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Remediation strategies for enhancing economic students' understanding and performance in South Africa

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ABSTRACT

Economics is an important subject in South African schools because it equips learners with the knowledge to understand economic systems and address economic challenges. However, limited evidence explains how Economics teachers in under-resourced schools respond to learners' misconceptions through practical remediation strategies. This study aimed to explore the remediation strategies used by Economics teachers to address learners' misconceptions and support their understanding and academic performance. A qualitative case study approach was employed to examine teachers' experiences and instructional practices in under-resourced South African schools. Data were collected through semi-structured interviews with 20 purposively selected participants and analyzed thematically. The findings identified five core remediation strategies: active learning, real-world applications, collaborative learning, formative assessment, and approaches addressing socioeconomic challenges. Active learning and real-world applications supported learners in engaging with and contextualizing economic concepts, while collaborative learning facilitated peer interaction and shared understanding. Formative assessment enabled teachers to identify misconceptions and provide timely feedback, while attention to socioeconomic barriers highlighted the importance of learning resources and infrastructure. Technology integration also supported learners' engagement and understanding. These findings demonstrate that effective remediation requires context-sensitive instructional strategies, adequate resources, and institutional support.

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ABSTRAK

Ekonomi menjadi mata pelajaran penting di sekolah Afrika Selatan karena anggotanya dididik dengan pengetahuan untuk memahami sistem ekonomi dan menghadapi berbagai tantangan ekonomi. Namun, bukti mengenai bagaimana guru ekonomi di sekolah dengan keterbatasan sumber daya menanggapi miskonsepsi peserta didik melalui strategi remediasi yang praktis masih terbatas. Penelitian ini bertujuan untuk mengeksplorasi strategi remediasi yang digunakan guru ekonomi dalam mengatasi miskonsepsi serta mendukung pemahaman dan prestasi akademik peserta didik. Penelitian ini menggunakan pendekatan studi kasus kualitatif untuk mengkaji pengalaman dan praktik pembelajaran guru di sekolah Afrika Selatan yang memiliki keterbatasan sumber daya. Data dikumpulkan melalui wawancara semi-terstruktur terhadap 20 partisipan yang dipilih secara purposif, kemudian dianalisis menggunakan analisis tematik. Temuan mengidentifikasi lima strategi utama, yaitu pembelajaran aktif, penerapan konsep dalam konteks nyata, pembelajaran kolaboratif, asesmen formatif, dan pendekatan yang mempertimbangkan tantangan sosial ekonomi. Pembelajaran aktif dan konteks nyata mendukung interaksi serta pemahaman konsep ekonomi, sedangkan pembelajaran kolaboratif memfasilitasi interaksi dan pemaknaan bersama. Asesmen formatif membantu guru mengidentifikasi miskonsepsi dan memberikan umpan balik secara tepat waktu. Integrasi teknologi juga mendukung keterlibatan dan pemahaman peserta didik. Temuan menunjukkan bahwa remediasi yang efektif memerlukan strategi pembelajaran yang kontekstual, didukung oleh sumber daya dan dukungan institusional yang memadai.

Kata Kunci: *asesmen formatif; mata pelajaran ekonomi; remediasi strategis; tantangan sosial-ekonomi*

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INTRODUCTION

Economics plays an important role in the South African school curriculum by developing learners' decision-making, critical thinking, and problem-solving skills and preparing them to participate meaningfully in economic life (Cornish et al., 2021; Fitrianto, 2024). Beyond academic achievement, Economics education enables learners to understand resource allocation and to apply economic knowledge in personal, community, and national contexts (Narmaditya & Wibowo, 2021). However, the South African secondary education system continues to face substantial challenges in learner retention and academic achievement. A considerable proportion of learners who enter Grade 1 do not reach Grade 12, while retention among the senior grades also remains problematic (Dizha & Olawole, 2022). These broader educational challenges are particularly concerning for Economics education because learners are expected to understand abstract concepts, analyze economic relationships, and apply higher-order thinking to real-world problems.

