

**STRATEGIES FOR EFFECTIVE INSTRUCTIONAL MANAGEMENT OF  
ECONOMICS IN SECONDARY SCHOOLS**

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**Abstract**

Economics is viewed as the social science that deals with allocation of scarce resources to satisfy human wants. It is taught to learners understand basic economic principles, tools for economic analysis, the structure and functioning of economic institutions and contribute intelligently to economic discourse. Effective teaching and learning of Economics has been constrained by myriads of challenges which are connected to the nature of Economics content, Economics curriculum, students' learning ability, teachers' competence, the school. The paper notes that to address these challenges, effective instructional management of Economics be adopted. The strategies for effective instructional management of Economics as presented in this paper include: effective planning of instruction, application of innovative or modern instructional techniques, effective class room management, utilization of appropriate instructional materials, improving on Economics teachers' competence and continuous assessment of the students' learning. Recommendations made among others include that there should be training and retraining of the Economics teachers through workshops, symposia and on the job training so as to equip them with skills to fit in appropriately in the contemporary teaching and learning exercise in our society.

**Introduction**

Economics is conceptualized as a social science that studies economic activities to gain understanding of the process that govern the production, distribution, exchange and consumption of goods and services in a world of scarcity. It deals with how scarce resources is organized and allocated to satisfy human wants. The

term Economics was derived from two Greek words: “Oikos which means house” and “Nemo which means management”; hence, “Oikonomia means management of household or household administration” (Free Online Dictionary 2021). The subject was first named political economy, but economist in the late 19<sup>th</sup> century suggested the term “Economics” as a shorter term for it in order to establish it as a separate discipline outside political science as well as other social sciences (Free Online Dictionary 2021). Over the years, economists have given variety of definitions and meaning to the subject-Economics. The differences that exist in their definitions reflect the evolving views of the subject. Popular among these definitions is the one given by a Scottish philosopher, Adam Smith who is hitherto described as the father of Economics. In his book entitled “Wealth of the Nation” published in 1776, Adam Smith defines Economics as the inquiry into the nature and causes of wealth of the nation (Awoke, Edeh, Iyigwe and Oke, 2005). In this way, Adam Smith sees Economics as a subject that concerns it-self with how and why a nation accumulate wealth. Also, John Stuart Mill views Economics as a practical science of production and distribution of wealth. Alfred Marshal limited Economics to production, distribution, exchange and consumption material goods and service when he defines it as the study of mankind in every business of life. In a similar development, Lionel Lord Robbins in his book “Nature and Significance of Economics” defines Economics as the social science that studies human behavior as a relationship between ends and scarce means which have alternative uses (Ede, Oleabiele and Modebelu, 2016). By this Robbins sees Economics as those activities which originate from the imbalance between human wants and available resources. Precisely, Robbins’ definition is widely upheld because of the following reasons: it made explicit and concise the basic economic problems of the society such as scarcity, unlimited wants and multiple uses to which scarce resources are put to; it is positive and universal in its application and position in nature; it has widened the scope of Economics and pointed out the concept choice, scale of preference and opportunity cost. Miller (2014) affirms that Economics is the study of how people allocate their scarce resources in a bid to satisfy their multiple want. What Miller means in his definition of Economics is that whenever an individual is confronted with the problem of alternative wants, he or she makes choice given that resources are scarce. He notes that Economics helps people to know how those choices could be made in the most efficient way. Miller, also described resources in that context as those things that have value and could be used to produce goods and services which individual would like to possess to satisfy their wants.

The subject Economics is fundamentally concerned with the management of scarce resources in the face of multiple wants. Affirming that, Jhingan (2002) asserts that Economics has not much to do with analysis of production, distribution, exchange and consumption of wealth as the special aspect of human behavior, instead its

subject matter is basically that of allocating limited resources to satisfy unlimited wants. He adds that Economics explains how people interact within the market to get what they desire; it is the driving force of human interaction and focuses much on why people and government behave in certain ways. The basic focus of the subject on the working of the economy; describes how economic agents behave or interact in an economy. From the foregoing, it could be deduced that the subject-Economics deals with the economic aspect of human behavior (that is, maximizing satisfaction from scarce resources); all human wants are insatiable (that is when certain wants are satisfied, other emerge); resources for satisfying the wants are limited in supply (scarcity) and have alternative uses; choices are made in a bid to satisfy the human wants amidst scarcity of resources.

