

RETHINKING PEDAGOGICAL ISSUES IN ECONOMICS INSTRUCTION IN THE FACE OF COMPLEX SOCIETAL CHALLENGES: THE TEACHERS' PERSPECTIVE

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Abstract

This study investigated the pedagogical issues in Economics instruction in the face of complex societal challenges as perceived by the Economics teachers. The study adopted a descriptive research design. A population of 56 Economics teachers in Nsukka Local Government constituted the population of the study. Total enumeration sampling technique was used to select all the 56 teachers in Economics since their number is manageable for the study. Structured questionnaire developed by the researchers was used for the study. The instrument was subjected to validation by three experts and reliability testing of internal consistency through trial testing which was analysed using Cronbach Alpha. A reliability coefficient of 0.76 was generated showing that the instrument is reliable. Mean and percentages were used for data analysis. The findings revealed that Economics teachers have the knowledge of the pedagogies for teaching Economics as contained in the curriculum. However, most of the newer pedagogies were not known especially computer aided strategies, cooperative learning strategies like flip classroom, STAD, think pair share, among others. The findings also revealed that they are aware of inquiry based pedagogies like project based, simulation, among others. Teachers also know the societal challenges that necessitate the newer pedagogies yet most of the pedagogies are not used like online learning approaches, reflective and cooperative pedagogies. Inquiry- based learning strategies were used to a low extent. It was recommended from the findings that teachers should attend conferences and workshops organized by universities and other educational institutions where these pedagogies are discussed. The curriculum planners should ensure to specifically articulate the newer pedagogies in the Economics curriculum.

Keywords: Pedagogies, Societal Challenges, Collaborative Learning, Computer Assisted Learning, Inquiry Based Learning.

Introduction

The complexity of man's environment has necessitated his continued search for knowledge. These knowledge and skills needed for survival are acquired through planned and unplanned processes. As the challenges facing the modern man become more complex, research for newer knowledge becomes pertinent through education. Education is an essential process of human development (Adesemowo, 2022). Education is saddled with achieving some stated aims which may include the transmission of knowledge, skills, and character traits through different mediums (Chazan, 2022). In this regard, Education must be planned with a pre-determined outcome which those involved in the process must strive to achieve. Education is a passport to the future and so its methods and processes which take place during teaching and learning should take cognizance of the social institutions in which it is built (HarperCollins, 2023).

Education improves labour skills leading to increase in productivity and overall standard of living (Akande, 2016). In a more comprehensive way, Education helps in creating more employment opportunities, securing a higher income, developing problem-solving skills, improving the economy, creating equal opportunities, and creating modern society among others. In the formal settings, knowledge of income, employment, decision making and management of scarce resources in the social institutions for addressing problematic social issues are transferred through some Social Science disciplines among which is Economics.

Economics has been described by many as the study of wealth creation, scarcity, resource, allocation, wealth management among others. Hayes (2023) defined Economics as the study of how

people allocate scarce resources for production, distribution, and consumption, both individually and collectively. Economics refers to choices or decisions made by individuals, businesses, and governments regarding the production, distribution, and consumption of goods and services with major emphasis on resource allocation (Wallstreetmojo, 2023). According to Sandberg (2023), Economics studies financial choices and outcomes, such as how people and countries use resources. Naor (2022) explained that Economics gives individuals tools to understand how people produce, distribute, and consume goods and services. The above definitions of Economics explain the need for the study of Economics which include among other things to equip its learners with skills of managing resources and making right financial choices. The objectives of Economics as a body of knowledge as stated by the Nigerian Educational Research and Development Council in Mohammed and Pitan (2022) includes; understand basic Economics, principles, concepts as well as the tools for sound economic analysis; contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians; understand the structure and functioning of economic institutions. The objectives also include appreciating the role of public policies on national economy and to develop the skills and also appreciate the basis for rational economic decisions.