Persistent difficulties in these areas may limit learners' ability to develop a meaningful understanding of the economy and participate effectively in socioeconomic decision-making. Learners' difficulties in Economics are reflected in their academic performance. Evidence indicates ongoing underachievement in Economics in South African schools, including low pass rates and limited attainment at higher levels (Bedeker, 2024; Lekhetho, 2021). Learners also have difficulty reaching the competency levels required in subjects that demand analytical and higher-order thinking skills (Terblanche & De Clercq, 2021). These patterns suggest that the problem extends beyond examination performance and may involve weaknesses in learners' conceptual understanding of Economics. Such difficulties raise concerns about the quality and relevance of Economics education and the extent to which classroom instruction responds to learners' learning needs (Du Plessis & Letshwene, 2020).

The problem is further intensified in marginalized schools, where inadequate funding, limited instructional resources, and poor infrastructure constrain opportunities to provide effective learning experiences (Saaida & Saaidah, 2023). Shortages of qualified teachers and instructional resources, together with learners' perceptions of Economics as an abstract and difficult subject, have also been associated with poor performance (Lekhetho, 2021). These challenges are particularly evident in disadvantaged rural and township schools, where resource inequalities can limit the quality of teaching and learning (Busher & James, 2020). Previous studies have examined several factors associated with learning difficulties and underachievement in Economics. One line of research has emphasized the importance of teachers' pedagogical content knowledge and the alignment between pedagogical practices and curriculum requirements.

Appropriate pedagogical content knowledge can strengthen learners' engagement and understanding, whereas inadequate teacher preparation may contribute to ineffective instruction and weak learning outcomes (Mdodana-Zide, 2023; Olawale, 2024). At the contextual level, resource inequalities in disadvantaged schools further complicate teachers' efforts to provide effective Economics instruction (Busher & James, 2020; Saaida & Saaidah, 2023). Collectively, these studies establish that Economic learning difficulties are shaped by interconnected pedagogical, learner-related, and contextual factors rather than by learner performance alone. Research has also examined instructional approaches that respond to learners' diverse needs. Constructivist perspectives emphasize active learning through interaction with content, prior knowledge, and peers, while differentiated and personalized instruction can improve achievement by addressing learners' varying needs and learning preferences (Asio & Jimenez, 2020; Jie et al., 2020; Jin et al., 2022).

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Remediation approaches further provide targeted support through small-group tutoring, group discussions, and formative exercises to address specific learning difficulties (Diaz et al., 2020). Although these studies provide valuable insights, the literature remains focused largely on learner performance, general pedagogical challenges, teacher knowledge, instructional resources, and broad instructional approaches (Diaz et al., 2020; Mdodana-Zide, 2023). Limited attention has been given to how Economics teachers identify and address learners' misconceptions through practical remediation strategies in under-resourced South African schools. As a result, there is insufficient understanding of how remedial practices are adapted to disadvantaged contexts where teachers must address diverse learning needs despite limited resources. Against this background, this study focuses on the remediation strategies used by Economics teachers to address learners' misconceptions and improve their understanding and performance in under-resourced South African schools.

By examining teachers' context-sensitive practices, the study connects established instructional perspectives with the practical realities of disadvantaged Economics classrooms. It provides insights relevant to teacher development, instructional planning, and educational support. Despite growing attention to differentiated, personalized, and remedial approaches, limited evidence explains how Economics teachers in under-resourced South African schools respond to learners' specific misconceptions through practical remediation strategies. This limitation makes it difficult to understand how teachers adapt instructional support to improve learners' conceptual understanding and academic performance. Therefore, the central research question guiding this study is what remediation strategies Economics teachers use to address learners' misconceptions and improve their understanding and performance in Economics.

This study aims to explore the remediation strategies used by Economics teachers to address learners' misconceptions and improve their understanding and academic performance in Economics, particularly within under-resourced South African school contexts. By examining teachers' practical experiences and instructional approaches, the study seeks to provide a context-sensitive understanding of how remediation can be implemented to respond to learners' diverse learning needs. The findings are expected to contribute practical insights for Economics teachers, teacher development, curriculum implementation, and educational stakeholders to design more responsive instructional support and promote more equitable learning outcomes in disadvantaged school contexts.