### **Teaching and Learning of Economics in Secondary School**

Teaching involves all the activities undertaken by a teacher which are aimed at transmitting knowledge, know-how and skills to learners (students) in an institution of learning. It is a process of impacting knowledge, competence or virtue to Economics students by a trained Economic teacher (Ifeoma and Chinwe, 2020). On the other hand, learning refers to the process by which skills, attitudes, knowledge and concepts are acquired, understood, applied and extended. Individuals in every sphere of life engage in the process of learning, either consciously, sub-consciously or unconsciously. Teaching Economics at the secondary school level is intended to assist students in gaining a basic understanding of economic concepts and in developing economic reasoning skills; hence enabling them to live a more meaningful and fulfilling life as citizens, workers, and consumers. It also enables students to comprehend their roles in country building and sensitize them to the economic interdependence of Economies.

Lim (2013) summarizes the objectives of teaching Economics as: a preparation to think in an economic way; it is a way by which various issues that are difficult to explain are handled. This is consonance with assertion of Lord Keynes who describes economic theory as an apparatus of the mind, a technique of thinking that enables the person who possesses it to draw correct conclusion. According to Toke, Sule, Orhan, Williaor, Qulleme and Tiago (2013), the objectives of teaching and learning Economics are: to provide in economic principle a course with its application that could stimulate and challenge students whose abilities are enormous; to build up in students competence that would enhance the assimilation of complex arguments, aid analysis of practical issues, quantitative techniques, logical thoughts, mathematical skills and effective communication using set of teaching technique; develop skills that are of value for subsequent careers, primarily in professional and managerial occupation; develop in students a knowledge of economic systems and a sense of economic dimension of social and political issues; acquire a basic knowledge and understanding of the essential

concepts of modern Economics (including the implication of rational behavior for the action of consumer and firms, the role of markets and other institutions in coordinating the actions of individual agent and the use of elementary model for macroeconomic analysis).

### **Challenges of Teaching and Learning Economics in Secondary Schools**

The major aim of teaching Economics in secondary schools in Nigeria has been identified to include equipping learners with knowledge, skills, values, and attitudes to enable them to participate, contribute, adapt to and survive in a complex economic society. The implication of this is that the subject has to be taught in a living way if students were to appreciate its relevance and application. However, the effective teaching of Economics in secondary schools in Nigeria has been bedeviled by several challenges that are yet to be adequately addressed (Sentumbwe, 2018). Some of these challenges are classified and discussed thus:

#### **Challenges related to the subject content (the nature of economics)**

The nature of a subject refers to the factors that characterized its study. It is the essential qualities or features by which the subject is identified or recognized. Economics is a social science in that it makes use models which are representation of the real world (Hubpages, 2013). Modern Economics is addicted to mathematics; it is now more complicated, more arcane and more complex due to continuous infusion of mathematics into its content. The obsession with quantification and turning humans into numbers is understandable to a degree; things that can be measured, compared and contrasted in an elegant and universal language are more useful than things that are ethereal, esoteric or subject. The preoccupation with mathematics is destructive (Hubpages, 2013). Like every other academic discipline, Economics has a specialized form of linguistic structure that produces distinct ways of thinking. These specialized modes of thought are embodied in the models used, the way the models are used and in the way models are compared with elements of reality that the methodology of Economics can adequately identify (Lim, 2013). Lim declared that Economics is a challenging subject because it is filled with all the mysteries of sciences. Skilled mathematician and logician find it to be an excellent vehicle for applying their talent. Expatriating on the nature of Economics, Gray (2014) notes that Economics is a complex subject that is counterintuitive; some of its theories can be difficult to learn for many and may be even more difficult to teach at high school level. The subject relies so much on theories and assumptions when stating and solving economic problems yet in real-life it is impossible to isolate other factors from the dynamics of Economics. This could explain why some learners find it difficult to grasp such theories and concepts.

