



EXTENT OF USE OF INTERACTIVE METHOD ON THE TEACHING OF ECONOMICS IN SENIOR SECONDARY SCHOOLS IN EBONYI STATE, NIGERIA

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Abstract:

This study was conducted to determine the extent of use of interactive instructional methods in the teaching of economics in senior secondary schools in Ebonyi State. The population for the study consisted of two hundred and fifty-seven (257) Economics teachers, while the sample consisted of 129. A multi-stage sampling procedure was used to draw the sample for the study. A close-ended researcher designed questionnaire titled "Extent of Use of Instructional Methods Questionnaire (EUIMQ). The data were analyzed using frequencies, percentages, means, and standard deviation. The postulated null hypotheses were tested at the 0.05 level of significance at the appropriate degrees of freedom. The findings of the study showed that: Economics teachers in senior secondary schools in Ebonyi State use interactive methods in teaching Economics to a low extent ($\bar{x}=2.89$). Further, the extent of the use of interactive methods for the teaching of economics differed significantly based on gender. There was no significant difference in the extent of the use of interactive methods based on location at $P < 0.05$. The findings underscore the need for concerted effort between the government and the secondary education board to train and retrain economics teachers through evidence-based

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seminars workshop on the effective use of interactive instructional methods for teaching economics in senior secondary schools in Ebonyi State to improve learning.

Keywords: interactive method, extent of use, teaching of economics, senior secondary school, Ebonyi State

1. Introduction

The greatest potential for influencing the students' educational achievements is overwhelmingly dependent on the teacher's competence in using different instructional methods of teaching (Smith, 2010; Ambika, 2019). Instructional methods (IM) are viewed as a systematic plan of what to teach, how to teach, and what tools to use to enhance classroom learning (Akdeniz, 2016). It is further described as the pedagogy and activities that a teacher adapts to facilitate and enhance the learning outcomes of students on a particular topic/subject (Blackburn & Stair, 2022). Therefore, instructional methods (IM) consist of the tools and methodology adopted by a teacher to impart subjects such as Economics to the students to enhance learning outcomes.

In recent times, questions about the instructional methods to use in teaching to enhance students' learning and increase educational achievements, particularly in Economics, have consistently raised concerns and interest in the field of educational research (Ambika, 2019). This is true, as a student's educational achievement is largely dependent on the teachers' competence and the extent to which different instructional methods are used to enhance learning. Teaching Economics, like every other subject, is a skilled job that involves making sure that learners learn and, like all skilled jobs, has some prescribed methods and techniques. Thus, students achieve more when teachers employ various instructional methods, especially modern interactive methods of teaching that make teaching and learning processes easier (Blackburn & Stair, 2022).

There are far too many types of instructional methods for teaching, especially Economics (Gözütok, 2007). According to researchers, these instructional methods, amongst others, were classified as follows: lectures, discussions, problem-based learning (PBL), simulation and games, projects, field visits, experiential method, constructivism, interactive method and problem-solving (Burden & Byrd, 2012; Akdeniz, 2016; Brinia *et al.*, 2016; Ambika, 2019; Dyshkant, 2023; Cox, 2023). Some studies group instructional methods in terms of the size of the class, some do it according to the type of roles that teachers and students bear, some categorize them with respect to the physical setting (labs, studios, in or outside the class), and still some others classify them in accordance with the skills and behaviors (cognitive, affective, and kinetic) to be infused on students (Fer, 2011; Dyshkant, 2023). Moreover, some of the instructional methods are categorized as teacher-centered, individual-centered, and interaction-centered (Borich, 2013; Akdeniz, 2016).

To examine the extent of use of instructional methods by teachers in Ebonyi State secondary schools. The researcher focused on the instructional methods as indicated in the Nigerian school system Core Curriculum (Babawale, 2024). In the Nigerian school system, the Core Curriculum outlines a variety of instructional methods, including the interactive method (Babawale, 2024). The current study, however, focused only on the interactive instructional methods to ascertain the extent of use in the teaching of economics in senior secondary schools by Economics teachers in Ebonyi State.