LITERATURE REVIEW

The Importance of Learning Economics in Schools

Economics is essential for providing students with a basic understanding of how economic systems operate. Economics as a subject empowers students to become active citizens capable of making informed decisions (Manioudis & Meramveliotakis, 2022). Learning Economics enhances students' critical thinking skills and helps them analyze economic challenges. Challenges in Economics include resource scarcity, supply and demand, and market behavior (Siegfried & Colander, 2022). Integrative Economics learning models can improve students' understanding of economic principles and their application in Mathematics (Suratno, 2024). The study argues that the ability to apply mathematical knowledge to solve problems leads to a deeper comprehension of economic concepts. Developing a solid foundation in Economics helps students gain the skills to make significant financial decisions and contribute effectively to the economy.

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A strong understanding of Economics benefits students' problem-solving and society by enhancing human resources. Students with a solid grasp of economic concepts can contribute meaningfully to discussions on economic policies and reforms (Pühringer & Bäuerle, 2019). These contributions foster active citizenship and enhance responsive governance. Studying Economics in schools is essential for understanding real-world events, such as employment trends and financial crises (Toufaily & Bou Zakhem, 2024). An understanding of economic principles can influence students' personal experiences and shape their futures in meaningful ways. Incorporating Economics into the school curriculum is essential to ensure students develop in-depth theoretical knowledge (Mpuangnan & Ntombela, 2024). This study argues that teachers need to be trained and workshopped to implement curriculum expectations in the classroom. Such an approach helps educators to influence students' critical and analytical skills, which are essential for engaging thoughtfully in the global landscape.

The Challenges That Influence Students' Understanding of Economics

Despite the importance of Economics in enhancing students' critical thinking and decision-making, students' understanding of the subject is hindered by its abstract, theoretical nature. The abstract nature of economic concepts poses a significant barrier to student understanding (Allgood & McGoldrick, 2020). As a result, students may develop misconceptions and cognitive conflicts that lead to confusion. When students encounter complex economic theories without practical applications, they struggle to connect these ideas to real-life situations, leading to disengagement and reduced interest in the subject (Marougkas et al., 2023). Many students also perceive Economics as lacking real-world relevance (Gjini, 2024). This perception contributes to misunderstandings and a declining interest in Economics. These results emphasize the need for school leaders and teachers to take action to connect theoretical concepts with practical applications.

Students' attitudes and lack of interest in Economics can be attributed to socioeconomic factors. Students from underprivileged communities face various challenges that hinder their understanding of Economics. A few of these factors include inequalities, lack of access to resources, and a shortage of qualified teachers (Lambrachts, 2020). The inequalities in these poor communities worsen students' misunderstanding and misconceptions of Economics. Disparities in access to resources in schools have hindered teachers' ability to teach Economics effectively (Adarkwah, 2021). This study argues that gaining insight into these challenges can help teachers develop inclusive instructional practices to facilitate Economics instruction. These inclusive instructional approaches can address the differences in the socioeconomic backgrounds of schools and students. Failure to address these obstacles can perpetuate systemic inequalities that impede student progress (Rizvi & Nabi, 2021). Providing a supportive learning environment can reduce the challenges faced by schools and teachers in Economics instruction (Luzano, 2024).

Strategies to Improve Students' Understanding of Economics

To enhance Economics instruction, teachers should implement a variety of remediation strategies designed to reduce students' lack of understanding. Active learning techniques, such as the predict-observe-explain (POE) approach, reduce students' misunderstandings and promote deeper comprehension. This approach encourages students to predict outcomes, observe real-world applications, and explain the underlying knowledge of the POE method (Çırakoğlu et al., 2022). The POE approach facilitates adaptive reasoning, which is essential for understanding complex economic concepts (Prabawati et al., 2020). Integrating project-based learning (PBL) and simulations transforms passive learning into engaging experiences (Tsai et al., 2022). The PBL strategy helps students appreciate the

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relevance of real-life economic theories and their application. The hands-on approach improves information retention and enhances students' analytical and critical reasoning skills (Erickson et al., 2020). However, implementing project-based learning requires significant time and resources, making it impractical (Parolin & Lee, 2021).