On that note, Ede, Oleabhiele and Modebelu (2016) opine that the presence of mathematics and statistics in Economics scare some teachers and students. Hence,

while some try to avoid it by all possible means, others express non-challant or lukewarm attitude towards it. The consequence of this according to Ede, Oleabhielle and Modebelu (2016) is not only having inadequate knowledge to solve problems in those areas during examination but also being poorly equipped, lacking proficiency and competence in that area should one finds him or herself as a teacher. Economics is difficult to learn because it taught in an abstract way; only few people can grasp its theories at deeper level and even fewer people are able to explain the subject to young people. Economics is often seen as a dry and difficult subject, and it can be hard to make the concepts relatable to students' everyday lives. Additionally, many students may have already formed strong opinions about economic issues before they even step foot in the classroom. This makes it more difficult to get them to think critically about the subject matter.

### **Challenges related to the students' learning ability**

Students are learners who constitute the focal point of the entire business of teaching and learning. According to Oteh and Akumah (2010), the students are the raw materials that are usually transformed into finished product if the entire process is to be likened to an industry. "Free online dictionary" defined learning ability as intelligence which is the capacity to assimilate, understand and benefit from a give learning experience.

### **Factor influencing students learning ability**

1. **Intellectual ability:** This involves the level of intelligence, creativity, aptitude and skill that enable an individual to learn. Intelligence enables the learner to learn better and understand things and relationship between them. It includes both general and specific intelligence related to specific area of learning. The students come from various socio-economic backgrounds and endowed with varying level of intellectual ability which determines the pace and the extent to they can succeed in learning a given lesson (Gray, 2014).
2. **Maturation:** It has been established that maturation and learning work together. Learners only learn based on maturity of their body. For example, a child of 6 months will not be able learn how to ride a bicycle or drive car even after intensive training, because it requires muscular or physical maturity. Also, that learning is based on experience is undoubtedly applicable to all learners, but that ability could not be developed until the learner is ready, no matter how his parents tries to push him/her up is a fact. If an individual is born with certain natural gift that would help him / her to perform well, he/she may not be able to do it until the ability is developed and the brain and nervous system are matured enough to undertake such assignment and remember them (Diana & Sally, 2012). This implies that before children can master new abilities, they have to be biologically ready. Maturation is important for such motor skills as crawling, walking and toilet training and for a host of other physical abilities and cognitive abilities. Therefore, maturation is a necessary condition for learning for to take

place (Diana & Sally, 2012). Each student in class is very unique; they differ obviously in cognitive and affective development, interest, social maturity, ability, aspiration, motivation and learning style, needs and potentials. They also possess innate differences in intelligence, difference in social and economic background, difference in past learning experiences and the level of agreement between the learner and the curriculum (Education Bureau, 2012). A teacher who considers and takes care of the individual differences of students in a class will not only narrow the gap among them or even out their learning abilities and performance but also identify why some learners manifest certain abilities and inabilities to learn well and hence find appropriate ways to assist them do better. Other factors according to Puja (2015) that determine students learning ability or affect learning are cognitive skill, intellectual factor, attitude of the students to learning etc.

### 3. **Attitude of the students toward Economics**

Attitude refers to a mental state which involves beliefs, feelings and values to act in a particular way. Oskamp and Schultz (2005) define it as a predisposition to respond in a favorable or unfavorable manner with respect to a given object. Attitude towards Economics or science denotes interests or feelings towards studying Economics or science. It is the students' disposition (like or 'dislike') towards the Economics taught in secondary schools. Student beliefs and attitudes have the potential to either facilitate or inhibit learning (Yara, 2009).

4. **Motivation:** this is the psychological characteristics which arouse or drive an individual to action towards achieving desired objectives. Musaaazi in Omebe (2001) views it as the inner drives that prompts people act in a particular way. It is the most important factor influencing the learners in learning process. If the learner has no motivation to learn, no amount of force or effort put forward will be futile. Conversely, if the learner is ready to learn, he will be motivated and every effort made towards that will yield positive result. Along with readiness a strong willpower is also essential to overcome hurdles and problems. Readiness will help to develop a positive attitude in learner.