Interactive methods refer to modern ways of stimulating teaching, representing tools of learning which favor the interchange of ideas, experiences and knowledge (Ambika, 2019). The concept of "interaction" appeared first in sociology and social psychology (Kutbiddinova, Eromasova, and Romanova, 2016). However, the "*interactive methods*" can be translated as the "*methods allowing students to interact with each other*" (Khanin, 2013). According to Khanin, interactive training is a "*technology of collaboration of students and teachers, which consists in close cooperation of all participants in the discussion, exchange of views and ideas on the discussed problem and which fosters the acquiring of necessary skills (practical, communicative, social, analytical, and reflective ones)*" (Khanin, 2013; Sava, 2016). The characteristic features of interactive training are: the obligatory presence of feedback; greater autonomy and initiative of the students; cooperation of all participants in the pedagogical process; the problem-based and reflective character of learning. Panina considers interactive training as a "*way of cognition, realized in the form of joint activity of students*" (Panina & Vavilova, 2008). Interactive methods also emphasize the fact that learning occurs through the interaction of all the students and the teacher (Panfilova, 2009).

In this ever-changing and dynamic world, Nigeria, especially as a country, is exposed to multifarious economic challenges, including the challenges associated with subsidy removal, high inflation rate, and the floating of the Naira at a high exchange rate (Rabiu, 2023). Learning Economics as a secondary school subject, especially in the Nigerian school system, is a viable solution to addressing these challenges (Annette, 2019; Mohammed & Pitan, 2022). This is because Economics as a secondary school subject aims at educating and equipping students with knowledge and skills to understand economic principles, appreciate economic problems, and contribute to national development. It's designed to help students become informed citizens who can make sound economic decisions (Yusuf, 2012; Mohammed & Pitan, 2022). It teaches learners about financial and resource management, and provides a mechanism for looking at possible ways to optimize resource utilization and reduce waste (Annette, 2019; Ojo & Jeannin, 2016).

Nevertheless, despite the pivotal role of Economics and the increased efforts of Economics teachers towards delivering the school subject effectively and efficiently, the performance of Economics students in senior secondary school exams, particularly in Nigeria, has remained abysmally poor over the years (Adepoju & Oluchukwu, 2011). This is an issue of concern and a call for scientific research.

The prevalence of poor performance/ mass failure of students in final exams over a decade has been documented, with candidates who have an F9 score level in Economics in the previous year consistently surpassing the candidates with credit passes (Ononye & Obiakor, 2020; Babawale, 2024). For instance, over one million Economics students who sat for the May/June 2011 WAEC failed, with only 36.51% passing with credits. In 2012, 28.04% passed with credit and above. In 2013, 40.69% passed with credit and above. In 2014, 14.69% passed with credit and above. In 2015, 11.70% passed with credit and above. In 2017, 34.64% passed with credit and above. Although in 2018, there was an improvement, as about 54.77% of students passed with credit. But the situation became worse again in 2020, as only 28.36% were recorded with a credit pass (Ononye & Obiakor, 2020; Babawale, 2024). The worst-case scenario was in the NECO examinations, where candidates who sat for the exams recorded abysmal failure throughout the entire examination. Thus, 98% who sat for the exams failed to clinch five credits in Economics, English and Mathematics. It was observed that only 1.8% got five credits, including Economics, English and Mathematics (Aworanti, 2010; Ononye & Obiakor, 2020).

There has been an increased effort in research to understand the reasons behind the poor performance/ mass failure of students in final exams over a decade, and what might be done to improve the situation. Due to the research effort, several findings have emerged. Thus, Economics is one of the few social science disciplines that heavily utilize statistical and mathematical models to analyze real-life problems (Finegan & Siegfried, 1998; Ononye & Obiakor, 2020; Babawale, 2024). Because of this, students tend not to be attracted to courses that make heavy use of mathematics and statistics, and this dislike for technical apparatus may justify the poor performance in Economics (Ononye & Obiakor, 2020).

Moreover, the situation has triggered stakeholders to trade blame on the causes of mass failure of students in public examinations. This was largely attributed to the foundation factors, including poor teaching methods and lack of instructional materials (Ononye & Obiakor, 2020; Babawale, 2024). Supporting this assertion, Ogbonna (2014), and Babawale (2024) observed that the major factor militating against the effective teaching and learning of economics in secondary school is poor/non-use of instructional methods by teachers to impart to learners. It is further reported that to overcome such problems, teachers must discover and apply various instructional methods in teaching which are compatible with the needs, the interests and the abilities of the students (Abdu – Raheem, 2011; Ambika, 2019). Khadka (2016) observed that teaching Economics to students in a clear and unbiased manner with the right instructional method will help students master the essential principles of understanding the economic problem, specific economic issues, and also promote a lasting student's interest in studying Economics as a subject (Khadka, 2016; Ambika, 2019; Babawale, 2024).