Educational trends show that technology integration and collaborative learning methods promote students' engagement and understanding of Economics. The use of online platforms and electronic resources can capture students' attention and provide interactive opportunities for engaging with economic data and scenarios (Chen et al., 2021). Promoting peer collaboration through collaborative learning allows students to share diverse perspectives, enhancing their understanding of Economics. In addition to technological and collaborative tools, employing formative assessment methods enables teachers to monitor student progress and address misconceptions about economic concepts (Okatahi et al., 2020). Additionally, meeting students' needs helps cultivate a supportive and inclusive learning environment (Niyibizi & Kazinyirako, 2024). These approaches suggest that integrating technology with collaborative learning can improve students' knowledge and boost their performance and achievement in Economics.

METHODS

This study employed a qualitative case study design to explore the remediation strategies used by Economics teachers to address learners' misconceptions and improve learners' understanding and performance. The case study focused on four schools in the same community, enabling it to examine remediation practices in their natural educational contexts (Pregoner, 2024). Participants were selected using purposive sampling based on their involvement in Economics instruction and school leadership. The study involved 20 participants from four schools, with five participants from each school: one principal, one deputy principal, one head of department, and two Economics teachers. The schools were selected based on their size, location, and student diversity. Participants had between three and more than fifteen years of teaching experience and held qualifications in education or Economics.

School leaders and heads of department were included to provide contextual perspectives and corroborate the remediation practices reported by Economics teachers. Data were collected through semi-structured individual interviews. The interview guide was developed in accordance with the research questions and reviewed by experts to ensure their relevance and clarity. Each interview lasted approximately 45–60 minutes and was audio-recorded with participants' informed consent. Field notes were also taken during the interviews to capture relevant contextual information. The interview process involved preparation, refinement of the interview guide, implementation of the interview, and data recording. All interview recordings were transcribed verbatim and checked against the original audio recordings to ensure accuracy and completeness.

The transcripts and field notes were then analyzed manually using reflexive thematic analysis. Braun and Clarke's six-phase approach was applied, consisting of familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2021). The analysis was conducted inductively, with codes generated line by line and subsequently organized into candidate themes. The five remediation strategies presented in the findings emerged from the data rather than being predetermined by the constructivist perspective. The constructivist perspective was afterward used to interpret the identified themes. To enhance the trustworthiness of the findings, member checking and data-source triangulation were employed. Preliminary findings were shared with participants for confirmation and feedback.

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Triangulation was conducted by comparing perspectives of principals, deputy principals, heads of department, and Economics teachers to identify similarities and differences across their accounts. A second author also reviewed a sample of coded transcripts and discussed alternative interpretations with the first author to strengthen the analytical process. Ethical clearance was obtained from the university research ethics committee, and permission was obtained from the participating schools. All participants provided informed consent and were assured of confidentiality and anonymity. Interview recordings and transcripts were securely stored in accordance with institutional requirements and retained for five years before permanent deletion. The study was limited to four schools within a single community, which may limit the transferability of the findings to other contexts. In addition, the use of interviews as the primary data source meant that the reported remediation strategies could not be directly verified through classroom observation.

RESULTS AND DISCUSSION

The thematic analysis of the interview data identified five themes concerning the remediation strategies used by Economics teachers to address students' difficulties in understanding Economics. The five themes were: 1) Active learning and real-world applications; 2) addressing socioeconomic barriers; 3) Integrating technology for engagement; 4) Collaborative learning and peer support, and 5) Formative assessment and feedback. The themes were derived from accounts provided by principals, deputy principals, heads of department, and Economics teachers across the participating schools.

Active Learning and Real-World Applications

Participants described using active learning activities and practical economic problems in classroom instruction. Participants reported that students were involved in solving practical economic problems and discussing economic concepts with their peers. One participant explained:

> *"I feel that, when my students participate in solving practical Economics challenges, it helps them to be able to link theory with practice."* (PR1)
>
> *"When I use peer discussions to teach Economics, it allows my students to explain how they understand and learn from their peers clearly."* (DPR)
>
> *"I think teachers who employ active learning engagement strategies can create an atmosphere that makes students comfortable in questioning their assumptions and the perspectives of peers."* (HB3)

These accounts indicate that the participants used practical problems, classroom discussion, and active student participation as part of their instruction.