5. **The state of health of the learner:** This refers to the general condition of the body and mind of the learner. It includes the physical and mental health of the learner. It also involves the learners' well being, that is being free from diseases or sickness. The learner should have good physical health in order to learn very well. Such defects like blindness, myopia, hypermetropia, deafness, paralysis, mutism and other severe disabilities or deformities influence learning. Challenges in sense organs will lead to improper perception; chronic illnesses may lead to fatigue and lack of interest. More so, adjustment problems, minor mental problems like worry, anxiety, stress, and inferiority complexes affect learning.

### **Challenges related to the teachers' competence**

A teacher is the person who has been exposed to a reasonable measure of training in teaching the subject as well as professional education. He plans, organizes and executes instruction in the classroom. The teacher also select content, determines objectives of learning experiences as well as procedure for evaluation. A teacher is competent when he or she possesses appropriate skill, attitude and abilities to teach effectively and efficiently (Virgil, 2013). A competent Economics teacher is the one who is knowledgeable in both Economics content and methodology; and he is always prepared to answers all questions with depth and clarity. He is one who has sufficient skill, right attitude and knowledge; he is always ready for lessons and plans before hand on things to do for the particular lesson (Harrison, 2013). Qualities of a competent teacher as highlighted by Saldana (2012) include possessing job related knowledge, communication skills, dependability, initiative, judgment, adaptability, professionalism and interpersonal skills.

In 2017, it was disclosed that out of 208,497 secondary school teachers in Nigeria, 56294 were unqualified or incompetent. This suggested that close to one third of all the teachers employed to teach in secondary schools impart in the students less than adequate knowledge and skills to meet the standards set by the latest National Policy on Education. Buttressing this fact Ede, Oleabhiele and Modebelu (2016) add that the number of qualified Economics teachers in our society is inadequate and this has resulted in the recruitment of graduates from other related courses like banking and finance, marketing, business administration etc to teach Economics.

### **Factors that determine teachers' competence**

Several indices are used to measure the competence or quality of a teacher. Those indices include knowledge of the subject, teachers' experience, certification status attitude/Interest of the teacher, teacher's commitment.

1. **Knowledge of the subject:** knowledge of the subject matter has been identified by many researchers as a variable that influences teachers' competence and also students' performance. Teachers must possess good knowledge of the subject matter to effective in lesson delivery. This means that the teachers should be thoroughly justified on what he is called upon to teach by having an in-depth knowledge of the subject, Economics. Majason (2015) opines that the mastery of relevant knowledge is one of the most important attributes of the teacher. The teacher must have a good grasp of the subject matter if he is to command the respect of his learners. When an Economics teacher has mastery of the subject of Economics, such a teacher will be able to simplify lessons for his students, thereby making the teaching /earning process interesting and fulfilling. Degreefinders (2020) declare that a competent Economics teacher is the one who shares knowledge about finances, business, macroeconomics, microeconomics, technology and personal finance.

2. **Teachers' experience:** The experience of the teacher in this context refers to the accumulation of knowledge or skill which results from direct participation in teaching and learning activities. An experienced teacher in most cases displays a good mastery of his subject and that influences students' performance positively. Akpan, Umanah, Umoudo and Ukut (2014) note that there is inadequacy of skilled and experienced manpower in most schools in Nigeria which retard teaching and learning of Economics.
3. **Certification status:** The place of professional Economics teachers in the realization of the objective of Economics programme in the Nigerian Secondary Schools cannot be underestimated. He is one who holds a degree in Economics education from a recognized University or a National Certificate of Education (NCE). Holders of NCE from the recognized colleges of education in Economics education are certified to teach Economics in secondary schools. An Economics teacher is a professional who have undergone training in higher institutions and acquired every skills and methodologies of teaching Economics in the Educational Institutions. He is an individual certified after graduation from higher institutions to teach Economics and have acquired the necessary skills, knowledge and abilities to teach Economics programme in educational institutions. Such teacher is usually effective in teaching and learning Economics.
4. **Attitude/Interest of the teacher:** attitude has been defined as mental state which involves beliefs, feelings and values to teach. Interest refers to the sense of curiosity about someone or something. The interest and attitude of teachers is another challenge that militates against the effective teaching of Economics. The interest and attitudes of teachers and students over teaching and learning of Economics in secondary schools is of great effects. Adeleke (2017) notes that the teachers' poor attitude discourages and scares away students from studying the subject. This is so, because if the students are not properly guided, they become scared of the teachers and the subject which may result in lack of interest and poor performance.
5. **Teachers' commitment:** Another factor that determines the extent to which a Economics teacher is effective in teacher and learning Economics is his or her trait of sincere and steadfast fixity of purpose. It involves a situation where the teacher is intellectually and emotionally bound to his or teaching job. The issue of teacher commitment and effectiveness is now a perennial one. This because most teachers play truancy and attend to their duties with laxity and non-challance Teachers need to be committed and dedicated to teaching profession to enhance effective teaching and learning.

