



## Integrating Pedagogical Innovation and Strategic Management: Remediation Frameworks for Economics Education in South African Schools

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### Abstract :

This study explores effective remediation strategies that economics teachers can use to enhance students' understanding and performance in South African schools. The research specifically examines how management practices, such as resource allocation, lesson planning, and teacher support, influence teaching effectiveness. A qualitative case study design was employed, involving 20 purposively selected experienced economics teachers from selected schools. Data were collected through semi-structured interviews and were analysed thematically to identify patterns in teaching and management strategies. Findings indicate that active learning, real-world applications, and context-sensitive teaching methods significantly improve students' comprehension of economics. Additionally, effective school management—coordinating resources, monitoring student progress, and providing professional development—supports teachers in addressing learning challenges. These strategies help bridge gaps in understanding and foster higher student performance. The study highlights the importance of integrating innovative pedagogical approaches with strong management practices to enhance learning outcomes. Policymakers are encouraged to allocate resources strategically to address socioeconomic disparities and support schools in implementing both teaching and management improvements. By combining pedagogical innovation with effective educational management, this research provides actionable insights for enhancing economics education in South Africa.

## INTRODUCTION

Economic education plays a vital role in shaping individuals capable of making informed decisions in increasingly complex economic environments. As societies face challenges such as resource scarcity, inequality, and financial instability, the ability to understand economic principles becomes essential for responsible citizenship (Hamzah et al., 2024; Rosenthal, 2024; Soni et al., 2022). Economics equips students with analytical and problem-solving skills necessary to interpret real-world issues and participate productively in national development. Previous studies have shown that students who possess economic literacy are better prepared to manage personal finances and

contribute to broader economic systems (Gorbatkova et al., 2023; Irhas et al., 2023; Sun et al., 2023). Therefore, strengthening economics education is not only an academic concern but also a societal necessity. Improving how students learn economics can help build a more economically informed and resilient society.

Despite its importance, the teaching and learning of economics face significant challenges, particularly reflected in students' low academic performance. Many learners struggle to grasp fundamental concepts, leading to weak outcomes in assessments and examinations. Empirical data indicate that only 58.3% of students pass economics, with a very small proportion achieving high distinctions (Agustriana et al., 2024; Kovtoniuk et al., 2022). Reports from educational authorities further reveal that a large number of students perform below expected levels of competence. These issues are compounded by factors such as insufficient teaching resources, lack of qualified educators, and negative student perceptions toward the subject (Rajaram, 2023; Watson et al., 2022). Consequently, these persistent difficulties not only hinder student achievement but also threaten the sustainability of economics as a subject within the school curriculum.

A growing body of literature has attempted to address the challenges in economics education by examining factors that influence student performance. For instance, Arce-Cruz et al. (2023) and Chaika (2025) emphasize the importance of economic literacy in improving decision-making skills, while Caplan (2024), Elkhodr et al. (2025), and Koriřáková et al. (2023) highlights the role of pedagogical content knowledge in enhancing student engagement. Similarly, Hajj et al. (2023), Hu et al. (2024), and Singh et al. (2024) argue that access to adequate instructional resources significantly improves learning outcomes, and Borjas et al. (2020) and Gómez et al. (2020) link socioeconomic conditions to disparities in academic achievement. However, although these studies provide valuable insights, they largely focus on general determinants of performance rather than specific classroom-based interventions. There remains limited attention to structured remedial strategies that directly address students' misconceptions, indicating a critical gap that warrants further exploration.

Addressing this gap requires a shift toward more targeted, practical approaches that directly address students' learning difficulties. Remedial strategies represent a promising yet underexplored area in economics education, as they focus on identifying and correcting specific misconceptions that hinder understanding (Arif et al., 2023; Sun et al., 2023). Unlike general teaching improvements, remediation emphasizes individualized and adaptive instructional methods tailored to students' needs (Korol et al., 2021; Procko et al., 2023). This study introduces a focused examination of remediation as a systematic approach to improving both comprehension and performance in economics. By integrating insights from pedagogical theory and classroom practice, the study offers a more nuanced perspective on how learning gaps can be effectively bridged. This approach is particularly relevant in contexts where educational inequalities and resource limitations continue to affect learning outcomes.