Addressing Socioeconomic Barriers

The interview data also showed that participants identified socioeconomic conditions and unequal access to instructional resources as challenges in Economics learning. Participants reported that students in disadvantaged communities sometimes lacked learning materials and that teachers had difficulty providing instruction due to limited resources.

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> *"Students from underprivileged areas often lack the necessary materials, which exacerbates their learning challenges. Addressing these barriers requires targeted interventions and support for schools, especially in rural communities."* (PR3)

> *"We teachers in these communities find it difficult to facilitate teaching and learning because of limited resources to support our teaching."* (DP1)

> *"Without equitable access to instructional materials, students from underprivileged communities are not able to engage in Economics content effectively."* (HD4)

The accounts therefore indicate that participants associated students' learning difficulties not only with classroom instruction but also with differences in access to educational resources.

Integrating Technology for Engagement

Participants reported using online platforms, simulations, and other digital tools in Economics instruction. Technology was described as a means of presenting abstract concepts and providing students with opportunities to engage with learning materials.

> *"Using online platforms and simulations makes abstract concepts more engaging and accessible."* (ED5)

> *"Digital tools allow students to learn at their own pace, providing opportunities for personalized learning."* (DP3)

> *"The effective use of these tools requires adequate resources and ongoing support from schools."* (PR2)

Thus, the interview data showed that technology was used in Economics instruction, while participants simultaneously identified institutional resources and school support as conditions associated with its implementation.

Collaborative Learning and Peer Support

Participants also described collaborative activities and peer learning as strategies used during Economics instruction. Group activities, team-based tasks, and peer discussions were reported as classroom practices that encouraged students to interact with one another.

> *"Group activities and peer discussions deepen students' understanding of economic concepts."* (ED7)

> *"Using team-based work fosters confidence and encourages students to ask questions. This creates a supportive learning environment."* (DP4)

> *"I have seen that teachers who make use of group activities can create a supportive climate where students can learn from their peers."* (PR4)

These statements indicate that participants used collaborative activities and peer interaction to support students' classroom participation and learning.

Formative Assessment and Feedback

The final theme concerned formative assessment and feedback. Participants reported using formative activities and diagnostic assessments to identify students' learning difficulties and provide feedback.

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"Regular formative activities in my class help me to identify the challenges that my students have. Feedback from assessments enables students to correct their errors before misconceptions become ingrained." (ED1)

"The feedback from the assessment that is given to students allows them to be able to correct their errors and mistakes before they are ingrained." (ED3)

"When I use diagnostic tests to assess my students, they allow me to tailor my teaching to address the needs and learning preferences of students." (PR1)

The interview accounts therefore show that formative activities, diagnostic assessment, and feedback were used to identify students' difficulties and guide subsequent instructional responses.

Summary of Findings

The analysis yielded five themes describing the remediation strategies reported by participants. Active learning involved practical economic problems and classroom discussion (See: **Table 1**).

Table 1. Themes and Findings from the Interview Data

Theme	Finding from Interview Data	Representative Participant
Active learning and real-world applications	Participants reported using practical economic problems, active participation, and peer discussion during Economics instruction.	PR1, DPR, HB3
Addressing socioeconomic barriers	Participants reported that limited learning resources and unequal access to instructional materials affected students' engagement with Economics.	PR3, DP1, HD4
Integrating technology for engagement	Participants reported using online platforms and simulations and identified the need for adequate resources and school support.	ED5, DP3, PR2
Collaborative learning and peer support	Participants reported using group activities, team-based work, and peer discussions to support classroom learning.	ED7, DP4, PR4
Formative assessment and feedback	Participants reported using formative activities, diagnostic assessment, and feedback to identify learning difficulties and support correction of errors.	ED1, ED3, PR1

Source: Research, 2025

Addressing socioeconomic barriers concerned unequal access to learning resources. Technology integration involved online platforms and simulations and required institutional support. Collaborative learning involved group activities and peer discussion. Formative assessment involved diagnostic activities and feedback to identify and address students' learning difficulties.