Apart from these laudable objectives, the knowledge of Economics specifically helps in the allocation of resources, reduction of poverty and teaching of the workings of economic systems. It helps in proper budgeting, understanding national wealth and how it is created, teaches the understanding of employment and how to mitigate unemployment among other merits. A basic understanding of Economics makes one a well-rounded thinker. Virtually every major problem facing the world today, from global warming, to world poverty, to the conflicts in many countries, has an economic dimension and for anyone to be part of solving these problems, the knowledge of Economics is crucial. This underlines the place of Economics in solving societal challenges which have become complex. Social challenges refer to daily problems encountered by people in their day to day living. They are those conditions or behaviors that have negative consequences at the personal and work level (Goswami, 2021). Social problems are issues that harm a group of people in the society (Drew, 2023). Drew continued that societal problems refer to social conditions, processes, societal arrangements or attitudes that are commonly perceived to be undesirable, negative and threatening certain values of interest. Societal challenges represent complex, multi-level, multi-dimensional problems that require concerted efforts by various actors; public, private, and non-profit to be successfully addressed (Voeglin, Scherer, Stahi & Hawn, 2021). Some of the defining characteristics of societal challenges are their complexity, uncertainty, and value-laden character (Ferraro, Etzion & Gehman, 2015). Societal challenges are highly complex in that the number of elements and interrelationships that constitute the challenges or that would lead to their resolution exceed any comprehensive analysis and cannot be fully understood, thus difficult to address (Schneider, Wickert, & Marti, 2017). Some of the complex social problems include: refugees and immigration, poverty and economic insecurity, racial discrimination, climate change, and rising healthcare costs, inequality in education (Simwa, 2019). Other issues include: examination malpractice, cultism, terrorism, human trafficking, prostitution, drug abuse, ritual killing, illiteracy, political thuggery, election rigging, kidnapping, unemployment, inflation (George & Ukpung, 2013). This complexity of the challenges facing the society calls for more effort towards solving them and this can be achieved by timely awareness of these challenges through education.

Hence, societal changes and challenges have brought new challenges for teachers and with new challenges, comes the need to re-examine current approaches in transferring knowledge in education (Haberlin, 2023). Hence, innovation and renewal of pedagogies in Economics curriculum in senior secondary schools in Nigeria become necessary because the country is seemingly still struggling to fit in appropriately to the 4th industrial revolution while the developed countries of the world are now in the era of 5th industrial revolution in a new age (Mohammed & Pitan, 2022). Preparing students in the senior secondary schools by re-thinking the instructional approaches in Economics curriculum is one of the solutions to face the societal problems and to reduce its effects on the future of jobs in Nigeria. This calls for effective pedagogies that when applied in the process of learning, learning becomes real and participatory. This is where the learning becomes “do with me” instead of “do as I do”. Learners become part of the process, understanding the real issues as presented through the pedagogies and equipped with skills and competences to face the complex social problems, hence, the need to re-think pedagogical issues in Economics instruction.

Pedagogy refers to the teaching practices and theories deployed to teaching and learning. Pedagogy is coined from the Greek words ‘paidos’ (child) and ‘agogos’ (leader) (Kibin, 2023). So, pedagogy is the study of teaching and how the content is presented to students. It is the development of an educational process that helps learners gain knowledge (Baker, 2023). Pedagogy in education

demonstrates teaching methods for both academic and theoretical aspects. 'Effective' refers to a student centered teaching and learning approach where educators are reflective in their theory, practice and policy implementation in teaching/learning, resulting in positive impact on the learners. Operationally, effective Pedagogy is the profession or art of teaching to create awareness and knowledge to the learners through effective engaging approaches with students with the aim of developing the behavior of the learners productively. It is a term that refers to the method of how teachers teach, in theory and in practice. Pedagogies in teaching and learning can be categorized as follows; inquiry based, social, constructivist, critical, integrative, reflective and collaborative pedagogies (Relleve, 2010; [Shirke, 2021](#)). As stated in the Economics curriculum document, the pedagogies for teaching the subject include; collaborative, interactive, and learner-oriented instructional strategies; future wheel technique, concept mapping, field trip, co-operative learning strategies etc. The use of resource persons and field officers is also recommended (Nigeria Education Research and Development Council, 2008). Some of the methods like collaborative and interactive as contained in the curriculum are not specified and it is possible for teachers to overlook them. In addition, the ones specified like concept map and future wheel may be really utilized. However, some of these pedagogies as stated in the Economics curriculum reflect the pedagogies as stated in Relleve (2010) and Shirke (2021). Some were not captured, but the issue remains that there is need for newer specified pedagogies though within the already categorized pedagogies but more innovative to address the current social issues. The issue is whether the Economics teacher knows about them and whether they are competent in employing them and also what could constitute challenge in employing them in Economics instruction.

