes are likely to be repeated, while those followed by negative consequences are less likely to recur (Thorndike, 1913). Skinner (1953) extended this principle through operant conditioning, highlighting reinforcement (positive and negative) and punishment as the central mechanisms of behavior change.

In educational psychology, behaviorism—one of the most influential perspectives of the early 20th century—holds that learning is best understood through observable behaviors rather than internal cognitive processes (Slavin, 2018). Pavlov's (1927) classical conditioning demonstrated that behavior can be conditioned through associations between stimuli and responses, while

Thorndike's (1913) work provided the foundation for reinforcement-based learning. Skinner (1953) expanded these ideas, emphasizing structured reinforcement to shape behavior.

Within the classroom context, behaviorism views teaching as the systematic control of learning conditions to shape students' conduct and academic performance (Ormrod, 2016). Reinforcement becomes a central tool in motivating learners. For instance, when a

student correctly answers a question on demand and supply, and the teacher responds with praise, high marks, or recognition, the probability of that behavior recurring increases.

Applied to Economics education, behaviorist strategies encourage the use of drills, structured exercises, assignments, and continuous practice to foster mastery of abstract concepts such as elasticity of demand, national income determination, and market structures. Teachers often adopt frequent testing, consistent homework, and immediate corrective feedback to ensure that students internalize concepts effectively. For example, short quizzes on demand and supply not only promote repeated engagement with the topic but also strengthen recall through reinforcement. Similarly, rewarding punctual submission of assignments with positive remarks or bonus marks encourages discipline and responsibility among students.

One of the strengths of behaviorism in Economics teaching lies in its practicality. Economics requires precision in calculations, diagram interpretations, and definitions of key concepts. Through repetition and reinforcement, students can achieve mastery and build confidence. Behaviorist methods are also supportive for weaker students, as guided practice provides a pathway for gradual competence. This explains why many teachers in Nigerian secondary schools still rely on teacher-centered instruction, repetition, and reinforcement as strategies for preparing students for external examinations such as WAEC and NECO (Adeyemi, 2010).

However, behaviorism also has limitations. Critics argue that it places excessive emphasis on rote learning, memorization, and external control at the expense of creativity, critical thinking, and problem-solving (Schunk, 2012). In Economics, students may be able to recite the definition of opportunity cost or reproduce a supply curve without applying these concepts to real-life decision-making. Hence, an exclusive reliance on behaviorist methods may hinder deeper understanding.

Despite these criticisms, behaviorism remains relevant in the study of teaching methods and students' achievement in Economics. Its principles are deeply embedded in many instructional practices, especially in teacher-centered classrooms. When combined with approaches that encourage creativity and critical thinking, behaviorist strategies provide structure, discipline, and reinforcement—forming a solid foundation for effective classroom management and incremental learning.

2. Constructivist Theory of Learning

Constructivism, associated with scholars such as Jean Piaget (1972), Lev Vygotsky (1978), and Jerome Bruner (1960), posits that learning is an active process in which learners construct knowledge based on their experiences and prior understanding. Piaget emphasized stages of cognitive development, arguing that learners build new knowledge

through assimilation and accommodation (Piaget, 1972). Vygotsky highlighted the social nature of learning, particularly the concept of the zone of Proximal Development (ZPD), which is the gap between what learners can do independently and what they can achieve with guidance from a teacher or more knowledgeable peer (Vygotsky, 1978). Similarly, Bruner's idea of discovery learning stressed that students learn best when they are actively involved in problem-solving (Bruner, 1960).

Relating this to the teaching of Economics, constructivism suggests that methods should go beyond lectures and rote memorization. Instead, they should engage learners in interactive activities such as group discussions, debates, simulations, and project work. For example, when students work in groups to analyze the causes of inflation in Nigeria or debate the impact of government subsidies, they are not only learning concepts but also constructing knowledge through dialogue and shared perspectives. Such methods deepen understanding and improve academic achievement compared to passive reception of information (Akinbobola & Afolabi, 2010). Constructivism therefore supports learner-centered teaching methods, where the role of the teacher is to act as a facilitator, guiding students to discover economic principles for themselves.