It is noteworthy that despite the research efforts, there is little or no research to determine the extent of use of interactive methods to impart this aspect of statistical and mathematical models in Economics, even when several studies have affirmed

instructional methods' relevance in teaching, especially economics, to enhance learning outcomes (Khadka, 2016; Ambika, 2019; Babawale, 2024). The mentioned scenarios have prompted the present study to assess the effect of the interactive method on the teaching of economics in senior secondary schools in Ebonyi State, Nigeria. Moreover, to the best of the present researcher's knowledge, this study is the first to ascertain the extent of use of interactive instructional methods in the teaching of economics in senior secondary schools in Ebonyi State.

The findings from this study will guide the curriculum planners, policymakers, governors and other relevant stakeholders to develop a framework which may enhance the ability of teachers to use different instructional methods to teach effectively and improve the teaching of economics in senior secondary schools in Ebonyi State.

3. Methods

3.1 Study Design and Setting

The study employed a cross-sectional survey research design using a quantitative research method. The study was conducted among secondary school students of Ebonyi State between March and August, 2025. This study was carried out in Ebonyi State. Ebonyi State has three education zones, namely: Abakaliki, Onueke and Afikpo education zones. Ebonyi State shares interstate boundaries with Abia State to the south, Benue State to the north, Enugu State to the west and Cross River State to the east. The present study is necessary in Ebonyi State due to the persistent poor performance/ mass failure among senior secondary school students in various internal and external examinations over many years, with candidates who scored F9 in Economics in the previous year consistently surpassing the candidates with credit passes in the current year (Ononye & Obiakor, 2020; Babawale, 2024).

3.2 Population of the Study

The population of the study consists of all the Economics teachers in all the two hundred and twenty public secondary schools in the three education zones in Ebonyi State. Out of the three-education zone, Abakaliki Education Zone has one hundred and two (102) economics teachers, Afikpo has seventy-nine (79), and Onueke has seventy-six (76) economics teachers. The overall population of the study is two hundred and fifty-seven (257) economics teachers in Ebonyi State for the 2024/2025 academic session. Of this number, (160) were males while (97) were females (Ebonyi State Secondary Education Board [SEB], 2025).

3.3 Sample and Sampling Techniques

The sample for the study consisted of 129 Economics teachers. This signified fifty per cent of the population. Fifty per cent chosen was considered adequate as it conformed to the rule of thumb by Nwana (2008), which stated that when a population under study is in

the few hundreds, the sample size should be 40 – 50 per cent; if it is in many hundreds, 20 per cent of the population should be used. In the present study, the population of the Economics teachers in Ebonyi State is in the few hundreds (257); hence, fifty per cent of the population (129 Economics teachers) was sampled for the study.

3.4 Procedure

The procedure for sample selection involved multiple stages. In the first stage, Ebonyi State education zones were clustered into three (3) education zones, namely, Abakaliki Education Zone, Afikpo Education Zone and Onueke Education Zone. The second stage involved the use of proportionate stratified random sampling technique to draw 50% from each strata (zone), where 51 Economics teachers including 29 male and 22 female were drawn from Abakalik Education Zone, 40 Economics teachers including 24 male and 16 female from Afikpo Education Zone, and 38 Economics teachers including 28 male and 11 female from Onueke Education Zone making a total of 129 respondents that filled the questionnaire.

3.5 Instrument for Data Collection

A close-ended researcher designed questionnaire was used to collect information for the study. The questionnaire was titled, “Extent of use of Instructional Methods on the Teaching of Economics in Senior Secondary Schools in Ebonyi State (EUIMTE). The questionnaire consisted of two sections: A and B. Section A was bio-data, which consisted of two socio-demographic characteristics of the teachers, such as gender (male and female) and school location (urban and rural). Section B contains 23 items soliciting information on the extent of use of instructional methods in the teaching of economics. Respondents were required to use a tick (√) to answer the following extent Questions: Very Great Extent (VGE), Great Extent (GE), Low Extent (LE), Very Low Extent (VLE). The cluster items for section B were based on a four-point scale of measurement and will be weighted with 4, 3, 2 and 1 for positive items and reversed for negative items.