Instructional delivery pedagogy of the subject Economics is of essence in approaching the problem of the society. This is because it is believed that there is a positive relationship between the Economics teacher's pedagogy, the understanding of the concepts and performance of students during the schooling period and in real life experiences. This has led to the identification of newer and innovative pedagogies that could improve teaching and learning of Economics and equip the economists with better skills and knowledge that would help them in providing solutions to the ever complex societal challenges. Some of these newer pedagogies were identified by Mohammed and Pitan (2022) specifically to include; Online Assisted Instruction pedagogies (online classrooms and tools like goggle classroom, flip classroom, Nearpod, flash cards, slides, Edmodo, classdago, etc; animation like 2D and 3D, etc; online games like funbrian, starfall, classEx, Moblab etc; blended instruction strategies e.t.c.); Collaborative pedagogies (cooperative learning, group based learning, case methods, think pair share, student team achievement division, three minute review, teach accelerated instruction, problem based learning e.t.c); Reflective pedagogies (Discussion & Debate, Role Play, Student Presentations, Experiential Learning, Inquiry-based Learning); Constructive approaches (reciprocal learning , problem based learning, inquiry based learning, cooperative learning); Inquiry based (observational field trips, science experiments, and hypothesis-based research projects) and integrative (Multidisciplinary Integration, Interdisciplinary Integration and Trans-disciplinary Integration) pedagogies.

These pedagogies are elucidated further. According to Revelle (2010), Shirke (2021), and Baker, (2023), in Constructivist approach, the students are allowed to be present in the process of understanding and gaining knowledge rather than just passively receiving information. This encourages critical thinking among the students and gives a learning environment in which they can connect with what they are hearing. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and [knowledge construction](#) as opposed to [passively receiving information](#). In Collaborative learning, , the students form groups of learners that learn together and work to solve a problem, build strategies, ideas, create products or complete a task. This is a joint intellectual effort by the students among themselves or with the help of the teachers. In Integrative pedagogical approach, the students are given a learning environment that helps them in connecting with their learning across the syllabus. The four objectives of integration include-understanding the process of learning; differentiating issues by relevance; making use of the lessons in practical scenarios; associating the concepts in regular lives. On the other hand, Reflective approach is where students are expected to evaluate themselves. It means observing the activities of the teachers and other students in the classroom and analyzing why they do it and how it works. In Inquiry-Based Learning method, the educators are expected to not just answer the queries of the students, but also build a culture where their ideas are explored, challenged, improved, and refined. It aims to take the students from the position of wondering about a question to understanding the answer and then questioning it further.

Using these pedagogies will not only improve the system of learning but will also help to achieve the goal of education which is to provide the opportunity for acquiring knowledge and skills that will enable people to develop their full potential, and become successful members of society. Hence, the benefits of utilizing these pedagogies are enormous and they include according to Baker (2023) to improve quality of education, harnesses team learning, help to avoid monotonous learning, enable learners to learn in their way. They are convenient for special students, to improve student and teacher communication among other benefits.

Despite the importance of these pedagogies and their needfulness in addressing the complex social problems facing the country and also the fact that teachers' skills in utilizing these pedagogies are correlated with student performance (Amali & Yusuf, 2013), teachers may not be employing a variety of these teaching methods. This assertion is supported by Mupa, Chinoonela and Zimbabwe (2015) who revealed that teachers' instructional materials and methods are limited to textbooks and syllabuses and do not go beyond that. Pupils learn in harsh and unconducive teaching and learning environments. Teachers also have low pedagogical knowledge to even use these pedagogies (Obielodan, Omojola, Tijani, 2020) and also according to Udemba (2021), teachers use peer tutoring and e-learning tools and applications to a low extent. Therefore, considering the importance of utilizing the pedagogies and the level of its utilization coupled with the need to address the complex social problems in the society by making learning part of the learning process through the use of various pedagogies, this study investigated the Economics teachers perspective on pedagogical issues in Economics instruction in the face of numerous complex social problems bedeviling the society.