In the context of this study on teaching methods in Economics at the senior secondary school level, constructivism provides a strong theoretical foundation. Economics is not just about memorizing theories and definitions; it is about understanding real-life issues such as scarcity, demand and supply, inflation, unemployment, and government policies.

These concepts require learners to think critically, apply knowledge to real-world contexts, and construct their own understanding of economic realities (Adeyemi, 2017).

When teaching methods are designed based on constructivist principles, teachers act as facilitators rather than mere transmitters of knowledge. For instance, instead of simply lecturing students on the laws of demand and supply, a teacher might create a market simulation in the classroom where students role-play as buyers and sellers. Through this experiential activity, learners engage actively with the concept, negotiate prices, and observe how demand and supply interact. This process enables students to construct meaning from their participation, making the knowledge more practical and long-lasting (Okebukola, 2016).

Furthermore, Vygotsky's idea of the Zone of Proximal Development (ZPD) is particularly relevant. It suggests that students learn best when guided to achieve tasks they cannot accomplish independently but can do with the support of a teacher or peers. In Economics, this means that complex concepts such as fiscal policy, elasticity, or economic development can be better understood when students collaborate in groups, discuss real-world case studies, and receive scaffolding from the teacher. This aligns with learner-centered teaching methods such as group discussions, project-based learning, and inquiry methods (Yusuf & Afolabi, 2010).

Since Economics deals with the allocation of scarce resources to satisfy human wants, learners benefit when teachers design activities that present them with economic

problems to solve. For example, students might be asked to analyze the impact of inflation on household budgets or propose policies to reduce youth unemployment in Nigeria. By tackling such real-life problems, students construct their understanding, connect theory with practice, and develop higher-order thinking skills such as analysis, evaluation, and synthesis (Bransford, Brown & Cocking, 2000)

Summary of related literature overview

Teaching is a purposeful and systematic activity aimed at guiding learners to acquire knowledge, skills, attitudes, and values. It is both an art and a science, being intentional, interactive, and learner-centered. Teaching methods, therefore, are the structured strategies teachers employ to achieve instructional goals. They serve as the bridge between curriculum content and learners' understanding, and their effectiveness depends on factors such as the subject matter, objectives, class size, and available resources.

Teaching methods are broadly classified into teacher-centered (e.g., lecture) and student-centered (e.g.. discussion, project, demonstration) approaches. While teacher-centered methods emphasize content delivery and efficiency, student-centered methods encourage inquiry, participation, and practical application. Effective teaching often requires a combination of both orientations.

In Economics, common methods include the lecture method (useful for covering broad topics but criticized for passivity), the demonson method (making abstract concepts

concrete through practicalillustration), the discussion method (encouraging critical thinking and linking theory with real-life issues), homework and assignments (reinforcing learning beyond the classroom), and the project method (engaging learners in real-life investigations that foster creativity and problem-solving).

Academic achievement, which reflects learners' knowledge, skills, and values, serves as a key measure of teaching effectiveness. It goes beyond examination results to include critical thinking, problem-solving, and application of knowledge in real-life contexts. Teaching methods directly shape students' achievement: interactive, inclusive, and learner-centered approaches foster motivation, comprehension, and better performance, while rigid lecture-**based methods** often hinder understanding.

The relationship between teaching methods and academic achievement is therefore reciprocal—methods influence performance, and performance provides feedback on the suitability of methods. Theoretical perspectives such as Behaviorism(emphasizing reinforcement and practice) and Constructivism(stressing active, learner-centered engagement and real-life problem-solving) provide the foundation for understanding how teaching methods impact Economics learning outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology that was adopted in carrying out this study. The procedure is presented under the following sub headings.

- Research Design
- Population of the study

- Sample and sampling techniques
- Research instruments
- Validity and reliability of instruments
- Method of data collection
- Method of data analysis.