3.6 Validation of the Instrument

The face and content validity of the instrument (EUIMTE) was established through the verdict of four research experts from the Faculty of Education, Ebonyi State University. One was selected from the Department of Educational Foundations, one from the Department of Human Kinetics and Health Education, one from the Department of Arts and Social Science, and one from Measurement and Evaluation in the Department of Science Education. The experts were given drafted copies of the EUIMTE accompanied by the specific purpose, research questions and hypotheses. The experts’ constructive criticisms, assessment of language, grammar and coverage of items viz-à-vis the specific purposes of the study, as well as supervisors’ comment was utilized to modify the instrument for data collection.

3.7 Reliability of the Instrument

The reliability of the instrument was established using split half method. Frankfort-Nachmias and Nachmias (2008) explained the split-half method as a method of assessing the reliability of an instrument by dividing items into two equivalent parts and correlating the scores in one part with scores in the other. According to Abonyi, Okereke, Omebe and Anugwo (2006), a test is split into two, and the two tests are administered to each person in the group, i.e. each person has two scores from the two tests which were supposed to be one. To split the test into two, one can classify the items according to odd and even numbers or any other way. The two scores are then correlated for reliability. The coefficient of reliability here is that of internal consistency. In order to achieve the purpose of this study, thirty (30) copies of the questionnaire were administered to Economics teachers from other schools not included in the study sample but possessing similar characteristics to the study sample. The questionnaire was collected on the spot and assigned “even” and “odd” numbers. The findings show the overall reliability correlation coefficient of 0.762 on the extent of use of instructional methods. This was considered reliable enough to be used for the main study. This is in consonance with Olaitan, Ali, Ejoh, and Sowande’s (2000) assertion that in a reliability test, if the reliability coefficient index of an instrument is .60 and above, the instrument should be deemed reliability enough to be used in a study.

3.8 Method of Data Collection

A letter of introduction duly signed was collected from the Head of Department, Arts and Social Science Education, Ebonyi State University, Abakaliki. This letter, seeking permission to conduct research on “Extent of Use of Instructional Methods on the Teaching of Economics in Senior Secondary Schools in Ebonyi State (EUIMTE)”, was presented to the principals of the selected secondary schools in the three-education Zone in Ebonyi State. The letter gave the researcher and his three research assistants access to administer a total of 129 copies of EUIMTE to the Economics teachers for completion in their respective schools. These three research assistants were trained by briefing them on the aims and objectives of the study, as well as their duties in terms of distributing the EUIMTEQ, providing assistance with regards to clarifying any issues on the instrument, and finally retrieving the filled copies of the questionnaire. The researcher appealed to the teachers by convincing them that the information supplied in the questionnaire will be held in confidence and will be used only for the objective of the study. The approach ensured a maximum return rate of (129) copies of the properly filled questionnaire.

3.9 Method of Data Analysis

The completed copies of EUIMTE were collected and cross-checked for completeness of information and responses. All the Data collected were analyzed using frequency, percentage, mean and standard deviation. In order to establish the extent of use of interactive instructional methods on the teaching of economics in senior secondary

schools the following criterion were used to take the decision 4.50-5.00=very great extent (VGE); 3.50-4.49=great extent (GE); 2.50-3.49= low extent (LE); 1.50 – 2.49 = very low extent (VLE). Mean and standard deviation were used to answer the research questions. The results were illustrated using tables. The postulated null hypotheses of no statistically significant different on extent of use of instructional methods on the teaching of economics in senior secondary schools in Ebonyi State were tested at .05 level of significance at the appropriate degrees of freedom using a t-test for all the Hypotheses. All the findings were presented using tables.

4. Results

Table 1: Extent of Use of Interactive Methods on the Teaching of Economics in Senior Secondary Schools in Ebonyi State (n = 129)