Based on the identified gaps, the central problem of this study lies in the limited implementation and understanding of effective remedial strategies in economics classrooms. While previous research has highlighted various factors contributing to poor performance, there is insufficient empirical evidence on how teachers can actively intervene to address these challenges at the classroom level. Students continue to experience persistent misconceptions and difficulties in understanding key economic

concepts, which ultimately affect their academic achievement. This situation underscores the need for research that specifically examines practical strategies that teachers can employ to support struggling learners. Therefore, the study seeks to investigate remediation strategies that can enhance students' understanding and performance in economics.

This study argues that the strategic use of remediation can significantly improve students' conceptual understanding and academic performance in economics. By focusing on targeted interventions, teachers can identify learning gaps, address misconceptions, and provide more effective instructional support. The originality of this research lies in its emphasis on practical, classroom-based remediation strategies directly applicable to teaching contexts. It contributes to the field by offering evidence-based recommendations that bridge the gap between theory and practice in economics education. Furthermore, the study provides insights into how educators can create more supportive learning environments that foster student engagement and achievement. Ultimately, this research aims to strengthen economics education by proposing actionable solutions to improve student outcomes.

## RESEARCH METHODS

This study employed a qualitative case study design to gain an in-depth, contextualized understanding of remediation strategies in economics education. The qualitative approach was selected because it allows researchers to explore participants' experiences, perceptions, and practices in a natural setting. At the same time, the case study design enables a detailed investigation of a specific educational context (Kekeya, 2023). This design is particularly appropriate for examining complex classroom practices, such as remediation, that require rich, descriptive data rather than numerical generalizations. By focusing on real-life situations, the study aims to uncover how teachers interpret and implement remedial strategies to address students' learning difficulties in economics.

The study was conducted in four secondary schools located within a single community. The selection of this setting was based on its relevance to the research problem, as the schools have consistently reported challenges in students' performance in economics. This context provides a suitable environment to examine how remediation strategies are applied in response to real educational constraints. Additionally, selecting multiple schools within the same community allows for comparison across similar socio-educational conditions, thereby enhancing the depth and credibility of the findings. The location was purposively chosen to ensure accessibility, feasibility, and the availability of participants who are directly involved in economics instruction.

A total of 20 participants were involved in this study, selected through purposive sampling to ensure the inclusion of individuals with relevant knowledge and experience. The participants consisted of four principals, four deputy principals, four heads of departments, and eight economics teachers. These informants were chosen because of their direct involvement in curriculum implementation, instructional supervision, and classroom teaching. Most participants possess formal qualifications in education, with teachers specializing in economics or related fields, while school leaders hold degrees in educational management or leadership. The inclusion of diverse roles allows for a comprehensive understanding of remediation practices from both instructional and

managerial perspectives, ensuring that the data collected are rich, relevant, and reflective of actual practices in schools.

Data were collected using semi-structured interviews, which provide a balance between flexibility and consistency in data gathering (Sarfo et al., 2021). This method allows participants to express their views freely while ensuring that key research topics are covered. Interviews were scheduled at times convenient for participants to encourage openness and reduce response bias. In addition, participants were provided with interview guides in advance, enabling them to reflect on their experiences and provide more detailed responses. This approach enhances the quality and depth of the data collected by supporting the exploration of participants' insights into the implementation and effectiveness of remediation strategies in economics classrooms.

The data analysis process followed a systematic qualitative procedure, including data condensation, data display, and conclusion drawing or verification. Initially, data condensation involved selecting, simplifying, and organizing raw interview data to focus on relevant themes. This was followed by a data display, in which the condensed data were presented as thematic categories to facilitate interpretation. Finally, conclusions were drawn and verified through continuous comparison and reflection to ensure consistency and accuracy of findings. To ensure the study's trustworthiness, several validation techniques were employed, including triangulation of data sources, member checking, and peer debriefing. These strategies help to enhance credibility, dependability, and confirmability of the research results.

## RESULTS AND DISCUSSION

### Results

The results of this study present key remediation approaches that address learning gaps in economics and improve student performance. Three main findings emerged: collaborative peer support, technology-supported remediation, and remedial active learning. These findings illustrate how targeted instructional strategies can reduce misconceptions, enhance conceptual understanding, and support students' knowledge recovery through structured, meaningful learning experiences.