Research Design

A descriptive research design is used in the conduct of the study. This approach employ quantitative data collection and analysis method to provide a wholly view of the research topic. This design allows for navigation of findings, ensuring the reliability of the research.

Population of the Study

The population of this study comprises all the 29 public senior secondary school students offering Economics in Ovia North East Local Government Area of Edo state. The respondents are four thousand eight hundred and six(4,806) in public senior secondary school students in Ovia North East local government area of Edo state. (Source: Ministry of Education, Iyaro 2021).

Sample and Sampling Technique

The sample size of 5 schools was selected out of the public senior secondary schools using the simple random sampling techniques, while 20 students were chosen from each sampled school making it 100 respondents using the convenient sampling techniques.

The Sampled Public schools can be shown in a tabular form below:

SN	Names of schools	Population of students	Sample Obtained
1	Ugbegun Community Secondary School	312	20
2	Evbuaroe Community Secondary School	256	20
3	Evbioise Community Secondary School	225	20
4	Ugboke Community Secondary School	219	20
5	Udo Community Secondary School	196	20
	Total	**1208**	**100**

Research Instrument

The main instrument for data collection in this study is the Questionnaire, titled **"IMPACTS OF TEACHING METHODS ON STUDENTS ACADEMIC**

ACHIEVEMENTS QUESTIONNAIRE(ITMSAA)". Section A deals with the demographic information of the respondents such as gender, age, class.

Section B contains items related to the research questions, focusing on different teaching methods commonly used in teaching Economics and their perceived effects on students' learning and achievement.

The questionnaire was designed using the modified four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Validity of the Instrument

The instrument designed for this study was screened for item clarity and relevance by this researcher's supervisor and other two experts in the Department of Educational Management, Faculty of Education, University of Benin.

Reliability of the Instrument

The reliability of the instrument was determined through a pilot test. The questionnaire was administered to 20 respondents (who were not part of the main study) in a nearby local government area. The responses were analyzed using the Cronbach Alpha method and the reliability coefficient obtained was 0.82, indicating that the instrument is reliable and consistent.

Methods of Data Collection

The instrument will be accompanied by letter of introduction and administered to the respondents and retrieved as soon as the respondent finishes the item on the instrument by the researcher and two trained research assistants in order to protect the confidentiality of the collected data.

Method of Data Analysis

The data collected were analyzed using descriptive Statistics, Frequency counts, percentages, and mean scores were used to answer the research questions.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

This chapter focus on the presentation of results from data analysis and discussion of findings from the data collected from the field. The data were obtained through the administration of 100 questionnaires distributed to students across five selected public senior secondary schools in Ovia North East Local Government Area of Edo State. All copies of the questionnaires were completed and retrieved, representing a 100% return rate. The data are presented according to the research questions formulated for the study.

Section A: Demographic Data of Respondents

Variable	Category.	Frequency.	Percentage (%)
Gender	**Male.**	**46**	**46.0**
	Female	**54**	**54.0**
Age.	**15 years.**	**18**	**18.0**
	16 years	**36**	**36.0**
	17 years and above.	**46**	**46.0**
Class.	**SS1**	**30**	**30.0**
	SS2	**35**	**35.0**
	SS3	**35**	**35.0**

The demographic results show that both male and female students participated almost equally, with females slightly higher at 54%. Most respondents were aged 16 and above,

suggesting that they are mature enough to provide valid responses. The class distribution shows that respondents were evenly drawn from all senior classes, ensuring fair representation.

Research Question One: What are the teaching methods adopted by Economics teachers in senior secondary schools in Ovia North East Local Government Area?

Table 1: Response on teaching methods adopted by Economics teachers in senior secondary schools

S/N	Item	SA (%)	A (%)	D (%)	SD (%)	Mean
1	My Economics teacher often uses the lecture method when teaching.	52	28	12	8	3.20
2	My Economics teacher encourages us to take part in class discussion.	45	35	12	8	3.17
3	My Economics teacher encourages us to take part in project work.	40	36	14	10	3.06
4	Problem-solving, case studies or role play are sometimes used in lessons.	43	30	15	12	3.04
5	Charts, graphs, and real-life examples are used to explain concepts.	48	33	11	8	3.21
Grand Mean						**3.14**

Source: Feilf work (2025)

The findings from Table 1 revealed that the most commonly adopted teaching method among Economics teachers is the lecture method, as shown by the high mean score (3.24).