S/N	Interactive methods	VL n (%)	LE n (%)	GE n (%)	VGE n (%)	Mean±SD	Decision
1	Use direct life experience, like pictures of people in the market, to teach demand and supply in economics	0 (0.0)	17 (13.2)	45 (34.9)	67 (51.9)	3.39±0.71	GE
2	Use learning -by-doing in economic theory to create student-centered learning opportunities	3 (2.3)	44 (34.1)	51 (39.5)	31 (24)	2.85±0.81	LE
3	Use role-playing to teach price controls or relaxation	1 (0.8)	49 (38)	60 (46.5)	19 (14.7)	2.75±0.71	LE
4	Conduct economic experiments, such as the use of cash/money, to mimic real-world incentives	5 (3.9)	26 (20.2)	33 (25.6)	65 (50.4)	3.22±0.9	LE
5	Use experience and lessons learned from economics policies to teach inflation and deflation in economics	13 (10.1)	23 (17.8)	93 (72.1)	0 (0.0)	3.62±0.66	GE
6	Use internships or field trips to develop student knowledge in trade	33 (25.6)	33 (25.6)	56 (43.4)	7 (5.4)	2.29±0.91	LE
7	Use service learning to teach students how and why markets and other exchange systems function as they do	53 (41.1)	21 (16.3)	15 (11.6)	40 (31)	2.33±1.29	LE
	Overall Mean					2.89±0.53	LE

Key: 4.50 – 5.00 = very great extent (VGE); 3.50 – 4.49 = great extent (GE); 2.50 – 3.49 = low extent (LE); 1.50 – 2.49 = very low extent (VLE).

Data in Table 1 show an overall mean score of 2.89, which indicates that Economics teachers in senior secondary schools in Ebonyi State generally use interactive methods in teaching Economics to a low extent, as their overall mean scores fall within 2.50 – 3.49. Specifically, the Table shows that the teachers use experience and lessons from economic policies to teach inflation and deflation (Mean = 3.62) to a great extent, as their mean scores fall within 3.50 – 4.49. Furthermore, the Table shows that the teachers use direct

life experiences like market scenes to teach demand and supply (Mean = 3.39), conducting economic experiments with cash to simulate real-world incentives (Mean = 3.22), learning-by-doing to foster student-centered learning (Mean = 2.85), and role-playing to teach price controls (Mean = 2.75) to a low extent as their mean scores fall within 2.50 – 3.49. The Table further shows that service learning (Mean = 2.33) and internships or field trips (Mean = 2.29) were used to a very low extent, as their mean scores fall within 1.50 – 2.49. By implication, secondary school Economics teachers apply the use of interactive methods in teaching Economics to a low extent. The standard deviation values, which ranged from 0.9 to 1.29 shows that there was much variation in the extent of use of interactive methods in teaching economics in senior secondary schools in Ebonyi State.

Hypothesis one: There is no significant difference in the mean rating of economic teachers on the extent of use of interactive methods in teaching economics in senior secondary schools in Ebonyi State based on gender (male and female).

Table 2: Summary of t-test Analysis Testing the Differences
in the Extent of Use of Interactive Methods in Teaching of Economics in
Senior Secondary Schools in Ebonyi State Based on Gender (male and Female)

Gender	N	Mean	SD	df	t-cal	P-Value	Decision
Male	47	2.79	0.32	127	-2.182	0.031	Reject
Female	82	3.00	0.60				

Note: At the 0.05 level of significance.

The data in Table 4 above show that female Economics teachers in senior secondary schools obtained a higher mean score (3.00) and standard deviation (0.60) compared to their male counterparts (2.79) and standard deviation (0.32). The difference in mean scores is statistically significant since the p-value (0.031) is less than the 0.05 significance level. Therefore, the null hypothesis, which stated that there is no significant difference in the mean rating of Economic teachers on the extent of use of interactive methods in teaching economics in senior secondary schools in Ebonyi State based on gender (male and female), is rejected. By implication, there was a significant difference in the extent of use of interactive methods in teaching of economics in senior secondary schools in Ebonyi State based on gender.

Hypothesis two: There is no significant difference in the mean rating of Economics teachers on the extent of use of interactive methods in teaching of economics in senior secondary schools in Ebonyi State based on location (urban and rural).

Table 3: Summary of t-Test Analysis Testing the Differences
 in the Extent of Use of Interactive Methods in Teaching of Economics
 in Senior Secondary Schools in Ebonyi State Based on Location (Urban and Rural)

Location	N	Mean	SD	df	t-cal	P-Value	Decision
Urban	110	2.91	0.53	127	-0.842	0.401	Accept
Rural	19	3.02	0.48				

Note: At the 0.05 level of significance.

The data in Table 5 above show that Economics teachers in rural senior secondary schools obtained a slightly higher mean score (3.02) and lower standard deviation (0.48) compared to their urban counterparts, who had a mean score of 2.91 and standard deviation of 0.53. However, the difference in mean scores is not statistically significant since the p-value (0.401) is greater than the 0.05 significance level. Therefore, the null hypothesis is accepted, indicating that there is no significant difference in the mean responses of urban and rural Economics teachers regarding their use of interactive methods in the teaching of Economics in senior secondary schools in Ebonyi State.