### **Challenges Related to the Curriculum**

The current Economics which was designed in 2008 by NERDC to reflect the current economic realities and adequately equip individuals to address several



challenges that militate against the progress of the nation is deficient in many respects. These include:

**1. Deficiency in the Curriculum Content**

It is undoubtedly evident that the curriculum should respond to labour market trends and projection of manpower requirement. However, the Nigerian Economics curriculum has not been adequately responsive to the changes in the labour market and the needs of various aspects of the population. The Nigerian society today where unemployment and poverty are the order of the day need that individuals be equipped with innovative skill that would enable the explore and identify investment opportunity, invest in it and produce valuable goods and services. Training in most institutions appears to be highly concentrated in declining occupations while new and emerging occupations are not explored. Curriculum and instructional materials are not developed for new occupations and generally emphasis is on absolute and declining skills. The curriculum is also vast which most often is not completed before the end of the programme (Gideon, 2012).

2. **Economics as an elective subject:** the first curriculum developed in 1985 by Comparative Education Study and Adaptation Centre (CESAC) made Economics core subject among others like English language, Mathematics etc considering its relevance to nation's building. However, with the introduction of the new curriculum developed in 2008 by NERDC in which Economics was made elective, the number of students that offer it dropped to a large extent. Most students capitalize on its being an elective to excuse themselves from offering it due to fear of mathematics, economic theories among other factors. This situation has not only reduced the popularity of the subject in secondary as well as those that enroll for it in higher institution but also may likely the subject go into extinction if nothing is done about it.
3. **The nature of the curriculum content:** The secondary school Economics curriculum has been tagged abstract and more theoretical than practical by most scholars; yet Economics is a practical social science that aims to study and observe human behavior in relation to the allocation of scarce resources among the unlimited wants. The curriculum fails to incorporate crucial insights from other disciplines especially the science disciplines.
4. **Broad scope/content of Economics curriculum:** The current Economics curriculum is too broad in scope, hence it difficult for the Economics to cover its content within the required period of time before students sit for examination. Furthermore, the expanded scope makes it difficult for teachers to engage student in a thorough and intensive Economic discourse for in-depth understanding and comprehension due time constraint. Ede, Oleabhie and Modebelu (2016) while revealing the reason for the broad nature of the Economics curriculum stated that anytime there are changes in the face of

the economy, such changes are suddenly worked into the Economics curriculum so that the youth may become exposed to them.

### **Challenges Related to the School**

**Lack of instructional materials:** Instructional materials according to Emma and Ajayi (2004) are those things which help teaching and learning process. It refers to those physical tools that facilitate teaching. They serve as auxiliary tools in text, visual or audio media both in print and digital format. They are alternative channels of communication which a teacher can use to compress information and make them more meaningful to learners (Babalola, 2014). It helps to promote understanding of the concept and generalization by making lesson practical and realistic. A resource – rich learning contributes greatly to the effective teaching of Economics in secondary school. Economics is a subject with a lot of graphical illustration; hence, hand drawn economic graphs are usually incomprehensible. Schools that provide teachers with computers, projectors and smart boards help teachers to deliver Economics lessons effectively (Garry, 2012). Also, Ede, Oleabhie and Modebelu (2016) assert that there is at present gross inadequacy of commercial instructional materials as are obtainable in subjects like biology, physics, mathematics etc and most Economics teachers find it difficult to improvise such materials. Any teacher who has the interest of the student at heart is bound to think of the ways and means he will employ to make his teaching and learning process more effective and more interesting to the student. Adu, (2012) states that Nigerian secondary schools have inadequate materials for the teaching of Economics. For example, according to him, audio – visual aids for the teaching of Economics are either not available in sufficient quantity or that what is available is usually inappropriate. With the exception of a few, the Economics textbooks written in Nigeria are badly written, sketchy and lacking in in-depth for economic analysis.