#### Collaborative Peer Support Strengthens Conceptual Recovery

Collaborative peer support in this study is operationally defined as a structured learning approach in which students actively engage with their peers through group discussions, shared problem-solving, and mutual explanation to address misunderstandings in economics. In practice, this approach is not merely about grouping students; it focuses on purposeful interaction in which learners clarify concepts, challenge each other's thinking, and reconstruct their understanding. Teachers intentionally design collaborative activities to target specific learning gaps and misconceptions identified in the classroom. This form of peer support allows students to express ideas in their own language, making abstract economic concepts more accessible. As a result, collaborative learning becomes a remedial strategy to strengthen conceptual recovery, particularly for students who struggle to grasp fundamental economic principles.

Interview data revealed that teachers perceive collaborative peer support as an effective way to help students overcome learning difficulties. One participant stated, "When my students work in groups, they feel more confident to ask questions and explain

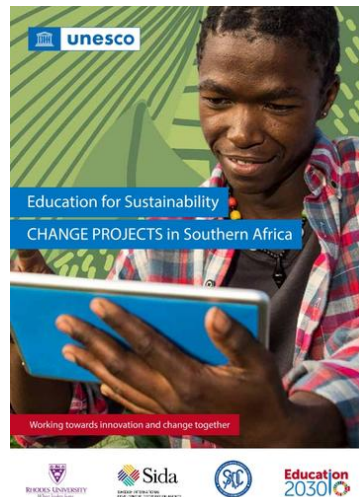
concepts to each other, which helps them correct their misunderstandings.” Another informant explained, “I noticed that students who struggle individually tend to improve when they learn from their peers because they receive explanations more simply.” These responses indicate that peer interaction fosters a supportive learning environment in which students are more willing to engage and participate. The researcher interprets collaborative settings as reducing anxiety and encouraging active involvement, allowing students to process information more effectively and gradually rebuild their conceptual understanding in economics.

Further insights from interviews highlight the role of peer support in facilitating deeper learning and reflection. One teacher mentioned, “Through group discussions, I can see that students start to challenge each other’s ideas and correct wrong answers together.” Another participant added, “Peer learning helps students realize their mistakes because sometimes they understand better when their friends explain than when the teacher does.” These findings suggest that collaborative learning promotes critical thinking and self-awareness among students. The researcher interprets this interaction as not only helping identify misconceptions but also enabling students to actively participate in correcting them. As students engage in dialogue and negotiation of meaning, they develop a clearer, more accurate understanding of economic concepts, thereby supporting their overall conceptual recovery.

Observational data support these findings by showing that students engaged in collaborative activities demonstrate higher participation and interaction than those in traditional instruction. During classroom observations, students were seen actively discussing questions, explaining answers, and assisting peers who struggled with certain concepts. The researcher noted that students frequently used simple language and real-life examples to explain economic ideas, making the learning process more relatable. Restating these findings, collaborative peer support creates opportunities for students to identify and address their own learning gaps through interaction. The pattern that emerges indicates that when students are given the chance to learn collaboratively, they become more engaged, confident, and capable of reconstructing their understanding, leading to stronger conceptual recovery in economics.

### **Technology-supported Remediation Bridges Learning Gaps**

Technology-supported remediation in this study is operationally defined as the use of digital tools, online platforms, and interactive media to address students’ learning gaps in economics specifically. This approach goes beyond general technology integration by focusing on targeted interventions that help students revisit misunderstood concepts, receive immediate feedback, and engage with content in more flexible ways. In practice, teachers utilize simulations, digital learning platforms, and multimedia resources to simplify abstract economic concepts and make them more accessible. These tools allow students to learn at their own pace while reinforcing previously misunderstood material. As a remedial strategy, technology serves as a bridge connecting students’ prior misconceptions to clearer conceptual understanding through repeated exposure and interactive engagement.



**Figure 2. Education for Sustainability**

<https://unesdoc.unesco.org/ark:/48223/pf0000387847>

Observational evidence from documentation in Figure 2 supports the implementation of technology in remediation practices. Based on the available documentation, including visual records of educational initiatives such as sustainability-focused learning projects, students were engaged in structured activities that integrate digital and collaborative tools. The documentation shows students interacting with learning materials in group settings, utilizing visual aids, and participating in guided activities designed to enhance understanding. The researcher interprets these documented practices as reflecting how technology and structured programs are used to support active engagement and to provide opportunities for students to revisit difficult concepts. The presence of organized instructional materials and guided digital activities indicates that technology is intentionally used to support remediation and not merely as a supplementary tool.