5. Discussion

5.1 Extent of Use of Interactive Methods on the Teaching of Economics in Senior Secondary Schools

The result in Table 1 reveals that Economics teachers in senior secondary schools in Ebonyi State use interactive methods in teaching Economics to a low extent. This finding was not anticipated and was consequently a surprise. Thus, it has been documented in research that the effective use of interactive methods in teaching economics increases the efficiency of training, the interest of students in future careers, develops communicative skills and improves the ability to perform well in examinations (Abdu – Raheem, 2011; Ambika, 2019). Nevertheless, the finding may be associated with several factors, including limited training in participatory instructional strategies like group discussion, debates or role-plays. The finding may also be associated with the assertion of Ogbonna (2014), and Babawale (2024), which observed that the major factors militating against the effective teaching and learning of economics in secondary school were due to poor utilization of instructional methods by teachers to impart to learners. The finding is in consonance with the study by Yusuf (2018), which revealed that the instructional method for teaching Economics is adequate, but the extent of utilization was low. The study, however, contradicts the study whose findings revealed the interactive method of teaching as an effective learning tool that enhance competence of learners on Economics concepts (Rimma, Aleksandra, Marina, 2016). This agreement and contradiction with reference to studies could be attributed to varied geographical locations, subject composition and other demographic factors considered in earlier studies.

5.2 Differences in the Extent of Use of Instructional Methods on the Teaching of Economics in Senior Secondary Schools

Data in Table 2 indicated that the extent of use of interactive methods in the teaching of economics in senior secondary schools in Ebonyi State differs based on gender. This means that there was a significant difference in the extent of use of interactive methods by male and female teachers of economics. This finding was considered interesting but not astonishing. This is because gender differences exist in the use of teaching methods, with studies showing that males and females may prefer different approaches and teachers often interact with students differently based on gender. For example, some research indicates male teachers may use more directive methods, while female teachers use more interactive, student-centered strategies like problem-based learning. In student groups, boys might prefer to work separately or competitively, while girls often prefer collaborative settings. There can also be significant differences in student performance based on the teaching method and gender of the student. The finding is consistent with studies which revealed that gender has a substantial effect on teaching and research, with males having a higher utilization of teaching methods and resource materials than their female counterparts (Lowerision *et al.*, 2004; Odigwe & Owan, 2020; Ambe *et al.*, 2023).

Data in Table 3 indicated that there is no significant difference in the extent of use of interactive methods in the teaching of Economics in senior secondary schools in Ebonyi State based on location. This finding is anticipated; thus, the location of the school has implication on teachers with regard to teaching performance and the use of instructional methods (Considine & Zappa, 2002). The finding is in consonance with the result of a study which reported that teachers in urban areas performed academically better than their counterparts in the rural schools (Awodun, 2018; Ambe *et al.*, 2023). In the same vein, teachers use more instructional methods in teaching in urban areas than in rural areas. This is attributed to the enabling environment for teaching and learning, including the distance that some teachers and students travel to their school, which may lead to lateness to school (Alordiah *et al.*, 2015).

6. Conclusion

Based on the study findings, the following conclusions were made: Economics teachers in senior secondary schools in Ebonyi State use interactive methods in teaching Economics to a low extent. The extent of use of interactive methods in teaching Economics in senior secondary schools in Ebonyi State differed based on gender. There was no significant difference in the extent of use of interactive methods in teaching Economics in senior secondary schools in Ebonyi State based on location.

6.1 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

- 1) The findings underscore the need for concerted effort between the government and secondary education board to train and retrain economics teachers through evidence-based seminars workshop on the effective use of instructional methods, especially interactive methods, for teaching economics in senior secondary schools in Ebonyi State and Nigeria school system.
- 2) The government, through secondary education board, should implement the adoption and effective utilization of various instructional methods, especially those highlighted in this study, for the teaching of Economics in senior secondary schools in Ebonyi State. This is because the findings of this study indicated a low extent of use of instructional methods in the teaching of Economics by senior secondary Economics teachers. Therefore, if these instructional methods were utilized to a higher extent in the teaching of Economics in senior secondary schools, it would change the trajectory of low performance of students in Economics subject in both internal and external examinations.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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