### **Effective Instructional Management of Economics in Secondary Schools**

Teachers play critical roles in ensuring effective and quality instructional delivery in every educational institution. Prominent among these roles is inculcating requisite knowledge, skills and behavior in order to become worthwhile and contribute to national building. Therefore, effective instructional management constitutes the fundamental way of achieving this task efficiently. Instructional management is defined as the process of enabling all available educational resources to achieve learning objectives by the teacher. Imam (2017) views instructional management as the series of activities that covers instructional plan, instructional implementation, encompassing methodology and instructional design; and assessment of learning. It refers to all the activity that consist in planning teaching and learning activities, implementing the teaching and learning process and assessing the process and learning outcomes (Danarwati in Imam, 2017). Effective instructional management is modeling and coaching educators to best use teaching strategies, test results, and technology applications to maximize student learning. Teachers ought to pay attention to the alignment of materials,

media, and methods to achieve instructional objectives while designing the instruction. Hence, the ability of a teacher to manage instructional entails the ability to plan, implement, and evaluate students in the learning process (Danarwati, in Imam, 2017).

The teachers approach to instructional management sets the tone for the overall classroom atmosphere and ultimately student behavior stressed (Martin in Imam, 2017). Instructional management includes student control, instructional style, setting rules, and the regulation of student misbehaviors. Instructional design and resources had been made to include scaffolding learner participation in a discussion forum (Gasevic, 2016). Effective planning and preparation, adequate instructional delivery methods and effective classroom management – known as key aspects of “effective instruction”– have generally been shown to have a positive impact on student achievement. Instructional management helps the teachers to observe the development process of their students. How one manages the classroom is the primary determinant of how well your students learn. Conversely, when students are successful and actively engaged in their work, they tend to be well behaved. Therefore, keep students involved in their work, have students understand what is expected of them, maximize time on task, prevent confusion or disruption, and run a work simulated but relaxed and pleasant classroom.

### **Strategies for Effective Economics Instruction**

Strategies for effective instructional management of Economics refers various techniques adopted by the teacher to plan, implement, assess and control instructional process in order to achieve the desired objectives. The challenges of teaching and learning Economics in secondary schools could be overcome by adopting those strategies. Those strategies include: effective planning of instruction, application of innovative or modern instructional technique, effective class room management, utilization of appropriate instructional material, improving on Economics teachers’ competence and Continuous assessment of the students’ learning.

**1. Effective instructional planning:** This is the planning of what students will learn and how they will learn it. It is the process of using appropriate curriculum, instructional strategy, data and materials to address the diverse needs of students during instructional process in order to achieve teaching and learning objectives. Leeway, Karngbeae, Gabriel, and Kennedy (2022) note a well-structured lesson with sequences of task interests motivates students and makes learning objectives clear, encourages individual learning, gives students the opportunity to think for themselves, and gives them control of their own education by utilizing interactive teaching strategies and collaborative group activities. Therefore, for effective instructional management of Economics to take place, the Economics teacher ought to plan what the students should learn and establish how they would learn it. This entails having a good lesson plan based on the Economics curriculum,

innovative instructional strategies, data and relevant instructional materials. Gray (2009) enumerates factors that enhance effective instructional management as knowledge of the subject matter, setting instructional objectives, knowledge of the learner's individual characteristics and knowledge of the teaching method. An Economics teacher who plans his lesson considering those factors would achieve effective teaching and learning of Economics.