Restating these findings, technology-supported remediation enables students to engage more actively with learning materials while addressing their individual learning gaps. The documentation illustrates that students are not only exposed to content but are also guided through structured processes that allow them to correct misunderstandings. Through visual and interactive elements, students can revisit concepts multiple times, receive feedback, and build confidence in their understanding. This suggests that technology serves as a medium for reinforcing learning by making abstract economic concepts more concrete and easier to comprehend. As a result, students are better able to bridge the gap between initial misunderstanding and accurate conceptual knowledge.

The pattern emerging from the data indicates that technology-supported remediation creates a more engaging and adaptive learning environment. Students who are exposed to digital and interactive learning experiences tend to show higher levels of participation and sustained attention. The use of structured technological tools enables repeated practice, immediate correction, and personalized learning pathways, which are essential for addressing diverse learning needs. This consistent pattern suggests that technology plays a crucial role in facilitating conceptual recovery by providing students with multiple opportunities to interact with and understand economic content. Ultimately, technology-supported remediation functions as an effective mechanism for bridging learning gaps and improving overall student performance in economics.

## Remedial Active Learning Reduces Economic Misconceptions

Remedial active learning in this study is operationally defined as a structured instructional approach in which teachers deliberately design interactive classroom activities to address students' misconceptions in economics. This approach emphasizes student participation through discussions, problem-solving tasks, and guided practice that directly target previously identified learning gaps. In practice, teachers facilitate learning by encouraging students to explain their reasoning, challenge incorrect assumptions, and reconstruct their understanding through active engagement. Rather than passively receiving information, students are involved in meaningful activities that require them to apply concepts in real or simulated contexts. This process enables teachers to identify misconceptions as they occur and intervene immediately, making remedial active learning a focused strategy for improving conceptual clarity and reducing errors in understanding economic principles. The observations conducted during classroom activities are summarized in Table 2 below, which outlines key instructional practices and corresponding indicators of remedial active learning.

**Table 1. Observation of Remedial Active Learning Practices**

Observed Activities	Indicators	Observed Activities
The teacher facilitates group problem-solving tasks.	Students actively discuss and attempt solutions collaboratively	The teacher facilitates group problem-solving tasks
Students explain their answers during class discussion	Students articulate reasoning and identify errors in understanding	Students explain their answers during class discussion
The teacher provides immediate feedback during activities	Misconceptions are corrected in real-time	The teacher provides immediate feedback during activities
Use of real-life economic examples in tasks	Students relate concepts to practical situations	Use of real-life economic examples in tasks
Students ask questions and challenge peer responses	Increased critical thinking and conceptual clarification	Students ask questions and challenge peer responses

The data presented in the table indicate that remedial active learning is characterized by continuous interaction between teachers and students, in which misconceptions are identified and addressed throughout the learning process. The observed activities show that students are not only engaged in completing tasks but are also encouraged to explain their thinking and reflect on their understanding. Restating these findings, implementing active learning strategies allows teachers to detect errors in students' reasoning as they emerge and provide immediate corrective feedback. This process ensures that misconceptions are not reinforced but are instead clarified through guided interaction. The observations further reveal that students become more confident in expressing their ideas and more responsive to feedback, which contributes to improved conceptual understanding in economics.

A clear pattern emerging from the observations is that classrooms implementing active-learning remediation exhibit higher levels of student engagement, interaction, and conceptual correction. Students consistently participate in discussions, question assumptions, and refine their understanding through iterative learning processes. The use of real-life examples and collaborative problem-solving creates an environment where abstract economic concepts become more accessible and meaningful. This pattern suggests that active engagement plays a crucial role in enabling students to identify and

overcome their misconceptions. As a result, remedial active learning is an effective approach to bridging gaps in understanding by promoting continuous feedback, active participation, and the gradual reconstruction of accurate economic knowledge.

## Discussion

The findings of this study demonstrate that collaborative peer support plays a significant role in strengthening students' conceptual recovery in economics. This result is consistent with prior studies emphasizing the importance of social interaction in learning, in which knowledge is constructed through dialogue and shared experiences (Sahni et al., 2024; Tabolina et al., 2021). Previous research has shown that peer-assisted learning environments can reduce learning anxiety and increase student participation, which aligns with the present finding that students become more confident and engaged during collaborative activities. However, this study extends the existing literature by positioning collaborative learning not merely as a general instructional strategy but as a targeted remedial approach to address misconceptions. This distinction highlights a more intentional and structured use of peer interaction to bridge learning gaps, which has been less explicitly addressed in earlier studies.