Statement of the problem

Economics has been described by many scholars as the study of wealth creation, scarcity, resource allocation, wealth management among others. This description of Economics underlines the place of Economics in solving societal challenges which has become complex. These problems have caused so much harm and untold hardship to the people and they include; poverty, uncontrollable inflation, corruption, cultism, robbery, kidnapping, high cost of living, terrorism, militancy, unemployment and so on. This complexity of the challenges facing the society calls for more effort towards solving them and this can be achieved by timely awareness of these challenges through education by application of newer and effective pedagogies. This has brought new challenges for teachers and with these new challenges, comes the need to re-examine current approaches in transferring knowledge in education especially in Economics which is one life subject that can help in addressing most of the complex societal problems. Hence, the problems are whether Economics teacher are knowledgeable of these pedagogies, the extent they employ them, if they do, and the challenges that may limit their use in solving the complex social problem in the country.

Purpose of the study

This study investigated the re-thinking of pedagogical issues in Economics instruction in the face of complex societal challenges: The teachers' perspective. Specifically, the study examined;

1. teachers' knowledge of pedagogies for Economics Instructions
2. teachers' knowledge of societal challenges that necessitate effective pedagogies in Economics.
3. teachers' competence level in utilizing effective pedagogies.
4. the extent teachers utilize the pedagogies.
5. challenges that may mitigate the use of the effective pedagogies.

Method

The study adopted a descriptive design and was carried out in Nsukka Local Government Area. Nsukka local government has 32 public schools with 56 Economics teachers. Total enumeration was used to select all the 56 as the number is manageable for the study. A 79 item structured questionnaire developed by the researcher and titled "questionnaire on pedagogical issues in Economics instruction" was used for data collection. The questionnaire was made up of only one section which was divided into five clusters representing each of the five research questions that guided the study. The response option for cluster one on the knowledge level of Economics teachers is Knowledgeable and not knowledgeable, cluster two on the awareness of teachers on the complex social problems has response option of aware and not aware. Cluster three on the competence level of Economics teachers' utilization of the effective pedagogies has response option of highly competent, moderately competent, low competence and not competent. Cluster four is on the extent of utilization

of the pedagogies has high extent, moderate extent, low extent and not at all. Finally the cluster five on the challenges that mitigate the utilization of the effective pedagogies has response options of strongly agreed, agree, disagreed and strongly disagreed. The instrument was subjected to validation by three experts and reliability of internal consistency was tested through trial of the instrument on 15 students of Accountancy. A reliability index of 0.76 was realized which shows that the instrument is reliable. Mean and percentages were used for data analysis.

Result

Research Question one: What is the teachers' knowledge of pedagogies for Economics Instruction as contained in the curriculum?

Table one: Percentage rating of teachers' knowledge of pedagogies for Economics instructions as contained in the curriculum N=56

S/N	Item Statement	Knowledgeable %	Not Knowledgeable %	Decision
1	Collaborative strategies	55	45	Accept
2	Interactive	24	76	Reject
3	Future wheel strategy	37	63	Reject
4	Field trip strategy	100	0	Accept
5	Cooperative learning strategies	58	42	Accept
6	Use of resource person and field officers	98	2	Accept
7	Concept mapping strategy	38	62	Reject
8	Information communication strategies	25	75	Reject

Table one above shows the percentage rating of Economics teachers' knowledge of pedagogies for Economics instruction as contained in the curriculum. The result revealed that items 2,3, 4,5, 7 and 8 with percentage rating 76%, 63%, 62% and 75% were rejected as their percentage level is below the acceptable percentage bench mark while items 1, 4,5, and 6 with percentage rating 55%, 100%, 58% and 98% were accepted. This implies that Economics teachers to a large extent do not know interactive strategies, future wheel strategy, and concept mapping strategies while they are knowledgeable of collaborative, field trip, cooperative strategies, use of resource persons and field officer.

Research Question two: What is the teachers' awareness level of societal challenges that necessitate effective pedagogies in Economics

Table two: Percentage rating of the teachers' awareness level of societal challenges that necessitate effective pedagogies in Economics (N=56)