**2. Application of Innovative or modern instructional technique:** Teachers need to discover and apply new teaching methods that are compatible with the needs and the abilities of their students. The Economics teachers should be able to employ instructional strategies that sustain the vitality of students' work and keep them engaged by stimulating intellectual curiosity, communicating enthusiasm, fostering, and maintaining students' motivation; structuring information well, outlining content and objectives, signaling transitions, and summarizing key points as the lesson progresses; effective questioning which matches the pace and direction of the lesson and ensures students' involvement; listening carefully to students, analyzing their responses, and responding carefully. Some of the innovative instructional strategies which could achieve these are: collaborative instructional strategy, concept mapping, e-learning, blended instructional strategy, elaborative learning strategy, flipped class room etc. These strategies enable students actively participate in the knowledge acquisition process rather than being passive listeners, then allowing teachers to play the role of counselors, coach or facilitator to direct and guide students in this process. As a result, the teacher-centered approach gives way for the student-centered approach which requires students to take responsibility for their own learning, actively participate in learning processes, control their own learning processes and create the environment where they play a central role (Didem & Selçuk, 2018). The use of this modern or innovative instructional strategy may solve the challenge of broad scope of Economics curriculum, the abstract nature of the subject as well as the anxiety which students have in mathematical related Economics content. This is so because students will assume responsibility of their own learning, giving more time to research, discovering facts on their own, learning outside the class room and freeing classroom period for mere instructional by the teacher. This method will enable the teacher cover a great deal of topics if not all before the examination while maintaining efficiency and effectiveness in lesson delivery.

**3. Effective classroom management:** The ability of Economics teacher to organize the class room and manage the behavior of their student facilitates the attainment of instructional objectives. Classroom management is defined as the process of organizing the classroom effectively and efficiently so that the teacher could achieve his or teaching objectives. It involves effective usage of the time available for teaching, keeping the interest and attention of the students during the teaching, collection and correct use of instructional materials, taking appropriate decision at the right time as well as keeping and using appropriate records wherever

necessary (Agwu, 2001). In to manage Economics instruction effectively, the Economics teacher needs to establish a trusting relationship with the students. This has to with developing mutual feelings of trust and respect which would make it easier for the teacher to assume of instructional leader in the Economics class. The main purpose of this is to keep the students actively engaged in the learning process, maintain decorum, minimize instructional disruption, foster self-regulation, prevent disciplinary problems, relate to students with care and respect reduces distraction, minimizes infractions (the act of breaking rules), fosters security or safety, increases students' comfort, stimulates their interest in learning tasks and maximize learning objectives. This demands that Economics teacher should stimulate, motivate, and involve learners by using genuine instructional aides and strategies, skillful questioning techniques which may be convergent or divergent( that is Close-ended or Open-ended). Strategies for effective classroom management according to Dasaradhi, Ramakrishna and Rayappa (2016) are:

- i. **Motivational climate:** A vital aspect of managing the classroom effectively is developing and establishing a climate in which teachers encourage students to do their best and to be excited about what they are learning. Motivation is a condition of need or desire that drives an individual to undertake a task that could result in the satisfaction of such the desire. The teacher must cause his students to see the worth and value of their effort, It is the duty of the Economics teacher to his motivate students using praise, tangible reward like gift etc. That may sometime be seemingly difficult because not all students are intrinsically motivated to be at school, in the classroom, interested or ready to learn Economics. Even though the Economics teacher may not force the students to learn or enjoy Economics. The truth remains that there are certainly many strategies that the teachers could adopt to get students motivated always during teaching and learning of Economics. This because learners not teachers create learning; what teachers do is to establish a climate, circumstances or atmosphere under which learners could learn. Therefore, Economics teachers should use variety of strategies to make their lesson interesting, lively instead of boring. This could be achieved by giving immediate feedback to learners after assessment or evaluation, offering gift to some of who perform excellently well in course of learning experience, maintaining friendly relationship with the while offering academic assistance where necessary.
- ii. **Monitoring and Adjustment Process:** this is the act of monitoring students' progress towards the instructional objective. This helps the Economics teacher to consider whether to change or retain a particular instructional technique and materials. Within the monitoring period, the teacher decides whether on how to proceed with instruction. Based on the teacher's observations and reflection during the monitoring exercise adjustment of the instruction may need to be made immediately. The adjustment phase of the process is most effective when there is need for it

- ii. **Modelling ideal behavior: this involves** demonstrating regularly the behavior the teacher want the student to exhibit.
- v. **Allow students to participate in setting guidelines: This is involves** encouraging all students to help the teacher in building classroom expectations and rules to enhance cooperation
- v. **Avoid punishing the class:** the teacher should endeavour to address cases of disobedience individually instead of punishing the whole class, as such could the teacher / students relationship thereby posing a challenge to other classroom management efforts.
- i. **Encourage initiative:** The teacher should promote growth mindset and inject variety into his lessons, by **allowing students to work ahead and deliver short presentations** to share take-away points.