The study also found that technology-supported remediation effectively bridges learning gaps by providing flexible, interactive, and adaptive learning opportunities. This finding supports earlier research indicating that digital tools enhance student engagement and improve conceptual understanding through visualization and immediate feedback. In line with existing literature, the use of simulations and online platforms allows students to revisit difficult concepts and learn at their own pace (Grijpma et al., 2022; Segovia-García, 2024). However, the present study offers a more specific perspective by emphasizing technology's role as a remediation tool rather than merely a means of content delivery. Unlike previous studies that focus broadly on technology integration, this research highlights how technology can be strategically used to target and correct specific learning deficiencies, thereby strengthening its relevance in addressing persistent misconceptions in economics (Angelos et al., 2023; Chow et al., 2021).

Furthermore, the findings on remedial active learning confirm that active engagement is essential in reducing students' misconceptions. This aligns with constructivist learning theories, which argue that students develop understanding through active participation and reflection (Aidoo et al., 2024; Bhandari et al., 2020). Prior studies have similarly reported that strategies such as problem-based learning and guided discussions improve conceptual clarity (Almulla et al., 2023; Lavoie et al., 2022). The present study reinforces these findings by demonstrating that when active learning is intentionally designed as a remedial intervention, it becomes more effective in identifying and correcting errors in real time. This suggests that the effectiveness of active learning lies not only in student participation but also in its strategic implementation to directly address learning gaps, offering a more focused contribution to the existing body of knowledge.

From a theoretical perspective, this study contributes to the understanding of how remedial instruction can be conceptualized within the framework of student-centered learning. It integrates elements of collaborative learning, technology integration, and active engagement into a cohesive remediation model focused on bridging learning gaps. The findings suggest that effective remediation is not a single strategy but a combination

of approaches that support conceptual recovery through interaction, feedback, and repeated exposure to content. This expands existing theories by highlighting the need for a more integrated and adaptive approach to teaching economics, where multiple strategies are employed simultaneously to address diverse student needs and learning challenges.

In practical terms, the findings have important implications for educators and policymakers. Teachers are encouraged to adopt structured, collaborative activities, meaningfully integrate technology, and implement active learning strategies as part of their remedial practices. Schools should provide adequate resources and training to support the effective use of these approaches in the classroom. Additionally, the findings suggest that remediation should be embedded within regular teaching practices rather than treated as a separate intervention. By doing so, educators can continuously identify and address learning gaps as they arise. Ultimately, the study provides actionable insights that can inform instructional design and improve student performance in economics, particularly in contexts where learning challenges and resource constraints are prevalent.

## CONCLUSION

This study reveals that the most significant finding is the effectiveness of structured remediation strategies, namely collaborative peer support, technology-supported remediation, and remedial active learning, in bridging students' learning gaps in economics. These approaches demonstrate that misconceptions can be reduced when learning is interactive, targeted, and responsive to students' needs. The key lesson from this research is that remediation is most impactful when it is integrated into regular classroom practices rather than treated as an additional activity. The strength of this study lies in its practical contribution to economics education, as it provides a clear framework for implementing classroom-based remedial strategies grounded in real teaching practice. By combining multiple approaches, the study offers a comprehensive model that enhances conceptual understanding and student performance. However, the study is limited by its focus on a single community and a relatively small sample size. Future research is recommended to explore broader contexts and incorporate quantitative measures to strengthen generalizability.

Furthermore, the findings highlight that effective remediation requires a balance between student engagement, instructional support, and adaptive learning tools. The integration of collaborative interaction, technology, and active learning creates a dynamic environment where students can continuously reconstruct their understanding. A key contribution of this study is its emphasis on remediation as a systematic and intentional instructional approach, rather than a reactive solution to poor performance. This perspective advances existing knowledge by positioning remediation as a central component of effective teaching in economics. Despite its contributions, the study is constrained by its qualitative design, which may limit the ability to measure the direct impact of each strategy on academic outcomes. Additionally, the reliance on observational and self-reported data may introduce subjectivity. Therefore, future studies should consider mixed-method approaches and longitudinal designs to examine the long-term effectiveness of remediation strategies across diverse educational settings.

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