S/N	Item Statement	Aware %	Not Aware%	Decision
9	Refugee syndrome	100	0	Accept
10	Immigration	100	0	Accept
11	Poverty	100	0	Accept
12	Economic Insecurity	100	0	Accept
13	Climate Change	78	22	Accept
14	Rising Healthcare Costs	100	0	Accept
15	Inequality In Education	83	17	Accept
16	Examination Malpractice	100	0	Accept
17	Cultism	100	0	Accept
18	Terrorism	100	0	Accept
19	Human Trafficking	89	11	Accept
20	Prostitution	100	0	Accept
21	Drug Abuse	100	0	Accept
22	Ritual Killings	100	0	Accept
23	Illiteracy	100	0	Accept
24	Political Thuggery	100	0	Accept
25	Election Rigging	100	0	Accept
26	Kidnapping	100	0	Accept
27	Unemployment	100	0	Accept
28	Inflation	100	0	Accept

Table two above revealed the percentage rating of Economics teachers on the complex social problems that necessitate the need for effective pedagogies. Items 9-28 were all accepted which imply that teachers are aware of the complex social problems that necessitate the application of effective pedagogies in Economics instruction.

Research Question three: What is the teachers' competence level in utilizing effective pedagogies?

Table three: Mean rating on the teachers' competence level in utilizing effective pedagogies.

N=56

S/N	Item Statement	Mean	SD	Decision
Online Assisted Instruction pedagogies				
29	Google Classroom	0.53	0.63	Reject
30	Flip Classroom	0.82	0.81	Reject
31	Nearpod	0.28	0.49	Reject
32	Blended learning	0.98	0.58	Reject
33	Slides	0.73	0.61	Reject
34	Edmodo	1.25	1.09	Reject
35	Classdого	1.37	0.64	Reject
36	ClassEx	1.30	0.91	Reject
37	Social media platforms	1.19	0.69	Reject
Collaborative/cooperative pedagogies				
38	Teach Accelerated instruction	0.78	0.92	Reject
39	Group based learning	2.96	1.02	
40	Case method	0.69	0.89	Reject
41	Think pair share	0.32	0.50	Reject
42	Student team achievement division	0.35	0.67	Reject
43	Three minutes review	0.57	1.05	Reject
Reflective pedagogies				
44	Discussion & debate	3.12	0.78	Accept
45	Role play	2.96	0.68	Accept
46	Student presentations	3.00	0.76	Accept
47	Experimental learning	.7143	0.94	Reject
48	Inquiry based learning	2.95	1.68	Accept
Constructive Approach				
49	Reciprocal learning	0.42	0.68	Reject
50	Problem based learning	2.87	0.97	Accept
51	Inquiry based learning	3.33	0.93	Accept
52	Observational field trips	3.32	0.78	Accept

Table three revealed the mean rating of the competence level of the Economics teachers utilizing the effective pedagogies. Items 29-43,47 and 49 were rejected as pedagogies they are not competent in using while items 44,45,46,48,51, and 52 were accepted, as teachers are competent in using them as they responded. The result shows that Economics teachers are only competent in using, students' discussion, debate, role play, student presentation, problem based learning, inquiry based learning and observational field trip. They are not competent in using online assisted instructional strategies and collaborative strategies.

Research Question four: What are the extent teachers utilize the effective pedagogies?

Table four: mean rating of the extent teacher utilize the effective pedagogies (N=56)

S/N	Item Statement	Mean	SD	Decision
Online Assisted Instruction pedagogies				
53	Google Classroom	0.58	0.49	Reject
54	Flip Classroom	0.55	0.53	Reject
55	Nearpod	0.03	0.26	Reject
56	Blended learning	0.85	0.44	Reject
57	Slides	0.57	0.65	Reject
58	Edmodo	0.03	0.26	Reject
59	Classdого	0.00	0.00	Reject
60	ClassEx	0.03	0.26	Reject

61	Social media platforms,	0.32	0.50	Reject
Collaborative/cooperative pedagogies				
62	Teach Accelerated instruction	0.14	0.40	Reject
63	Group based learning	2.92	1.24	Accept
64	Case method	0.69	0.89	Reject
65	Think pair share	0.32	0.50	Reject
66	Student team achievement division	0.35	0.67	Reject
67	Three minutes review	0.57	1.05	Reject
Reflective pedagogies				
68	Discussion & debate	3.12	0.78	Accept
69	Role play	2.96	0.68	Accept
70	Student presentations	3.00	0.76	Accept
71	Experimental learning	0.71	0.94	Reject
72	Inquiry based learning	0.57	0.68	Reject
Constructive Approach				
73	Reciprocal learning	0.42	0.68	Reject
74	Problem based learning	3.00	1.20	Accept
75	Inquiry based learning	3.14	0.64	Reject
76	Observational field trips	3.12	0.78	Accept

Table five shows the mean rating of Economics teachers on the extent they utilize the effective pedagogies for Economics instruction. Items 53-62, 65-68, 72,73, 75 and 76 were rejected as pedagogies that are utilized to a very low extent while items 63, 68, 69, 74 and 76 are accepted as pedagogies used to a high extent.