#### **4. Utilization of appropriate instructional material**

It has been noted one the major challenges of teaching Economics in secondary schools is non-use of innovative teaching aids. According to Beth in Leeway, Karngebae, Gabriel, Kennedy (2022), instructional materials, also known as teaching/learning materials (TLM), or teaching aids, are any collection of materials including animate and inanimate objects, human or non-human resources that a teacher uses in teaching situations to help achieve desired learning objectives. They are important in teaching and learning Economics because they motivate students to learn better, clarify subject matter more easily, facilitate proper understanding and discourage cramming. Instructional aids also increase students' economic vocabulary more effectively and make the classroom lively and active. As such, surveying available media and preparing materials for instruction is essential for effective planning and presentation of Economics lesson. Teaching aids should be meaningful and purposeful, accurate, simple, inexpensive, and improvised for effective instructional management of Economics. They should be visible enough to be seen by students and should be up-to-date, easily handy, reflect reality and students' mental level and motivate them. Instructional materials do not have to be exotic or expensive to have educational value. Objects drawn from real-life and models of real-life objects are sometimes all that will be available in remote rural school districts with low budgets

These teaching /learning aids also include ICT materials like smart phones, computer facilities, software on Economics etc. Therefore, teachers should make use of these teaching aids in teaching Economics in order to ensure effective understanding of the subject. With these teaching equipment students' interest in Economics less will be improved and consequently their engagement or participation develops. It will also increase their motivation and attitude towards the subject.

**5. Improving on Economics teachers' competence:** improving on the competence of the Economics teacher is another strategy that facilitates teaching

and learning as well as the management of classroom behavior in secondary schools. This according Gray (2009) involves improvement on the teachers personality, interest, attitude (towards the learners, teaching, authority and self or self concept) and teachers' experience. This is possible through professional development for capacity building. The teachers needs to be committed to their duty, disciplined, motivated avoiding truancy. This would enable them to control the students effectively and control the teaching and learning programme efficiently.

**6. Continuous assessment of the students' learning:** this is an approach which the teacher uses to gather, interpret and synthesize information about the learners to enable him understand his learners, plan and monitor instruction and establish a formidable class room classroom culture. Nwoko, (2016) notes that continuous assessment is a method of appraisal in which students' achievement in cognitive, affective and psychomotor domains are determined using scores obtained from various instruments like mid-term test, homework assignment, quizzes, practice sessions, laboratory, worksheets and classroom participation. The Economics teacher can achieve this by applying knowledge of the purposes, characteristics, and appropriate uses of different types of assessments such as diagnostic, informal, formal, progress-monitoring, formative, summative, and performance to design and administer classroom assessments, including use of scoring rubrics; collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time; involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback; use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families; use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals (Lisa, 2020).

### **Conclusion**

Economics is viewed as the social science that deals with allocation of scarce resources to satisfy human wants. It is taught to learners understand basic economic principles, tools for economic analysis, the structure and functioning of economic institutions and contribute intelligently to economic discourse. Effective teaching and learning of Economics has been limited by myriads of challenges which are connected to the nature of Economics content, Economics curriculum, students' learning ability, teachers' competence, the school. The paper noted that to address these challenges, effective instructional management of Economics be adopted. This involves Instructional management has been defined in this paper as those activities and the procedures undertaken by the teacher in his/her decision to initiate a specific activity for various students. It covers everything that the teacher does to organize, monitor and control students, space, time and materials for effective

teaching and learning of Economics in secondary school. The strategies for effective instructional management of Economics as presented in this paper include: effective planning of instruction, application of innovative or modern instructional technique, effective class room management, utilization of appropriate instructional material, improving on Economics teachers' competence and Continuous assessment of the students' learning.

### **Recommendations**

For effective instructional management of economics in the secondary schools, the following recommendations are advanced:

1. There should be training and retraining of the Economics teachers through workshops, symposia and on the job training so as to equip them with skills to fit in appropriately in the contemporary teaching and learning exercise in our society
2. Teachers should adopt effective planning of instruction, innovative or modern instructional technique and utilize appropriate instructional material.
3. Teachers should adopt the strategies for effective class room management and assess students' learning continuously.

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