Other methods such as class discussion (3.17) and the use of charts and real-life examples (3.21) were also reported to be frequently used. However, the relatively lower means for project work (3.06) and problem-solving/role play (3.04) indicate that these interactive methods are less commonly applied. The grand mean of 3.14 implies that, overall, Economics teachers in the study area rely heavily on conventional lecture-based approaches with minimal incorporation of student-centered techniques. This may limit students' engagement and critical thinking skills during lessons.

Research Question Two: How effective are the teaching methods used by teachers in Ovia North East?

Table 2: Response on how effective are the teaching methods used by teachers in Ovia North East?

S/N	Item	SA (%)	A (%)	D (%)	SD (%)	Mean
1	The methods used make lessons easy to understand.	50	32	10	8	3.24
2	Varying teaching methods make lessons more interesting.	47	33	12	8	3.19
3	Interactive methods improve my understanding of Economics.	49	34	10	7	3.25
4	Demonstrations and real-life examples make Economics easier.	51	30	12	7	3.25
5	Homework and assignment methods help me learn better.	48	32	11	9	3.18
Grand Mean						**3.22**

Table 2 shows that the respondents generally agreed that the teaching methods employed by their teachers are effective, as reflected by a grand mean of 3.22. Items such as the use

of interactive methods (3.25) and demonstrations with real-life examples (3.25) received the highest ratings, indicating that practical and participatory approaches enhance understanding and interest in Economics. Furthermore, students agreed that varying teaching methods (3.19) and assignments (3.18) make learning more meaningful. These findings suggest that when teachers diversify their instructional approaches, students tend to comprehend lessons better and engage more actively.

Research Question Three: How do the teaching methods adopted by teachers improve students' academic achievements in Economics?

Table 3: Response on how do the teaching methods adopted by teachers improve students' academic achievements in Economics

S/N	Item	SA (%)	A (%)	D (%)	SD (%)	Mean
1	The methods make me more interested in Economics.	52	30	10	8	3.26
2	Students perform better when interactive methods are used.	53	31	9	7	3.30
3	The way Economics is taught encourages me to study independently.	45	33	12	10	3.13
4	Teaching methods make it easier to pass tests and examinations.	48	32	11	9	3.18
5	Students become more confident in answering questions.	46	34	11	9	3.17
Grand Mean						**3.21**

From Table 3, the responses indicate that effective teaching methods positively influence students' interest and academic performance in Economics. The high mean scores for

items such as students performing better with interactive methods (3.30) and increased interest in the subject (3.26) suggest that teaching techniques that encourage participation and interaction enhance achievement. The grand mean of 3.21 further supports the view that active learning environments promote better academic outcomes. This shows that students tend to perform well and develop self-confidence when teachers employ participatory strategies rather than purely lecture-based instruction.

Research Question Four: Do the teaching methods used by teachers have a direct effect on students' classroom participation?

Table 4: Response on do the teaching methods used by teachers have a direct effect on **students' classroom participation**

S/N	Item	SA (%)	A (%)	D (%)	SD (%)	Mean
1	The way Economics is taught influences student participation.	50	33	10	7	3.26
2	Teaching methods affect how students apply knowledge in real life.	48	32	12	8	3.20
3	Poor teaching methods reduce students' ability to learn effectively.	49	30	13	8	3.20
4	Students learn better when teachers use a variety of methods.	51	31	10	8	3.25
5	The teaching methods directly affect how much students understand.	50	30	11	9	3.23
Grand Mean						**3.23**

Table 4 revealed that teaching methods have a direct and positive effect on students' classroom participation, as shown by the grand mean of 3.23. Respondents agreed that

engaging teaching styles increase students' willingness to participate in lessons (3.26) and improve their ability to apply knowledge to real-life situations (3.20). The results also indicate that poor teaching methods reduce learning effectiveness (3.20). This implies that the quality and variety of instructional approaches directly determine how involved students are in classroom discussions and how much they understand the subject matter. Hence, teachers' use of diverse and interactive methods can significantly enhance student participation and comprehension.