Discussion

Active Learning and Real-World Applications

The finding that teachers used practical economic problems, active participation, and peer discussion indicates that remediation was connected to students' opportunities to engage directly with economic concepts. The participants' accounts show that practical problems were used to connect theoretical content with situations that students could discuss and analyze. This is particularly relevant to Economics because abstract concepts can be difficult for students when presented without meaningful

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contextualization. This finding is consistent with research showing that the abstract nature of Economics can contribute to students' misconceptions and difficulties in understanding economic concepts (Allgood & McGoldrick, 2020).

Research on the predict-observe-explain approach also indicates that active engagement with applications can support students' understanding of complex concepts (Çırakoğlu et al., 2022). In addition, peer interaction can support learner engagement and confidence by allowing students to exchange explanations and perspectives (Jin et al., 2022). The present finding therefore reinforces the importance of moving beyond teacher-centered explanation when addressing misconceptions. The participants' accounts suggest that remediation can occur through activities in which students actively discuss, solve, and explain economic problems rather than simply receiving additional explanations from teachers.

Addressing Socioeconomic Barriers

The findings concerning socioeconomic barriers show that students' learning difficulties were situated within broader resource conditions. Participants specifically described shortages of learning materials and difficulties in providing instruction in resource-constrained environments. This finding is important because it demonstrates that remediation strategies cannot be considered in isolation from the resources available to teachers and students. Previous research has identified unequal access to educational resources as a factor affecting the quality of teaching and learning in disadvantaged contexts (Adarkwah, 2021).

The present findings extend this perspective by showing that participants perceived resource limitations as directly affecting students' opportunities to engage with Economics content. The finding also indicates that the effectiveness of pedagogical strategies is partly dependent on contextual conditions. Active learning, technology integration, and formative assessment may be difficult to implement consistently when schools lack the necessary materials, infrastructure, or institutional support. Consequently, remediation should be understood not solely as an individual teacher's responsibility but also as a matter of school-level resource provision and educational support.

Integrating Technology for Engagement

The findings indicate that participants viewed technology as a means of making Economics content more accessible and engaging. Online platforms and simulations were particularly associated with presenting abstract concepts and providing opportunities for students to learn at different paces. At the same time, participants identified resource availability and school support as important conditions for effective technology use. This finding is consistent with research indicating that educational technologies can provide interactive learning experiences and support student engagement (Chen et al., 2021). Technology can also provide students with opportunities to interact with content in ways more flexible than conventional classroom instruction.

However, the findings indicate that technology integration is not automatically effective simply because digital tools are introduced into the classroom. The emphasis on institutional support is particularly important in the context of the participating schools. The findings suggest that access to technology needs to be accompanied by adequate resources and teacher support. Without these conditions, the pedagogical potential of digital tools may not be fully realized. Thus, technology should be considered as part of a broader instructional system rather than as an independent solution to students' learning difficulties.

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Collaborative Learning and Peer Support

The findings demonstrate that collaborative learning was used through group activities, team-based work, and peer discussion. Participants associated these practices with students' confidence, willingness to ask questions, and opportunities to learn from peers. The finding suggests that collaboration served both an instructional and interpersonal function within Economics classrooms. This finding supports previous research indicating that peer interaction can contribute to student engagement and learning through opportunities to exchange ideas and receive support from other learners (Jin et al., 2022). Students who experience difficulties with economic concepts may have opportunities to clarify their understanding through peer explanation before or during teacher intervention. Collaboration can therefore function as part of a remediation process by creating additional opportunities for explanation, questioning, and shared problem-solving.

Formative Assessment and Feedback

Formative assessment and feedback emerged as strategies for identifying students' difficulties and addressing misconceptions. Participants described diagnostic activities, formative tasks, and feedback as mechanisms for identifying errors and adjusting instruction. Among the five themes, this strategy is particularly relevant to the remediation process because it provides information about students' learning difficulties before teachers determine the subsequent instructional response. The finding is consistent with research emphasizing the role of formative assessment in monitoring student progress and identifying areas requiring further instructional attention. Formative activities can provide teachers with information that enables them to adjust instruction according to students' learning needs.