Research Question five: What are the challenges that may mitigate the use of the effective pedagogies?

Table five: Mean rating of the challenges that mitigate the use of the effective pedagogies

N-56

S/N	Item Statement	Mean	SD	Decision
80	Poor funding of education	3.51	0.50	Accept
81	Students learning difficulties	3.67	0.47	Accept
82	Inadequate teachers training	2.66	0.58	Accept
83	Teachers' poor knowledge of innovative pedagogies	3.62	0.48	Accept
84	Poor communication network	3.32	0.47	Accept
85	Inadequate ICT facilities	3.28	0.62	Accept
86	Teachers' poor motivation	2.96	0.76	Accept
87	Low students-teacher ratio	2.10	0.94	Reject
88	Unavailability of internet services	3.42	0.49	Accept
89	Unstable power supply	3.66	0.47	Accept
90	Teachers' willingness to adopt the innovative pedagogies is not encouraging	3.14	0.72	Accept
91	Enough time allocated for each lesson	1.83	1.00	Reject
92	Adequate classroom space	2.03	0.83	Reject

Table five revealed the mean rating of Economics teachers on the challenges that mitigate the use of the effective pedagogies for Economics instruction. Items 80,82,83,84,85,86,88,89 and 90 were accepted as challenges that mitigate the use of effective pedagogies in Economics instruction as their means were above the mean bench mark. Items 81, 87, 91 and 92 were rejected.

Discussion

Table one above shows the percentage rating of Economics teachers' knowledge of pedagogies for Economics instruction as contained in the curriculum. The finding revealed that Economics teachers to a large extent do not know interactive strategies, future wheel strategy, and concept mapping strategies while they are knowledgeable in collaborative, field trip, cooperative strategies, use of resource persons and field officer. This finding is in line with Obelodan, Omojola and Tihani (2020) who found out that teachers have low pedagogical knowledge. Finding from the

table two above revealed that Economics teachers are aware of the complex social problems that necessitate the use of effective pedagogies in teaching Economics. Such complex social problems are kidnapping, cultism, militancy, prostitution, poverty, unemployment, inflation, political thuggery among others. It was equally revealed that Economics teachers are only competent in using students' discussion, debate, role play, student presentation, problem based learning, inquiry based learning and observational field trip. They are not competent in using online assisted instructional strategies and collaborative strategies. This finding aligns with Obielodan, Omojola and Tijani (2020). The extent of utilization of these pedagogies is low. The strategies include: online assisted strategies, collaborative strategies, and reciprocal learning among other strategies but they utilize reflective strategies to a high extent. This findings aligns with that of Udemba (2021) that teachers use peer tutoring and e-learning to a low extent. This finding is in consonance with the finding of Amali and Yusuf (2013) that teachers pedagogical skills are correlated with students' performance hence, they do not employ these pedagogies and also that teachers' instructional materials and methods are limited to textbook, syllabus and conventional method (Mupa, Chinooneka & Zimbabwe (2015). Findings from this study revealed that challenges that mitigate the use of these effective pedagogies are inadequate facilities, poor network, high student-teacher ratio, no skill among others. These challenges are capable of discouraging teachers to use the online assisted strategies and other strategies like poor knowledge of the pedagogies which corresponds with Obielodan, Omojola and Tijani (2020) that teachers have low pedagogical knowledge. With low knowledge of these pedagogies, it becomes difficult to apply them and learning is affected which makes the resolving of complex social problems difficult.

Recommendations

From the findings of the study, the researchers recommend the following:

1. Teachers should attend conferences, workshops and seminar organized by education institutions where the knowledge, skill and application of most of these pedagogies are discussed.
2. Stake holders especially the ministry of education through the curriculum developers should articulate specific instructional strategies in the curriculum the way it will be understood by the teacher to enhance applicability.
3. Government should also help in the provision of facilities that are needful for the effective use of these pedagogies.

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