Discussion of Findings

The findings of this study reveal that teaching methods have a significant impact on students' learning outcomes in Economics. Results from Table 1 showed that teachers mainly rely on lecture and discussion methods, which aligns with Akinfe, Olofinniyi & Fashiku (2019) who observed that traditional methods remain dominant in Nigerian secondary schools. However, limited use of student-centered strategies such as project work and role play indicates that full adoption of modern teaching practices is still lacking.

Table 2 findings showed that teaching methods significantly influence students' comprehension and engagement. Interactive approaches like discussions and demonstrations made lessons more effective and enjoyable. This corroborates Obioma and Olatunde (2020) who found that the use of learner-centered methods enhances students' cognitive retention and motivation.

Similarly, findings from Table 3 established that effective teaching methods boost students' interest, performance, and confidence in Economics. This is consistent with Adeyemi (2021), who argued that when teachers employ participatory techniques, students develop higher academic achievement and problem-solving skills. Finally, results from Table 4 confirmed that the way teachers deliver lessons directly affects student participation. This supports the view of Ajayi and Adebayo (2018) that varied teaching techniques stimulate active learning and improve classroom interaction.

Overall, the study shows that effective teaching methods particularly those that encourage interaction, real-life application, and learner involvement positively influence students' academic achievement in Economics in Ovia North East Local Government Area. Teachers are therefore encouraged to diversify their instructional approaches to meet learners' needs and enhance achievement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study examined the impact of teaching methods on students' academic achievement in Economics among senior secondary schools in Ovia North East Local Government Area of Edo State. The study adopted a descriptive research design and involved 100 respondents drawn from five public secondary schools. Data were collected using a structured questionnaire titled Impacts of Teaching Methods on Students' Academic Achievements Questionnaire (ITMSAA), which was analyzed using descriptive statistics such as frequency counts, percentages, and mean scores.

The major findings of the study are summarized as follows:

Teaching Methods Adopted: The study revealed that Economics teachers mainly rely on traditional methods such as the lecture and discussion methods. Although some teachers occasionally use visual aids like charts and graphs, more innovative methods such as projec**t work and role play are rarely used.**

Effectiveness of Teaching Methods: The findings indicated that most of the teaching methods used are generally effective in enhancing students' understanding of Economics. The use of interactive strategies, demonstrations, and real-life examples made lessons more engaging and easier to comprehend.

Influence on Academic Achievement: It was found that effective teaching methods significantly improve students' interest, confidence, and performance in Economics.

Interactive and participatory methods such as group discussions and demonstrations encourage independent learning and better test performance.

Effect on Classroom Participation: The results also showed that teaching methods directly influence students' classroom participation. Students learn better and contribute more actively when teachers employ a variety of engaging instructional approaches.

Conclusion

Based on the findings, the study concludes that the teaching methods adopted by Economics teachers in Ovia North East Local Government Area play a crucial role in determining students' academic success and classroom engagement. While traditional lecture methods remain common, the results suggest that more interactive and learner-centered strategies such as project-based learning, group discussion, and problem-solving greatly enhance students' interest, comprehension, and participation. Therefore, the consistent use of diverse and participatory teaching methods should be encouraged to promote better learning outcomes in Economics. Teachers' willingness to integrate innovative methods will contribute to improving students' performance and overall quality of Economics education in secondary schools.