The participants' accounts similarly demonstrate that assessment was not used only to evaluate learning after instruction but also to inform subsequent teaching. This finding also complements the other four themes. Assessment can identify misconceptions that require active learning activities, practical applications, collaborative discussion, or additional technological support. In this sense, formative assessment can function as a diagnostic component that connects different remediation strategies. The finding is therefore important because it positions remediation as an iterative process in which teachers identify students' difficulties, provide an appropriate intervention, and use subsequent evidence of learning to determine further instructional needs.

Interpretation and Implications

Taken together, the findings indicate that remediation strategies in Economics operate through the interaction of pedagogical and contextual factors. Active learning and real-world applications address difficulties associated with understanding abstract economic concepts. Collaborative learning provides opportunities for students to exchange explanations and participate in shared learning. Technology offers additional means of presenting and accessing content, while formative assessment provides information for identifying and responding to students' difficulties. At the same time, socioeconomic barriers and resource limitations influence the extent to which these strategies can be implemented. This pattern is consistent with a constructivist perspective in which learning is understood as an active process involving students' interaction with content, prior knowledge, and social environment.

The findings show that the participants' remediation practices were characterized by opportunities for students to participate, discuss, apply, and revise their understanding rather than relying exclusively on teacher explanation. The findings also have practical implications for Economics education in resource-constrained schools. Teachers may benefit from combining practical problems, collaborative activities,

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technology-supported learning, and formative assessment rather than relying on a single remediation strategy. School leaders and policymakers also have a role in ensuring that teachers have access to instructional resources, technological infrastructure, and professional support.

This is particularly important because the findings demonstrate that pedagogical strategies are influenced by the socioeconomic and institutional context in which teaching occurs. This study was conducted in four schools within the same community and relied primarily on interview data. Consequently, the findings represent participants' reported experiences and should not be interpreted as evidence that the identified strategies produce measurable improvements in students' academic performance across different educational contexts. The methodological limitations identified in the study also indicate that the findings may have limited transferability to schools with substantially different socioeconomic, institutional, or curricular conditions.

CONCLUSION

This study explored the remediation strategies used by Economics teachers to address learners' misconceptions and support their understanding and academic performance in under-resourced South African schools. The findings identified five core remediation strategies: active learning, real-world applications, collaborative learning, formative assessment, and approaches addressing socioeconomic challenges. These strategies represent interconnected responses to learners' learning difficulties. Active learning encourages learners to participate in the learning process. Real-world applications help contextualize abstract economic concepts. Collaborative learning facilitates peer interaction and shared understanding. Formative assessment enables teachers to identify and address misconceptions through continuous feedback. Addressing socioeconomic barriers, particularly limited access to learning materials and inadequate infrastructure, was also found to be important for supporting equitable learning opportunities.

Among the identified strategies, formative assessment emerged as a particularly important component of remediation because it enables teachers to identify learners' difficulties, provide timely feedback, and adjust instruction according to their learning needs. The findings further demonstrate that contextual factors, including teacher expertise, availability of instructional resources, and institutional support, influence the effectiveness of remediation strategies. Thus, effective remediation requires not only appropriate classroom strategies but also supportive school environments and adequate resources that enable teachers to respond to learners' diverse needs. The findings provide context-sensitive insights into Economics education by illustrating how teachers respond to learners' misconceptions within under-resourced South African school contexts.

The study contributes practical implications for teachers, school leaders, and policymakers. Teachers should integrate the identified strategies into instructional planning, particularly the systematic use of formative assessment and contextualized learning activities. School leaders should provide institutional support and create learning environments that facilitate active and collaborative instruction, while policymakers should strengthen teacher development, infrastructure, and equitable access to learning materials. Future research could examine the implementation of these remediation strategies through classroom observations and student learning data to provide a more comprehensive understanding of their application and outcomes. Research involving a larger and more diverse range of schools could also examine how socioeconomic and institutional differences influence the implementation of remediation strategies across South African educational contexts.

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AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of this article are free from plagiarism.

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