Recommendations

In light of the findings and conclusions drawn from this study, the following recommendations were made:

1. Economics teachers should incorporate a mix of teaching methods, including group discussions, project work, demonstrations, and problem-solving exercises, to improve students' understanding and retention.
2. The Ministry of Education and school administrators should organize regular training programs and workshops for teachers to update them on modern and effective pedagogical strategies.
3. Government and school authorities should provide adequate instructional materials such as charts, graphs, and digital tools that will facilitate practical teaching and make learning more
4. Teachers should create a supportive classroom atmosphere that encourages active participation and collaboration among students.
5. Educational planners should review the Economics curriculum to emphasize activity-based and learner-centered approaches that promote problem-solving and critical thinking.
6. Teachers should use continuous assessment and constructive feedback to monitor students' progress and adjust teaching methods accordingly.

Suggestions for Further Studies

Future researchers may wish to:

1. Examine the comparative effects of specific teaching methods (such as discussion vs. demonstration) on students' achievement in other subjects.
2. Investigate teachers' attitudes and challenges in implementing innovative teaching strategies.
3. Explore the influence of teaching methods on gender differences in learning outcomes among secondary school students.

Contribution to Knowledge

This study contributes to existing literature by providing empirical evidence that traditional lecture-based teaching remains dominant in Ovia North East, but also confirms that interactive and student-centered methods significantly improve students' learning outcomes. The findings highlight the importance of adopting diverse and participatory instructional approaches in enhancing the teaching and learning of Economics at the senior secondary level.

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APPENDIX

UNIVERSITY OF BENIN

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

COURSE STUDY: ECONOMICS AND STATISTICS

QUESTIONAIRE

Dear respondent,

I am **Peter Nkemdilim Joy** an undergraduate student in the above institution and department, conducting a study on **The impacts of teaching methods in public senior secondary school in Ovia North East Local Government Area of Edo State.**

Yours faithfully,

Peter Nkemdilim Joy

Researcher.

Section A: Demographic Information

(Please tick where appropriate)

1. Gender: Male ( ) Female ( )

2. Age: 15 years ( ) 16 years ( ) 17years and above ( )

3. Class : Ss1 ( ) Ss2 ( ) Ss3 ( )

Section B

Kindly indicate your level of agreement with each item by tickling (✓) one of the following options

Strong Agree(SD), Agree(A), Disagree(D), StronglyDisgree(SD)

Section 2:

S/N	Items	SA	A	D	SD
A	**What are the teaching methods as adopted in senior secondary school in Ovia North East**				
1.	My Economics teacher often uses the lecture when teaching				
2.	My Economics teacher encourages us to take part in class discussion .				
3.	My Economics teacher encourages us to take projects work				
4.	Problem solving activities case studies or role play are sometimes used in Economics lessons				
5.	Charts, Graphs, real life examples are used				

	to explain Economic concepts				
B	**How effective is the teaching methods being carried out by teachers in Ovia North East .**				
6.	The teaching methods used by my Economics teacher makes lesson easy to understand				
7.	Students are able to follow Economic lessons more attentively because of the varying teaching methods				
8.	Interactive methods (Such as discussion and presentation) Improve my understanding of Economics				
9.	Demonstration and real life examples make Economics easier for me to understand .				
10.	The homework and assignments methods used by my teacher help me learn better and faster				
C	**How does the teaching methods adopted by senior secondary school teachers improve the achievements of students in class .**				
11.	The teaching methods my teacher uses make me more interested in Economics .				
12.	Students perform better in Economics when my teacher uses interactive methods e.g discussion, group works .				
13.	The way Economics is taught encourages me to study on my own after class .				
14.	The teaching methods used by my teacher make it easier for me to pass tests and examination .				

15.	Students become more confident in answering Economics questions because of the teaching methods used				
D	**Does the teaching methods used by my teacher have a direct effect on learning economics participation of senior secondary school .**				
16.	The way Economics is taught have a direct influence on student classroom participation				
17.	Teaching methods affects how well students can apply Economics knowledge to real life situation				
18.	Poor teaching methods reduce students ability to learn Economics effectively				
19.	Students learning improve when teacher uses a variety of teaching methods				
20.	The way Economics is taught directly affects how much students understand the subject				